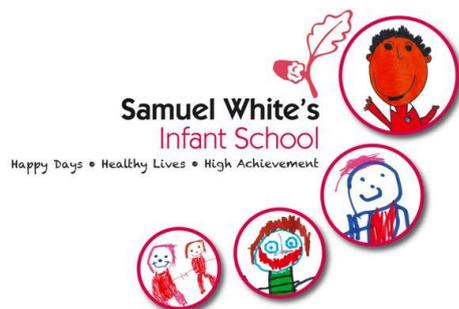


## *Behaviour Policy*

**Last updated by:** Sue Leyden  
**Document status:** Final  
**Version:** Issue 1  
**Date written:** March 2014  
**Category:** Statutory  
**Effective date:** Immediate  
**Review cycle:** Annual  
**Reviewing authority:** CSI/FGB

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairman of Full Governing Body)



**AIMS OF THE POLICY:**

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils staff and parents have a sense of direction and feeling of common purpose

**CHILDREN'S RESPONSIBILITIES ARE:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

**STAFF RESPONSIBILITIES ARE:**

- To treat all children fairly and with respect
- To raise children's self-esteem and develop children towards their potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is unique
- To be aware of children's individual needs
- To offer a framework for social education.
- To use school rules and class circle time to model appropriate behaviours

**THE PARENT'S RESPONSIBILITIES ARE:**

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To offer a framework for social education

**WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR:**

- We make clear our expectations of good behaviour through the school's rules
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set, through example, high standards of behaviour
- We praise good behaviour both privately and publicly
- We use circle time to promote the 'Golden Rules'

## **SUPPORTING GUIDELINES**

### **BASIC ASSUMPTIONS:**

Pupils do not misbehave if they are on-task and feel safe and secure both emotionally and physically.

Some experiences in school (which may not in themselves be unpleasant) can trigger compelling patterns of behaviour. The school should work to identify such triggers and attempt to minimise them where possible.

### **PUPILS TEND TO BE ENGAGED IN TASKS IF:**

- The tasks are meaningful
- The level of challenge is appropriate
- The pupils have a clear sense of short term and long-term goals (learning targets) and receive positive feedback leading to a growing sense of confidence
- They have a high self-esteem through being valued

### **PUPILS TEND TO FEEL EMOTIONALLY AND PHYSICALLY SECURE WHEN:**

- There is clear and consistent use of rules and sanctions
- Their primary needs (sleep, food, warmth and attachment) have been met

### **POSITIVE APPROACHES:**

- We aim to ensure that pupils experience success through their efforts which can be developed through EYFS and the National Curriculum/the broader curriculum (i.e. Circle time etc)
- High, positive expectations are communicated through the relationships, and unwritten and unspoken rules that exist in a school
- We aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn

### **STRATEGIES FOR POSITIVE ENCOURAGEMENT:**

- Circle Time
- Showing others their good work
- Celebration Assembly
- Teacher's and Headteacher's certificates and rewards
- Positive feedback to parents (verbal and written)
- Lunch time stickers

### **ENCOURAGING GOOD BEHAVIOUR:**

Emphasis is placed upon encouragement and motivating pupils through:

- Positive feedback
- Descriptive praise
- Attention for success, not failure e.g. "Catch them doing good" (particularly relevant for challenging pupils)

## **RESPECT FOR ALL INDIVIDUALS IS VERY IMPORTANT AT SAMUEL WHITE'S INFANT SCHOOL**

Differing cultures and backgrounds should be equally valued

- Desired behaviour should be modelled
- Children must be listened to and we should communicate that we have heard what they have said.

### **WE WORK VERY HARD TO RAISE CHILDREN'S SELF-ESTEEM BY:**

- Communicating a sense of their importance
- Ensuring pupils experience and have a sense of their own success
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible

- Ensuring that 'feelings' are part of the overt and hidden curriculum
- Providing a wide range of extra curricular activities to allow success in a wide range of areas

### HOW CHILDREN CAN SORT OUT THEIR OWN DIFFICULTIES:

- Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion.
- Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence swearing or abuse.

### SANCTIONS

The general rule is that pupils are expected to work in work time or miss playtime to complete work.

<b>In Classroom</b>	<b>In Playground*</b>
a) Verbal reminder. Praise children behaving appropriately. Adult states that behaviour is unacceptable explaining why this is so (adult expresses their disappointment) in calm voice.	a) Verbal reminder. Praise children behaving appropriately. Adult states that behaviour is unacceptable explaining why this is so (adult expresses their disappointment) in calm voice. Request apology for inappropriate behaviour.
b) Child given "time out" within the class for a short time (up to 5 minutes). Request apology for inappropriate behaviour.	b) Child holds hand of adult on duty for a short time (up to 5 minutes) Request apology for unacceptable behaviour. Adult completes a post it which is put in Behaviour book.
c) Child is sent to a designated class in same year group for 5 minutes with egg timer	c) Child sent to First Aid Station for 5minutes and logged in behaviour book
d) Child is sent to Headteacher (or senior member of staff). Parent informed by teacher at the end of the day.	d) If poor behaviour persists, child loses rest of playtime and is sent to Headteacher (or senior member of staff). Parent is informed by the class teacher at the end of the day.
e) Parents / teacher / child all involved with an informal behaviour plan which is regularly reviewed and stopped when appropriate	e) Parent / teacher / child all involved with an informal behaviour plan which is regularly reviewed and stopped when appropriate
f) Formal Behaviour Plan written with parents, Class teacher and SENCO. Additional input/advice from external agencies may be sought	f) Formal Behaviour Plan written with parents, Class teacher and SENCO. Additional input/advice from external agencies may be sought

\*Please note that if the Headteacher is on duty at lunchtime, they may support minor issues, e.g. holding hand of a pupil. However, if the Headteacher has been involved at a serious level, the class teacher will be informed and asked to pass this information on to the parent.

Any serious occurrences of inappropriate behaviour would be brought directly to the Headteacher missing out steps a) to d). The incident will be logged in school incident log, parents informed immediately. If appropriate, South Gloucestershire exclusion procedure will be implemented.

### CONCLUSION

This policy is seen as central to the ethos of this school in order to provide effective teaching and learning. It underpins the aims of this school as set out in the school prospectus. It provides the school with an opportunity to communicate positive values and expectations to the children.