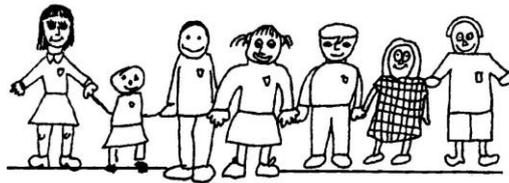




# Behaviour Policy



Agreed by Governors: **January 2016**

Reviewed: **January '18**

## ▪ INTRODUCTION

At Thorpe Acre Infant School we believe all children have the right to learn in a happy, supportive/nurturing and secure environment. Good behaviour underpins effective teaching and learning, the delivery of a stimulating curriculum and positive relationships between staff and pupils help foster our expectations.

We encourage and challenge all learners to:

- ✓ develop a love for learning
- ✓ fulfil their potential
- ✓ be inspired to explore the wider world

Staff and pupils work together to help children develop as responsible, caring and successful members of our own and the wider community. Through this policy, we aim to provide a clear framework in which the children understand how they are expected to behave in and around school.

## ▪ AIMS AND OBJECTIVES

***Through this policy we aim to:***

- model the behaviour we expect from our pupils, through promoting mutual respect between all members of the school community
- cultivate children's self-esteem within a caring ethos, by noticing and praising positive efforts and behaviour
- enable children to develop long term strategies for the future
- provide opportunities for Parents and Carers, children and the school, to work in partnership, including with appropriate outside agencies where necessary

***In order to achieve these aims we believe that:***

- It is important to share clearly our expectations for behaviour in school – rewards and sanctions
- A consistent approach to managing behaviour is necessary
- Children, Parents and Carers and staff have the right to expect a learning environment which is not disrupted by unacceptable behaviour
- The best way to motivate children to behave well is through positive praise and encouragement

- OUR EXPECTATIONS

- the 'SCHOOL RULES'

***When children are in school we expect them to:***

- Do as an adult asks straight away
- Listen carefully, without interrupting others
- Keep their hands and feet to themselves
- Remember their manners and use kind words when speaking to each other
- Try their best in everything they do to make themselves and others proud
- Show respect for each other's work and belongings

These 'rules' are now encompassed within our 5 values/ stars:

- |   |
|---|
| <ul style="list-style-type: none"><li>✓ be determined</li><li>✓ be proud</li><li>✓ be kind and caring</li><li>✓ be independent</li><li>✓ reach high</li></ul> |
|---|

- REWARDS

***Children may receive:***

- immediate verbal praise
- written feedback in their workbook/ on the piece of work
- a wider (visual) recognition of praise, e.g. 'Monster points'
- receive a 'star' sticker (see five values above)
- [be able to] visit the Headteacher to show their work or share an achievement
- a note of praise to share with their parent(s) or carer(s)
- a text home
- be nominated for the weekly All Stars assembly

All children also receive time for activities of their choice at certain special times of the week.

- SANCTIONS

***If and when a child does not behave in an acceptable or appropriate manner they may then:***

- receive a verbal warning
- be asked to sit out for a period of 5 minutes or to stand to one side (at lunchtime)
- lose time from their break, lunch and/ or 'choose' time (depending upon the time of day and day of the week) at the teacher's discretion
- be removed to a different class for a period of 10 minutes
- be taken to the Headteacher – depending upon the nature and seriousness of the incident, the family/ carer(s) of the pupil may be contacted
- be placed on temporary or permanent exclusion from the school.

In more extreme circumstances when a child puts themselves or others in danger, or when behaviour is immediately very challenging, some of the above steps may be omitted and/ or the child may move immediately to the final two stages.

- PROMOTING GOOD BEHAVIOUR

This policy reflects a concern for others and recognises that the issues addressed in it need to be discussed by teachers, governors, parents and more importantly the children themselves.

#### The roles and responsibilities of children

***All children are expected to:***

- Follow the school rules
- Settle quickly and avoid distractions when moving to and from an area or activity
- Accept the consequences which follow if they choose to break a school rule
- Remember that expectations of behaviour are the same in every classroom, when moving around school, on the playground or school grounds, at break and lunchtime, in assembly and on visits
- Be aware of and show consideration to the feelings and values of others, even when they are different from their own

#### The roles and responsibilities of staff

All staff have a shared responsibility to be aware of children's behaviour throughout school and to deal with it in accordance with this policy.

**All staff will aim to:**

- Set positive examples of behaviour
- Plan a differentiated curriculum to meet individual needs
- Organise the school environment, classroom space and displays
- Structure routines and activities to enable children to behave in an appropriate way
- Be explicit in ensuring children know what is expected of them in the way they behave
- Discuss concerns with the SENCO and if appropriate, plan and implement an individual plan, which is regularly monitored and reviewed
- Inform parents about their children's behaviour – letters/ notes home must be approved by the Head/Deputy
- Work co-operatively with outside agencies
- Implement individual risk assessments
- Keep positive handling training up to date
- **Let children know that every day is a new start**

All staff have a responsibility for their own personal safety and the safety of others. If a child's behaviour is likely to cause harm to themselves or others then trained staff have a duty of care to apply positive handling techniques/ Team Teach practices.

The management team and SENCO will provide advice to colleagues, lead staff training where required and ensure the policy is implemented, monitored and reviewed regularly

The roles and responsibilities of parents and carers

The school recognises that parents and carers have a key role to play in supporting the school and their child's behaviour. Parents are expected to attend meetings in school to discuss unacceptable behaviour and attend reintegration interviews following an exclusion. Parents need to be aware of this policy, the school rules and the rewards and sanctions that may be applied.

▪ RECORDING AND MONITORING

Instances of poor behaviour may be recorded on a tracking sheet to enable Teachers, Learning Support Assistants and Lunchtime Supervisors to monitor a child's progression through the system of sanctions and the frequency with which they are choosing to ignore the school's expectations.

In terms of rewards - beyond initial verbal praise, each subsequent level of incentive, also provides a record of a child's achievement.

At the stage where the Headteacher (or DHT in his/ her absence) has become involved, it may be felt that a parent/ carer must be contacted.

The Headteacher will record and report exclusions to the Local Authority and report on key issues to the Governors as required. The Governing Body is responsible for monitoring the effectiveness of the school's policies and actions.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Reviewed \_\_\_\_\_

**NEXT REVIEW DATE**

This policy will be reviewed every 3 years