



OLDFIELD PARK INFANT SCHOOL

Behaviour In School

Rationale

It is important that all children develop the social and emotional skills they need to be successful learners. Every child needs to develop self-discipline in order to be a responsible member of society.

At Oldfield Park Infant School all members of staff and governors are committed to achieving a consistent approach to behaviour.

Aims

The aims of this policy are to

- promote a system that is understood by both children and adults
- ensure clarity and consistency of expectations
- enable all adults to apply rewards and sanctions consistently and fairly
- promote a safe school environment for staff, children and their families, and visitors where everyone feels valued and respected

We therefore insist on considerate behaviour both in school and in the playground.

How we promote and encourage good behaviour.

At Oldfield Park Infant School we aim to encourage and promote good behaviour by:-

- Providing a high quality curriculum which matches the needs of pupils of different abilities and cultural backgrounds.
- Placing a high priority on the explicit teaching of social skills and emotional literacy through Thrive and Jigsaw our PSHE programme.
- Having high expectations of behaviour across the whole school community.
- Providing excellent adult role models who value children as individuals, and treat them with respect at all times.
- Listening to children's views and opinions through a variety of formal and informal activities such as circle time, assemblies and through an active School Council (School helpers)
- Actively involving pupils in their own learning and in the wider life of the school.
- Providing a learning environment which is attractive and conducive to learning and where individual effort is recognised with children's work displayed and valued.

- Maintaining effective communication systems with parents particularly in devising strategies for managing unacceptable behaviour.
- Providing additional support for individuals or groups who find aspects of their behaviour difficult to manage.
- Using positive praise verbally or through extrinsic rewards such as stickers or certificates.

Behaviour Framework

We have an agreed framework which enables us to:

- follow a whole school approach to behaviour management
- share expectations so that home, school and other appropriate agencies can work together
- ensure that expectations are clear and consistent for all
- ensure that the consequences of inappropriate behaviour are clear and consistently applied

The Golden Rules

We promote good behaviour by having our school 'Golden Rules' as a core set of rules for everyone to understand and follow.

These rules are kept to a minimum but we consider those we have are necessary for the safety and well being of all the children.

The Golden Rules are devised and agreed by the children. They are normally reviewed biannually.

Our Current Golden Rules

1. **Care and Share**
2. **Be safe**
3. **Enjoy learning**
4. **Be helpful**
5. **Be polite**

Each class displays the Golden Rules and devises their own rules annually to meet the needs of the particular class. These are referred to often and specific teaching takes place in relation to helping children to understand what each of them means for behaviour in school.

Rewards

Stickers

Children may be rewarded with stickers for a variety of reasons relating to positive learning behaviours.

Certificates

There is a reward system of certificates for specific positive behaviours and attitudes. These are normally presented in our weekly Celebration Assembly.

Gem Awards

These are awarded to recognise achievement in learning behaviours or attitudes

Promoting the Children's Sense of Pride

It is also important that children learn to be motivated by the pleasurable feeling of being successful for its own sake. They are shown that it is right to be proud of yourself when you have achieved something.

Adults in school make time to discuss 'When and how I have been successful' through the use of our 'Learning Gems' system.

Our Whole School Behaviour System

'It's good to be green but great to be gold'

Every class has a 'rainbow' behaviour chart on display.

All children start on the GREEN section every morning and every afternoon.

Positive rewards

All children on Green at morning playtime move to BRONZE

All children on Green at lunchtime move to SILVER

All children on SILVER at end of day move to GOLD

Sanctions

Breaking rule for first time: non-verbal or verbal warning

Continuing to break rule: child's name is moved to ORANGE - reminder about need to make right choice

Continued failure to make the right choice results in a move to RED plus 5 minutes 'time out'.

After 'time out' the child's name is moved back to ORANGE

Moving back up the 'rainbow'

If a child is on ORANGE he/she can move back to GREEN if he/she opts to make right choice.

If he/she continues to make right choice their name can move on one space at lunchtime / end of day

Class Rewards

The children, in agreement with the class teacher will decide on their class treat. They work towards filling their class jar of pompoms and when the jar is full the children will have their class treat. Pompoms will be given to individual/groups of children showing positive learning behaviour both in class and around the school.

Children may also be awarded a pompom by Headteacher for exceptional class behaviour e.g coming into assembly quietly etc

The following 'time-out' sanctions may be used:

- sending the child to another classroom
- miss the first 5 minutes of playtime
- sending the child to the Deputy Headteacher or Headteacher (or most senior member of staff on site)

Once a sanction has been carried out no further disciplinary action should be taken with regard to that incident. The child should have a 'fresh start'.

