



DITTON INFANT SCHOOL

Wellbeing

Behaviour Policy

November 2017

## Aims

The aims of our Behaviour Policy are:

- ✓ To build self-esteem, positive attitudes and a feeling of belonging.
- ✓ To communicate the characteristics, values, attitudes and aspirations of the school.
- ✓ To clarify the expectations of behaviour for all members of the school.
- ✓ To make the rules clear, explicit and easily understood.
- ✓ To communicate each individual's role in support of the management of behaviour so that the approach is consistent and staff are supported in carrying out their role.
- ✓ To reward good behaviour through positive reinforcement.
- ✓ To manage behaviour effectively throughout the school.

## Statement of Values

- ✓ All pupils should feel that they are valued members of the school.
- ✓ All staff need to be actively involved in rewarding positive behaviour and modifying undesirable behaviour.
- ✓ Pupil's positive achievements and successes, both in and out of school, should be celebrated and shared with parents. We aim to work in partnership with parents.
- ✓ All staff should have high expectations of good behaviour as low expectations can result in poor behaviour.
- ✓ Staff need to be sensitive towards pupil needs. They should listen to pupils and be seen to be listening.
- ✓ Good standards of behaviour are mainly dependent upon curriculum and teaching methods, which are well matched to pupils' needs.
- ✓ There needs to be a well-developed range of rewards and privileges, which outweigh those sanctions available.
- ✓ Staff need time to discuss and plan appropriate courses of action with particularly difficult pupils.
- ✓ All staff should model good behaviour.

Good behaviour at Ditton Infant School is considered to be part of the learning process. It is a necessary condition for effective teaching and learning to take place. It is part of the school curriculum (PSHE) and great emphasis is placed on its development. This Policy links to the **Use of Physical Intervention Policy**.

"Good Behaviour" is recognised by adults and children displaying:

- Consideration towards others
- Honesty
- Good manners and politeness
- Non abusive behaviour
- Care towards school equipment
- Non-disruptive behaviour in class

- Calmness
- Respect for school and class rules

## Golden Rules

These rules apply in all situations throughout the school. Each class will also have an agreed set of class rules, regarding organisational routines for that class. The Golden Rules are reinforced in Circle Times and Assemblies.

- ✓ We are gentle
- ✓ We are kind and helpful
- ✓ We work hard
- ✓ We look after property
- ✓ We listen
- ✓ We are honest

## Rewards

Strategies that may be used for the encouragement of positive behaviour: -

- Verbal praise and positive body language.
- Golden Time
- Class assemblies, parents invited.
- Celebration Assembly. Work/photos are displayed and each child's name is put up on the class wall.
- Weekly Circle Time in all classes.
- Stickers
- Certificates and letters home
- Seasonal letters from teachers to celebrate achievement (including good behaviour).
- Marble in jar/ lizard in the pot, class strategy
- Proud Cloud - Children are encouraged to work together as a class to earn a mutually agreed treat e.g. 5 minutes extra play, to have bubbles, a cooking activity. A number of rewards is decided upon e.g. 10 and once the class has achieved this the reward is given and the behaviour celebrated.
- Pay compliments to children, especially those with low self-esteem. Everyone feels better when a compliment is paid!
- Wall of Kindness - A grid can be coloured in when an act of kindness is performed. The name of the child or the act can also be written on the grid. An alternative of this could be a real wall made with children's bricks.

## **The 'Stay on Green' System:**

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.

- Children who regularly meet the school's 'Golden Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

*How it works:*

- In the class there is a prominent 'Stay on Green' display.
- On this display, all children have a label with their name on it.
- Each day, children start with their name on green.
- If children make positive impact individual choices they are celebrated by placing their name onto bronze, then silver, then gold.
- If children make negative impact individual choices they are warned by being placed on blue, then amber, then red.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).
- Classes are linked to form 'Buddies'. Children are sent to 'Buddy Class' for positive and negative behaviour (see Buddy groups).

