



Chandag Infant School

Behaviour Policy

Agreed with Staff, October 2018
Date ratified by Governors: 14/11/18
Date for review: July 2019



**CHANDAG
INFANT SCHOOL**

Be the best you can be!

Chandag Infant School Behaviour for Learning Policy

October 2018

Rationale:

At Chandag Infant School we promote a calm and positive atmosphere in which positive teaching and learning can take place. We recognise that learning to behave appropriately in a school environment and in the wider community is an important part of early education. We aim to work with parents/carers and the community; ensuring children grow up with a clear view of what is right and what is wrong. We aim to help the children realise that they make choices that affect others within the school and community and that they must take responsibility for the consequences of their actions. As adults we should behave in such a way as to provide good positive role models for the children we interact with on a daily basis.

Aims:

- Through an **Emotion Coaching and Thrive approach**, to understanding why certain behaviours may be displayed.
- To provide children with a clear set of guidelines for positive behaviour for learning, e.g. The Golden Rules and Building Learning Power animals which will promote the optimal learning environment and ensure their safety and wellbeing at all times.
- To ensure all adults within Chandag Infant School understand and promote this policy.
- To encourage self-esteem, confidence and respect for others and their surroundings at all times.
- To set a high standard that expects good positive behaviour for learning.
- To ensure that appropriate/inappropriate behaviours are dealt with efficiently and effectively at all times.
- To work in partnership with parents/carers and the community to promote positive behaviour for learning.

Guidelines:

As a school/community we aim to maintain an ethos at Chandag Infant School which will encourage high standards of positive behaviour for learning through:-

- Promoting high standards of behaviour fostered by staff and children, linked to the School values and our Equalities Policy.
- Acknowledging good behaviour with positive praise/reinforcement.
- Ensuring all incidents of inappropriate behaviour are fully investigated and dealt with efficiently and effectively.
- Having regular 'Quality Circle Time' throughout the school as a positive strategy to encourage positive behaviour for learning.

- Closely supervising children's behaviour and positively reinforcing at all times.
- Presenting children with a clear and consistent set of guidelines for positive Behaviour for Learning through the 'Towards Successful Learning' strategy and 'Building Learning Power' characters.
- Encouraging parents/carers and the community to share concerns with staff at the earliest possible stage in an appropriate manner.

Positive classroom behaviour for effective learning:

In the classroom we ensure safety, an optimum working atmosphere and positive working relationships, through reinforcement of the school Golden Rules and the Class Promise. All staff use positive praise and reinforcement at all times to model the 'Golden Rules' to encourage positive behaviour for learning and working relationships.

Rewards/Sanctions:

- Rewards/Sanctions must be applied fairly and consistently by teachers/adults at all times
- Rewards/Sanctions should aim to encourage positive behaviour for learning at all times and should also enable children to make positive decisions about their behaviour for future learning
- Rewards/sanctions should promote positive attitudes at all times

Non-hierarchical examples of Rewards for good behaviour

- Verbal praise relating to school rules and values
- Certificates for the above and for attitudes to learning awarded in our weekly Celebration Assembly
- Golden Time - with opportunities for cross phase working
- Visits to a member of SLT to show good work or attitude to learning
- Visits to the Head teacher to show good work or attitude to learning (Golden Book)
- Whole class rewards e.g. marble in a jar
- 'Star of the Day' award identified by children and linked to learning
- A seat at the 'Top Table' with the Head teacher or other teacher on Fridays for excellent behaviour at lunch time. (Awarded by lunch time staff)
- Other rewards as decided by the Class Teacher

Golden Rules, Class Promise and School Values are displayed in all classrooms

Concerns and Sanctions

Children giving us cause for concern are discussed at staff meetings in order that all staff are aware of any issues.

If there is a particular unexpected behaviour from a child then all staff members are informed so that they can support that child appropriately.

Sanctions for children who choose not to follow School Rules are as follows:

1. Verbal or visual reminder
2. Private 1:1 discussion with adult, referring to School Values wheel and school rules
3. Time Out Zone within the class for Thinking Time, followed by 1:1 discussion
4. Missed playtime or part of playtime
5. Time in another class
6. Time with a member of SLT including the Headteacher

We use an Emotion Coaching style of discussion with children that looks at reasons why certain behaviours may be displayed and offer solutions to these.