Behaviour in the playground

Children are asked to follow the playground rules which they have also suggested, discussed and agreed upon. These complement the Golden Rules.

Our Current Playground Rules.

We want playtime to be happy and safe for everyone.

- 1. Be a good friend**
- 2. Listen to each other**
- 3. Be respectful**
- 4. Smile at each other**
- 5. Use different parts of the playground properly**
- 6. Help each other**

(These were last reviewed in September 2018)

All children are expected to:

- Follow instructions the first time.
- Be polite to all supervising adults.
- Play safely.

Individual Long Term Behaviour Difficulties

Behaviour incidents are recorded in a class behaviour log. If a child is having long term difficulties with his/her behaviour appropriate measures will be taken. These may include

- Additional social skills teaching in a small group e.g. additional SEAL group work.
- Attending a nurture group such as 'Sunshine Circles'
- Discussion with parents: where a specific problem is identified the school will make every effort to engage in dialogue with a child's parents and work in partnership to seek a solution. This may involve accessing external support.
- The initiation of an individual support programme to target areas of concern.
- Referral to the Specialist Behaviour Support Service to request an intervention programme.

A child with longer term difficulties may require an **Individual Behaviour Plan** in which case the strategies identified in the plan must be followed.

When unacceptable behaviour is encountered appropriate measures will be taken.

- The child is told what is unacceptable, reminded of appropriate behaviour and offered the opportunity to make 'right choice'.
- If a child persists in breaking a rule he / she may be asked to have 5 minutes 'time out'.
- If a child's behaviour is a serious cause for concern and is affecting the safety of him/herself and / or others, he / she may be removed from the playground.
- The adult on duty will inform the class teacher of any serious concerns.

Dangerous or other extreme behaviour

In the case of dangerous or other extreme behaviour the above stages will not apply.

Serious Incidents include :-

- physical assault
- damage to equipment/throwing equipment
- potential to cause harm to self or others
- fighting
- extreme defiance/blatant rudeness/physical harm to staff member
- blatant and persistent refusal to follow adult direction
- Exclusive language such as racist remarks or remarks about a person's appearance, personality, etc.

In these cases the school will contact the child's parents. A record will be kept of the incident and its context. Action will be at the discretion of the Head Teacher (or deputy head in the head teacher's absence) in relation to the seriousness and context of the offence.

In some cases of extreme behaviour a child may need to be excluded from the school. This will occur where the school considers that allowing the child to remain in school would seriously harm the education or welfare and safety of the child or others in the school.

This could be an ‘internal exclusion’, or a fixed term or permanent exclusion.

The school follows the B&NES Exclusion Guidance.

The school will only use exclusion as a last resort as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

Roles and Responsibilities

All Adults

Parents, carers, school staff and governors all have a responsibility to implement the Behaviour Policy when dealing with children or other adult members of the school community.

School Staff

All staff are responsible for the daily implementation of the Behaviour Policy for all children throughout the school day and school environment. This also applies to activities outside the school premises.

Class Teachers

Teachers are responsible for displaying and using the Golden Rules and Behaviour Rainbow on a daily basis and make consistent use of rewards and sanctions.

Behaviour Records:

It is sometimes necessary to keep a record of some behaviour and sanctions for monitoring purposes. This will be monitored by the child’s class teacher and SEND Coordinator, and regularly discussed with Parents and Carers according to an agreed program.

Individual Behaviour Support

In individual circumstances a child may need specific targets to support appropriate behaviour. The introduction of a Behaviour Support Plan will be discussed and agreed with the class teacher, SEND Coordinator and parents and carers prior to it being implemented.

Special Educational Needs

Wherever possible we aim to use the same procedures for all children including those with Special Needs. However, where necessary a separate system of rewards and sanctions may be developed to meet a child’s specific individual needs. In such cases the class teacher and SEND Coordinator will draw up an Individual Education Plan or an Individual Behaviour Plan for the child. This will endeavour to address behavioural needs through an individual programme of support to meet specific targets.

Equal Opportunities

The school will comply with all relevant legislation to ensure that children are treated fairly. The school recognises that all children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability.

Health and Safety

In implementing this policy all staff will be mindful of any potential Health and Safety issues that could arise, for example

- the safety of a child who has been excluded from the classroom or playground

- safe handling of a child who needs to be restrained or removed to a place of safety
- the safety and well being of other children, staff and visitors

Links to other policies

This policy should be read in conjunction with :

- Anti bullying policy and leaflet
- Positive Handling Policy and Guidelines
- SEND Policy
- P.S.H.E. Policy
- Child Protection and Safeguarding Policy

This policy has been written in line with the school's Child Protection Policy and other Safeguarding documentation. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Updated January 2017

Approved by FGB

Review date: January 2019