**Actions:**

Behaviour Card	Action	Who involved?
Gold 7	Name in golden book in the HT office  Sent to SLT for note to receive certificate in Monday assembly.  Golden sticker & certificate. Five certificates in a term, earns "tea with HT"	Class teacher with SLT
Silver 6	Sent to another teacher for praise	Class teachers
Bronze 5	In class praise.	Class teacher
Green 4	Children have up to 30 minutes Golden Time each week.	Class teacher provides <u>planned</u> 'Golden Time' session for up to 30 minutes.
Warning	Child is reminded of Golden Expectations. Appropriate time given for child to address	Adult in class.

	behaviour.	
Blue 3	Child must move away from main class group (e.g. during whole class carpet session, child must move away some distance from the carpet). Time away depends on age of child (1 minute per age)	Adult in class. <i>Please make a note as to why they were moved on the chart.</i>
Warning	As above	
Yellow 2	Child is sent with their learning or reflection sheet to 'Buddy Class' for 10 minutes reflection time.  After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Golden Expectations'.  Child is given opportunity to join class and address behaviour.  Incident recorded in class behaviour book.	Adult in class. Recorded in class behaviour book.  Buddy class teacher.
Warning	As above	
Red 1	Child is sent to SLT on duty.  If child refuses to go, class teacher will send child to SLT/Office with 'SLT needed' card.  Parental/Carer involvement (letter, phone call, meeting)	Adult in class.  SLT. Record on SIMS  Parent/Carer  Letters and responses to be kept at school

If a child moves down later in the afternoon and has not had time to show remorse this will be followed up on entry to school where the class teacher will look for some positive behaviour. Otherwise the expectation is that all children begin each new day on 4 or above.

**Buddy Groups:**

Buddy classes allow children opportunities to celebrate their learning and positive behaviour as well as have time to reflect in a different context. Groups are fixed by the class teachers at the beginning of the academic year.

### **Refusing to move:**

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level

For example:

*"You are not following our class expectations Pru, and keep calling out which disrupts our learning. Please move away from the carpet area and think about the choices you are making"*

*"No...you can't make me move!"*

*"I will give you 10 seconds to move and make a positive choice"*

*(Pru does not move)*

*"Make the right choice, Pru. This is your second warning"*

*(Either Pru moves in which case you thank and then ignore. Or Pru refuses so she is moved to Amber.)*

Children may be offered time out in a place of supervised safety

Although everything possible will be done to de-escalate and avoid handling children it is recognised that staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property.

Always keep children and adults safe. If children are unsafe, positively handle the child ensuring the safety of all. Always send for a member of SLT.

### **Golden time:**

Golden time (if children have been on green or above all week) gives the opportunity for all children to celebrate their positive choices. Up to 30 minutes is given each week.

Golden time must be planned with enjoyable activities (e.g. class games, time in computer room and not tidying class or drawing on scrap paper). Golden time activities should be varied, stimulating and wherever possible linked with children's interests and talents.

### **Sanctions**

Teachers are encouraged to informally discuss with parents/carers any child's behaviour that is causing concern as soon as possible. This will enable parents and the school to work together.

Our sanctions are implemented consistently across the school as follows:

1. Non- verbal prompt (eg a look, gesture) or a short verbal prompt

2. Verbal reminder with explanation - child told of consequence of not modifying their behaviour \*\*
  3. Loss of Golden Time - 5 minutes
  4. Loss of further 5 minutes of Golden Time
  5. Time out in class designated 'time out spot' for a maximum of 10 minutes
  6. Child sent to Headteacher
- \*\* If child keeps getting to step 3 - teacher to talk with parents/carers

### **Response to Particular Needs**

Some children will need individual behaviour ideas such as:

- Traffic lights - a smaller version of the whole class idea for individual children or even a few children.
- Photographs of the child at various stages of anxiety, getting help and feeling happy which can be used as a visual social story.
- Time out cards - child able to go to library at times of high anxiety.
- OK/help cards
- Individual sticker chart with the day broken down into small chunks
- Catch me cards
- Social story
- Individual visual timetable
- Book of things that help me - calm down cards
- Box of objects to manage anger - balloons / paper to rip / stress balls /crayons and paper to scribble on
- Home/school books - using smiley/sad faces to assess each session of the day.

The class teacher will discuss these with the child and the parents/carers. Parents and school staff will work together to promote high standards of behaviour.

### **Children with specific behavioural needs (SEN):**

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN, the system may be altered and adapted to meet their needs.