It is very rare that children progress through all of these stages above. Where appropriate, the behaviour is discussed and children are supported to make positive changes by considering the impact on themselves and other learners.

Children may miss golden time or escalate straight to sanction 6 if the teacher feels the incident is serious.

If children persist in not following School Rules, there will be a joint classroom observation by the teacher and a member of SLT and a Behaviour Plan will be drawn up. Parents will be invited to discuss this with their child and the class teacher.

Adaptations are made for children with additional learning needs and who may have explicit targets, rewards and sanctions as part of a Support Plan.

Parents will be informed about low level behavioural incidents that are becoming more frequent or about one off incidents that require follow up discussions at home.

Positive Safe Handling

- A number of staff within Chandag Infant School have undertaken positive safe handling training which will be regularly renewed as and when necessary.
 - As a school, although Emotion Coaching and de-escalation is our first approach, we have to acknowledge that, on occasion, we may find ourselves in unforeseen or emergency circumstances when trained staff have to use positive safe handling techniques for the safety of the child or the safety of others including teachers/adults.
 - These techniques will be used as a last resort after all other de-escalation strategies have been considered.
 - Parents/carers will be fully informed if these techniques have to be implemented and safe handling techniques will be written into a structured risk assessment.
 - If a safe handling situation occurs, all staff involved will discuss the incident with the Head Teacher. The incident will be formally recorded on a safe handling report which parents may request to see.
 - Parents will be informed if such an incident has taken place.
- **Debriefing children after witnessing safe handling.**
 - We will positively reassure children as soon as possible after any safe handling incident using the most appropriate person/s within the school at this point in time.
 - We will remove other children away from the incident prior to safe handling

Positive Playground Behaviour:

All children are encouraged to have a caring, respectful attitude at all times when using the playground. The Golden Rules are on display throughout the school for children to see.

At lunchtime, all staff are trained in the **Emotion Coaching approach** to enable them to support children calmly, kindly and always in a respectful manner. They will also deal with situations with care, consistency and firmness as appropriate. They look for good behaviour which can be rewarded with a nomination for the Top Table.

If a child chooses not to follow one of the Golden Rules, they will be given a verbal warning. If this behaviour continues, the child will be asked to walk or sit beside the member of staff. Occasionally, especially if more than one child is involved, children need time to themselves to think about the choices they are making and how this impacts on themselves and others. A member of staff may ask them to sit quietly for up to 5 minutes, after which they will help them to return to their chosen play activity.

If an incident is considered serious e.g. bullying, swearing, unsafe behaviour, or inappropriate behaviour such as deliberately hurting another child, the member of staff will then report the incident to the teacher, Deputy Headteacher or Headteacher if they consider it to be severe enough to do so.

Process for incidents such as reported bullying or physically hurting another child:

- Inform the Class teacher and Head teacher or Deputy Head teacher.
- Complete an ABC form and pass to the Head teacher. Copy to SENDco if child on SEN register.
- The Headteacher or Deputy Head teacher will discuss the incident with the child, and investigate all circumstances.
- All children, involved in the incident will take responsibility for suggesting a solution to the problem.
- All children involved agree a solution.
- Solution is supported and monitored by all staff.
- Parents are informed, either by the Class teacher or a Senior Leader.
- The Anti-Bullying Policy may be applied

Serious Misbehaviour in school:

- Children will be encouraged through discussion with staff, to understand why their behaviour was inappropriate.
- This will be age appropriate and should reinforce the child's responsibility to make appropriate choices and take responsibility for the consequences of their actions.

Serious misbehaviour will be dealt with as follows:

Stage 1

This stage is to be used where any of the following apply:

- Persistently poor behaviour, or escalating behaviour is giving cause for concern
- Preliminary strategies put in place need reinforcement, amendment or additional interventions are required
- Internal Exclusions or Fixed term Exclusions may apply
- A Support Plan will be drawn up, agreed and signed by the parent and child
- The SENDco will contact parents/carers with a view to drawing up the plan
- All staff will be informed of the plan which will include positive targets and strategies
- A risk assessment may need to be drawn up
- Appropriate rewards/sanctions will be identified by all parties
- Parents/carers and the child, young person will be fully involved throughout this process
- If the child, young person has been fixed-term excluded, Government exclusion procedures must be followed

