



Joydens Wood Infant School

Behaviour Policy

At Joydens Wood Infant School we promote the British Values:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These aspects are part of our whole school ethos and are underpinned by our wealth of Spiritual, Moral, Social and Cultural (SMSC) learning experiences that we provide for our pupils. We have high and consistent expectations for the way that all children and staff behave.

This policy outlines the expectations for all in our community; it highlights our school agreement, our aims and the way we reward appropriate behaviour and the consequences of unacceptable behaviour.

We believe that:

- Children can learn good behaviour if it is modelled and explained to them.
- The best way to reinforce positive behaviour is through highlighting the good behaviour, rather than focusing on the negative behaviour.
- When home and school work together children will learn quickly what acceptable behaviours are.

School Agreement

Reflected in our school's vision and values are the fundamental behaviours that our children should adhere to. The children are clear that they are representatives of our school community and should uphold these values throughout their school lives, including when they are off-site on trips, etc.

Class Agreement

Each class decides on their own set of agreements at the beginning of the academic year. These are linked to the Rights Respecting Schools list of children's rights and are known in each class as their class charter. These are displayed in each class and are referred to and reinforced regularly.

Home School Agreement

Each child who attends Joydens Wood Infant School will receive a copy of our Home-School Agreement.

We (the School) will:

- Ensure the children are safe and fairly treated.
- Encourage the children to do their best at all times.
- Encourage the children to be respectful of others.

- Encourage children to be respectful of the school.
- Talk and listen to the children and parents about any worries or concerns.
- Inform the parents of the children's progress at regular meetings.
- Inform parents about what the children are learning.
- Set regular work for the children at home to support the work within school.
- Provide workshops on different curriculum areas to inform parents about how and what the children are learning.
- Keep parents informed about school activities through regular newsletters and notices about special events.

I (the parent/carer) will:

- Ensure that my child arrives at school on time.
- Ensure that my child is picked up on time.
- Let the school know about any concerns or worries that may affect my child's work or behaviour.
- Make every effort not to take any holidays during the school term.
- Support the school's policies and guidelines for behaviour.
- Be responsible for my child's behaviour before and after school in the playground.
- Attend parents meetings about my child's progress.
- Endeavour to attend events in school, which celebrate my child's work and achievements.
- Respect the staff, other parents and their children.
- Support school events when possible.
- Will not post photos or adverse comments about children, staff or the school on social network sites including Facebook and Twitter.
- Be respectful and considerate towards members of the school and the local community e.g. parking and driving responsibly and respecting our neighbours' property.

I (the child) will:

- Follow the school's agreements.
- Treat other people as I wish to be treated.
- Be kind, polite and thoughtful.
- Respect my surroundings and other people's property.
- Not disrupt others while they are learning and working.
- Play fairly with others.
- Call people by their proper names only and not tease or be offensive in any way.
- Be responsible for my own behaviour.
- Be responsible for bringing my book bag, books and other school items to school.

Adults as role models

It is crucial that the adults at Joydens Wood Infant School set a good example by demonstrating acceptable behaviours at all times.

All adults should:

- Treat all adults and children fairly and equally
- Exhibit the kinds of behaviour we expect to see in the children.
- Be consistent and predictable.
- Apologise when appropriate.
- Use appropriate voice and stance.
- Exhibit patience and tolerance.

- Praise the children rather than criticise.
- Be polite and courteous and listen to each other.
- Use the children's names when talking to them.
- Maintain a tidy neat classroom, which demonstrates the value placed on children's work.
- Use the strategy of saying '5, 4, 3, 2, 1' to get attention as a whole school strategy as a way of ensuring children are being good listeners
- Use own behaviour strategies in class for gaining the children's attention and ensuring good listening

The Governing Body

The responsibility of the school's governing body is to:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Restorative Approaches

Restorative practice involves a positive way of building and maintaining relationships. It includes ensuring a shared and positive language is used and helps conflicts to be resolved in a positive way through communication.

The questions that all staff use to resolve a situation are:

What happened?