### **Sending for SLT:**

#### **Serious Infringements**

When pupils exhibit behaviour which is deemed a danger to themselves or others, further action is required.

Serious infringements may include:

Deliberate defiance

Violence

Swearing

## Serious destruction of property

When children have reached RED, the member of SLT on duty is sent for.

Always ensure the safety of children and staff.

Send a child with a 'SLT Needed' Card to the main office or SLT room. The office will call SLT on duty.

SLT will attend.

### **Exclusions:**

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school may exclude to maintain the health and safety of all our community.

### **Internal Exclusions**

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT.

### **External**

External exclusions will follow guidance from The Local Authority (LA). Only the Head Teacher (in their absence, the Deputy) can exclude children externally.

Pastoral Support Plan may be put in place to support the child's needs and the exclusion policy may need to be put into place.

After a fixed term exclusion senior leaders may consider putting a reduced timetable into place and the pastoral support plan amended to reflect this. An online form must be completed in line with the LA regulations. This can be found on KELSI along with guidance for reduced timetables. These should be reviewed regularly with a view to gradually increasing the time spent in school.

A decision to exclude (fixed term / permanent) a child is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. The decision to permanently exclude means that we have exhausted all available strategies for dealing with the child and is the last resort. (See Exclusion Policy)



## **Outside Class & Playground Positive behaviour management:**

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

### *Outside Class:*

- Instructors and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Golden Expectations).
- Children can be moved up (eg "You can go up a colour.")
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore Golden Expectations, adult can send for SLT (as when children reach RED)
- Member of SLT will decide how to proceed.

### *Playground:*

#### *Lunchtime*

- A member of SLT will have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT.
- Midday Meals Supervisors will supervise children on the playground and may use appropriate sanctions such as timed isolation.
- Caught cards

#### *Playtime*

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- If behaviour poses serious a health and safety risk a member of SLT will be sent for.
- All significant incidences must be reported to class teacher who will record in incident file.

Wherever possible a problem solving approach to conflict is used.

- Approach calmly
- Acknowledge feelings and adult remove and hold object if applicable
- Gather information
- Restate the problem
- Ask for solutions / suggest initially and choose one
- Follow-up and support

### **Special Circumstances**

Some children may have such specialised needs that the above measures are inappropriate. In these circumstances specialist advice is sought and the system is modified. **This will need to be discussed with other members of the class through circle time.**

### **Home/School Agreement**

This behaviour plan is supported by a home/school agreement signed by all parents and children.

### **Parental Responsibility**

Children need positive relationships and consistent boundaries in order to feel safe, learn to behave well and function as well rounded adults in society. It is always in the best interests of the child if parents/carers and the school share responsibility and work together to tackle any problems which occur.

The school will:

- be positive and understanding
- ensure a continued dialogue
- offer help, support and advice if required

Parents/carers should:

- support the school behaviour policy
- provide current contact details
- be prepared to work with the school for the benefit of their child, and others

### **School Visits**

- Clear expectations of behaviour are made prior to school visits.
- Minor unsatisfactory behaviour will be dealt with at the time, and if necessary followed up on the next school day.
- Serious infringements will result in parents or members of school staff removing the child from the visit location. Parents will be informed of details verbally and in

writing. Sanctions, which could include exclusion, will be administered in line with the behaviour policy.

- Serious infringements prior to a visit may result in exclusion of that pupil from the visit.
- If any pupil's behaviour is considered seriously unsatisfactory and is considered potentially unsafe, a risk assessment will be undertaken and parents informed of the decision not to include that pupil on a visit.

### **Bullying and Racial Incidents**

Ditton Infant School will not tolerate bullying in any form and will act in accordance with the procedures laid down in our **Anti-bullying Policy and Race Equality Policy**.

### **Support**

If children are at risk of exclusion for poor behaviour an Early Help Notification can be completed or meetings can be arranged with the area Inclusion officer. Staff have a named person to provide supervision within school.