Stage 2

This stage is to be used where any of the following apply:

- Persistently poor or escalating behaviour is giving increased or serious cause for concern and a review of the Stage 1 plan agrees a move up a stage
- A more serious incident may have occurred
- Further fixed-term exclusions may have taken place
- **Consideration of a Thrive assessment**
- External support and advice required and agreed
- Ensure that parent/carers are aware of the Stage 2 procedures and are fully involved and consulted with
- Make sure that arrangements (if not already in place) for evidence and assessments to be collated as the case is progressing
- Ensure that there is regular contact (daily if necessary) with parents/carers and that this has been agreed e.g. Home/School liaison book can be used
- The current Support Plan/risk assessment may need to be amended at this stage
- All information must be shared with all relevant staff
- If the child, young person has been fixed-term excluded, exclusion procedures must be followed

Stage 3

This stage is to be used where any of the following apply:

- Despite a range of support strategies being implemented the child, young person's challenging behaviour and/or level of fixed-term exclusion is placing them at a high risk of permanent exclusion
- A very serious incident warrants an extended period of exclusion (e.g. over 5 days) and the Head Teacher considers a repetition could lead to permanent exclusion
- A **Support Plan** and Risk Assessment will be drawn up by the school if not already in place. This process will fully involve the parents/carers, the child, young person, all external agencies
- The Head Teacher will inform the Wellsway MAT and Local Authority that the child is at a high risk of being permanently excluded from the school
- The SENDco will co-ordinate the initial Plan meeting
- If the child, young person is excluded for a long period, the Plan meeting should take place prior to the readmission date
- Children with an EHC plan will require a formal review which must be called by the school
- A Head Teacher's request for an EHC Plan may be considered for a child who has reached this stage, if this has not happened previously
- If the child has been fixed-term excluded, exclusion procedures must be

followed

Stage 4

This stage is to be used where any of the following apply:

- All possible strategies have been used to try to resolve the behaviour difficulties in the school setting
- In the Head Teacher's judgement it is appropriate to permanently exclude for a first or 'one off' serious offence such as actual or threatened violence; sexual abuse or assault; carrying an offensive weapon
- Exclusions Procedures are to be followed
- The Head Teacher to ensure that all exclusions paperwork is completed and submitted to the Local Authority and Wellsway MAT.
- The Head Teacher will need to consider referral to the Police, if a criminal act is involved, and /or Social Services if a sexual abuse or assault has occurred. Parents/Carers must be consulted throughout this process
- **Other than in the most exceptional circumstances, Head Teachers must avoid permanently excluding a statemented child, disabled child.**

Examples of behaviour unacceptable in our school

Stage 1 behaviour – to be dealt with in class by the teacher

- Interrupting, having been reminded not to.
- Being impolite
- Talking or pushing in line.
- Ignoring bell rules
- Not following adults directions
- Being too noisy having been warned to be quiet
- Causing annoyance to other children

Stage 2 behaviour – to be dealt with by the teacher but giving cause for concern and to be raised at staff meetings, with SENCO, Deputy Head or Headteacher. Parents to be informed

- Frequent repetition of Stage 1 Behaviour
- Answering back to the teacher or adult in the school
- Physical violence towards another child
- Damaging someone else's work
- Unkindness in language and actions
- General antisocial classroom behaviour leading to disruption of learning.
- Swearing both at other children and adults
- Inappropriate use of the internet which may cause distress to others (e safety)
- Obscene language or gestures

Stage 3 behaviour

Ongoing behaviour in stage 2 that has not improved+

- Assault on a member of staff
- Wilfully disobeying the teacher and refusing to comply with reasonable requests, e.g. running away
- Putting themselves or others in danger

- Behaviour is such that it is affecting the day to day running of the school and the education of others
- Stealing from another child or adult
- Damaging school property
- Verbal/Physical bullying
- Racist language and remarks
- Fighting with other children

Assault on a member of staff is likely to lead to an exclusion from our school.

Conclusion:

- Fostering positive behaviour for learning, through an Emotion Coaching and Thrive approach, is a priority for Chandag Infant School.

October 2018

Next Review: JULY 2019