

 <p>South End Infant School</p>	<h2>Behaviour Policy</h2>
This policy was presented to the Full Governing Body: 27 th June 2019	Coordinator: Mr A Jackson
Head Teacher: <i>A. Jackson</i>	Review Date: Summer 2021

All information that is collected and stored relating to this policy is subject to the school's Data Protection Policy.

This policy is to be read in conjunction with the Department of Education Document:
 Behaviour and Discipline in schools: Advice to Head Teachers and School Staff. January 2016

The Equality Policy
 The School Handbook
 The Anti-Bullying policy
 Exclusion Policy
 E-safety Policy
 Safeguarding Policy

The context

The context of the school's policy for the management of behaviour is firmly rooted in the aims of Respect and Value:

- that learning will best take place in an environment that is happy, secure and stimulating; where children are helped to become creative, curious and caring;
- where they are encouraged to **Respect and Value**: Themselves, Their Environment, People Around Them, and the 'Wider World.'

This philosophy is reiterated in the published aims for Personal, Social and Health, Education. We aim to create an atmosphere where children **Respect and Value** themselves for their own special qualities and talents. We aim to create an appreciation of the **Respect and Value** of other individuals and their own particular qualities, and to raise the awareness of the positive **Respect and Value** of group co-operation. The school aims to help children to become increasingly aware of themselves and to develop sensitivity and positive attitudes towards others and world around them.

Behaviours in school must also reflect the six values of the school.

Respect, Pride, Aspiration, Courage, Independence and Perseverance

Principles

The principles are based around **Respect and Value**

Children should:

- Be kind, thoughtful and courteous in word and deed towards others
- Act in ways that are safe, for themselves and others
- Respond appropriately to adults
- Be able to listen, and to “do as they are asked” when occasion demands
- Be “fair” and understand the concept of “fairness”
- Understand that rules are for safety and to preserve fairness
- Respect their environment
- Be aware of the wider world

Adults should:

- Lead by example
- Listen and always endeavour to act “fairly”
- Reinforce with praise
- Disapprove of the behaviour and not the person
- Remain calm; take appropriate action which stops an incident escalating further

Rules should be:

- Positive, and not negative
- Minimal
- Fair
- Necessary
- Easily understood by all

Responsibility

It is important to accept that as children develop they must be given degrees of freedom to exercise self-control and discipline of behaviour. Nevertheless, children at this school should be under the watchful eye of an adult at all times so that intervention may be carried out for reasons of safety, and emotional and physical well-being.

Children must be supervised in their arrival at school and at the end of the school day. **Parents, Carers, or the responsible adult must supervise their own children when they are on the playground.**

Rules and Reinforcement

School and Class Rules

Our school rules are based on the principle of Respect and Value of:

- Myself**
- Other people**
- My school**
- Rushden and the wider world**

There are no lengthy lists of “Don’t ...” Instead; we prefer to define positive behaviour.

Each class defines its own rules at the beginning of the year with regard to respect and value. These are based around

- **Follow instructions**
- **Look after everyone and everything in the school**
- **Keep hands, feet and objects to yourself**

All children should be able to talk about 'Making the Correct Choices' and how it can be achieved.

Opportunities are given to the children to discuss making the correct choice and to raise awareness of how this can be done.

Appropriate behaviour expectations are taught in accordance with the '**Staged approach to making the correct choice**'.

Children need to be taught appropriate and acceptable behaviour, for example

- To communicate rather than retaliate, and the reasons for this (bullying is dealt with in a separate policy)
- To always use good manners – please or thank you and the reasons for this
- To walk in school – how and why
- To take turns – how and why
- To ask permission to leave the room or group – how and why
- To wash their hands – how and why
- How and why we need to line up
- To put equipment away when finished with – the reasons why
- To tuck their chair under the table – when and why
- To keep themselves safe
- To follow e-safety rules

Sanctions

These are in accordance with the 3 Stages of 'making the correct choices'

Stage 1

'I can make the correct choices'

Stage 2

Verbal warning and reflection time in class.

Stage 3

- a) Parents or carers informed of behaviour.
- b) Sanction of missing more playtime.

Behaviour beyond this stage will be seen as needing specialist input from outside agencies.

All children must be praised for good behaviour, and reminded that you are/can be pleased with them. The importance and approval of good manners and courtesy must be emphasised.

All efforts must be made to develop "high esteem" of self.

“Circle Time” is seen as a positive activity and indicates the respect and value of each person, their feelings and opinions.

Saying a genuine “sorry” when another has been hurt, upset or offended is encouraged and is seen as a positive action, which adults and pupils alike should use. Children should be clear as to why they are saying sorry.

Recognising ‘Making the Correct Choices’

The Respect and Values led principles should become an intrinsic part of the children’s behaviour and manifest itself in the children making the correct choices. Therefore, rewards should be used only to reinforce and recognise acceptable, appropriate and preferred behaviour and not become the extrinsic value of that behaviour.

There are other rewards that depend upon the child, the circumstances and indeed may reflect the classroom organisation of individual teachers.

The following rewards may be used:

Verbal or facial expression showing recognition for good behaviour

Praise

Stickers

Sharing good behaviour with class

A special mention in an achievement assembly

Value Beads

The Role of Adults

It is crucial that parents, carers and the school share the same ideals and objectives for the social development of our children.

The governors have a particular responsibility in this context. It is their responsibility, through current legislation, to ensure that there is a written policy which reflects the actual practice in the school. It is also their responsibility to support the Headteacher and school staff in the execution of that agreed practice.

All members of staff, visitors, voluntary helpers, and parents are expected to consistently apply the principles detailed in this policy.

Each adult, knowing, understanding and supporting these principles, must support each other in the application of these principles.

We all have a shared responsibility for the management of our children’s behaviour.

All paid members of staff have the powers to implement the Behaviour Policy.

These powers are;

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction
- The power also applies to all paid staff with responsibility for pupils.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

In Conclusion

We must all accept and share the same principles for the management of our children's behaviour and the development of each "whole" child. We must all accept and share in this responsibility.

This policy will be reviewed according to government guidelines by staff and governors. The policy is included in the school brochure and copies will be available for inspection in school and published on the school website.

It is implicit that parents sending their children to this school thereby endorse and accept this behaviour management policy.