### **Transitions**

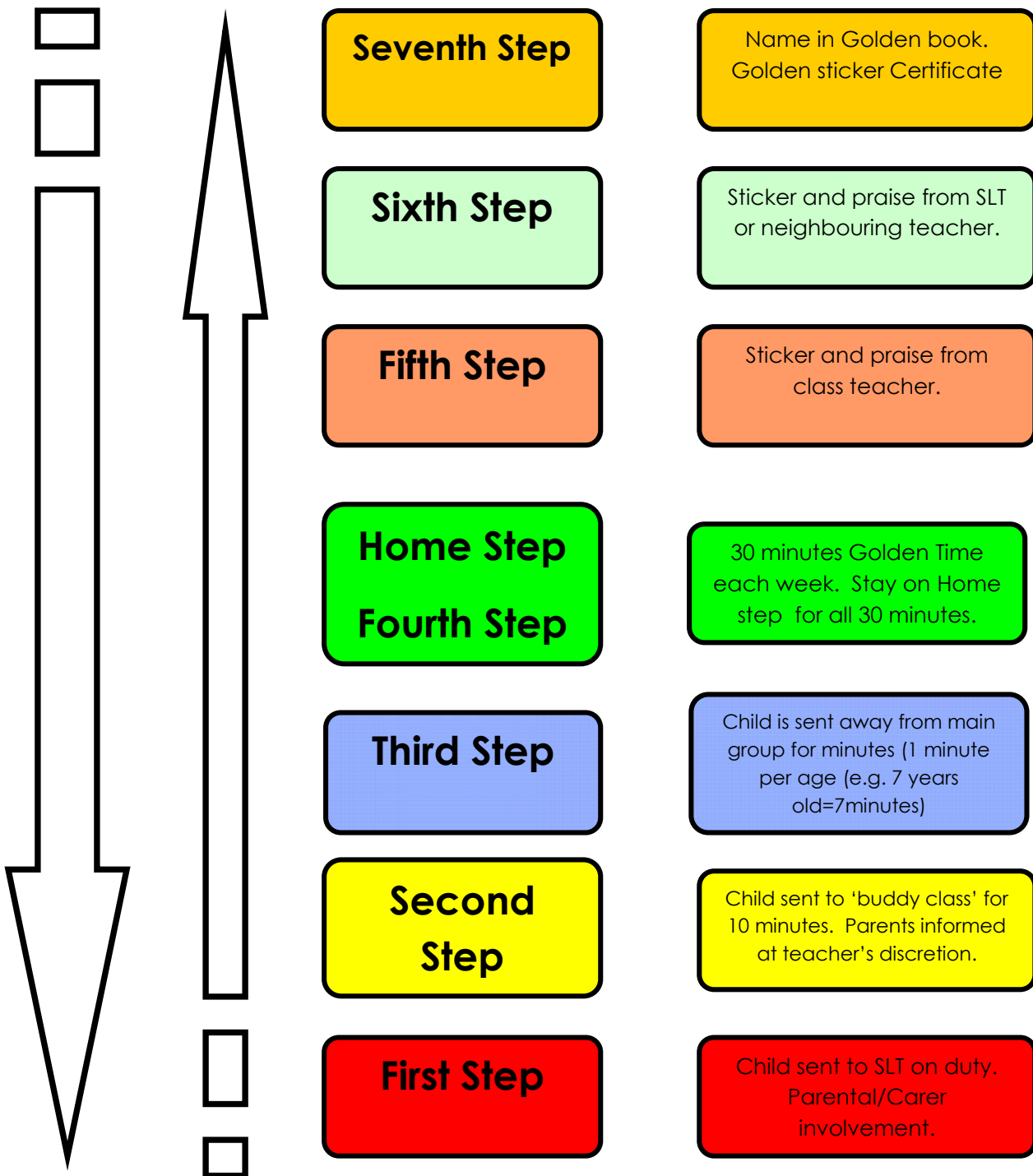
It is imperative that children who experience difficulties managing their behaviour are supported during transitions to different settings or classes and that rewards and sanctions are shared and effective strategies continued where possible.

### **Expected Outcomes**

- ✓ Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- ✓ Pupils will take responsibility for their own actions.
- ✓ Pupils will show development of self-esteem and self-discipline.
- ✓ Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.

**This policy is written in line with KCC guidance:**





Between each stage, children are given time for reflection and opportunity to change behaviour.

Warnings or reminders must be given before consequence

Significant changes to be recorded in "Blue Book".