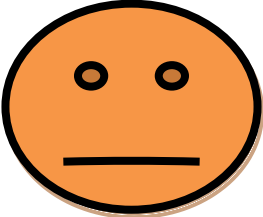

How were you feeling at the time?

How has this made.....feel?

How can we make things better?

How do you feel now?

Behaviour System and Sanctions

Green Behaviour "Happy Face"	Orange Behaviour	Red Behaviour "Sad face/Timeout"
		
<p>If a child remains on green all day they may put a smiley on their chart.</p> <p>If a child does a particularly good piece of work, act of kindness or acts as role model etc. they may be rewarded with a smiley, 10 smileys= 1 bead in the jar.</p> <p>Consistently green behaviour may warrant a nomination for Super Star of the Week Award.</p> <p>The Happy Face can also be used as a 'warning' e.g. "To stay on green I want you to..."</p>	<p>If a child is reminded of the class/school agreement and they continue to be disruptive then they should be moved to the 'warning face' this gives the child the chance to reflect on their behaviour.</p> <p>Once the required behaviour is sustained the child may move their name back to green (under the adult's direction). No child is to remain on the orange. All children have the opportunity to earn their way back to green.</p> <p>If a child presents challenging behaviour whilst on orange, adults must use the following language; "You are now on orange and if you continue to do that it will be red behaviour and you will be in time out."</p>	<p>If a child has shown red behaviour they must undertake time out (time appropriate to them). The adult who puts them in timeout must explain "You are in time out because..."</p> <p>At the end of timeout the adult must ask the child/re-explain why they were in time out and the child will be required to apologise.</p> <p>They will then be placed back on to green "Happy Face" and the process resets. No child is to remain on red after a timeout. All children have the opportunity to start back on green once they have misbehaved.</p> <p>Timeouts must be record on the class behaviour log.</p> <p>*Some behaviours are immediately 'red behaviours'</p> <ul style="list-style-type: none"> • Hitting/Kicking • Spitting • Swearing • Stealing • Bullying <p>Immediate red behaviours must addressed by the Headteacher/Assistant Headteacher and recorded.</p>

Sanctions

Sanctions must be understood and be fair and consistent across the school. Sanctions in class are based around 'time out' but sanctions that are based around playtime/lunchtime are to involve a child holding a

grown-ups hand for a given duration. In exceptional circumstances the child may have to sit in the Head/Assistant Headteacher's office for 'time out'.

When sanctions are undertaken:

- The children should not be humiliated.
- It is the behaviour that has offended and not the child.
- Reprimands should always be used sparingly and consistently, and should be firm rather than aggressive.

Positive Handling (Use of reasonable force)

Positive handling is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

At times it may become necessary to positively handle a child in order for the child, other children or adults in the school to remain safe. It is important that all members of staff use verbal instructions first, and that positive handling is only used when children or adults in the school are at risk of injury.

The situations in which it is possible to use positive handling are:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable adjustments for positive handling should be made for children with SEN and disabilities.

If positive handling has had to take place then the Headteacher will need to be informed immediately and **must be logged on the school's behaviour system (See appendix)**. The parents of the child/children involved will be informed either through a telephone call or face to face as appropriate.

If a child regularly needs support through positive handling it may be necessary to involve outside agencies and complete a multiagency assessment. *Some children with challenging behaviours/SEN needs will require a Behaviour Plan (Appendix 2)

All staff are trained in child protection procedures and all staff have received and implement the latest guidance from the DFE in the form of the Working Together to Keep Children Safe in Education document (September 2016).

Citizen of the week

Each class has a Citizen of the Week. The citizen of the week, who has been chosen by the class teacher, will receive a special badge during the assembly in class on Thursday. Children are able to receive this award for demonstrating the ability to be a good citizen and being a positive role model throughout the school. As part of the assembly, the class teacher will explain the reasons why the citizen of the week badge has been awarded.

Bullying

Bullying can be described as being, 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'.

It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident or a series of such incidents, which casts a shadow over a child's life.

At Joydens Wood Infant School we encourage all staff, children and parents work together to create a happy and caring learning environment and to have respect for each other. Diversity is welcomed and celebrated. Bullying, either verbal, physical or indirect will not be tolerated or any instances of bullying reported by children or adults are reported to the class teacher and immediately investigated. The children concerned will be referred to the Headteacher and parents will be informed.

All members of staff take incidents of a racial nature very seriously. Any incidents reported by children or adults are to be reported to the Headteacher. All racial incidents are recorded and reported to the governors.

Teachers deal sensitively with diversity and bullying issues through the PSHE and R.E. Curriculum and during Collective Worship Sessions.

PSHE and Circle Time

Joydens Wood Infant School has regular timetabled Circle Time as part of the PSHE curriculum to help foster and develop children's attitudes and confidence. These times give staff and children an opportunity to highlight areas of concern relating to relationships and behaviour within the school, to discuss problem solving approaches and to develop skills of negotiation. These sessions might take the form of shared discussions, activities and/or co-operative games.

Although Circle Time within PSHE is timetabled to take place within the curriculum, extra sessions of Circle Time may be held during the week if either the children or class teacher feel it is necessary. We feel that the Circle Time process of sharing, discussing and negotiating is as important as the outcome. Each child is given the opportunity to have his/her feelings and thoughts valued and supported. Each child will have the opportunity to contribute if they wish to. The purpose of these sessions is to make each child feel more valued and a more committed member of the class and for them to be equipped with problem solving techniques.

Assemblies

Each week one assembly is specifically for dealing with social and moral matters. This can be flexible to incorporate any specific subject and can include relevant issues that may occur. Throughout the year the British Values are incorporated into these assemblies. There are other assemblies during the week that can also be used to teach the children about expected behaviours in and out of school.

There is an assembly on a Friday that celebrates children's achievements. This assembly is called the Celebration Assembly. During this assembly one child from each class is chosen to celebrate their successes.

Playtime and lunchtime behaviour

At Joydens Wood Infant School we expect our children to behave well at all times – both in the building and at playtimes. Midday Supervisors are also familiar with the school's behaviour policy and use the same phrases as all other members of staff.

We believe it is important for children to see that playtime behaviour also plays a part in our positive behaviour policy. There are many strategies in place to help our children to feel happy, safe and confident at all times during the school day. Children in Reception have Year Two 'buddies'. Some Year Two children are trained as 'Play Leaders'. These children demonstrate playground games and help the Year One and Reception children to develop play skills.

There are two 'Playground Pals' from each class. These children are chosen each week as they model appropriate playground behaviour and can help other children to display these appropriate behaviours.

We have a high ratio of adult support to children as this enables the children and lunchtime staff to get to know each other and build up a relationship. It is also crucial to have a supportive and open relationship between the lunchtime staff and the class teachers.

Children know that in the playground they are not allowed to play any type of aggressive or chasing games, for example: fighting, superheroes or 'It'.

We also offer a Nature Group lunchtime club for children who find lunchtimes challenging. This is planned and run by an experienced Teaching Assistant.

Written By Rachel Hatley, Headteacher January 2017

Appendix 1

Behaviour Log

Class: _____




Date: _____

Please log below any behaviours that have involved timeout (red/sad face) below and return to the office by Friday PM. A new sheet will be sent out Monday AM for the forthcoming week.

Child	Reason for Timeout	Parent informed, Yes/No

Appendix 2

Example Behaviour for Learning Plan

<p>Child A must be given 3 warnings using a green happy face, an orange warning face and a red sad face.</p>	<p>Green face is used first as a reminder. </p> <p>“Child A to stay on green, I want you to....” (show ‘now and next card’ whilst showing green card)</p> <p>Orange face is used as a warning. </p> <p>“Child A this is your warning, I want you to do this by the time I’ve counted to three... 1.... 2.... 3”</p> <p>Red face is used as time out. </p> <p>“Child A you are on the sad face because that is red behaviour, you are now in time out.”</p> <p>(the above strategy must be used across the whole class and visuals exactly the same)</p>
<p>Timeout spot (all timeouts to be documented)</p>	<p>Child A is given time out in.</p> <p>At the time out spot there must be a timer. (5mins)</p> <p>Child A is not to be interacted with during timeout until the last 30seconds to begin to ‘count down’ the end of timeout. When the time out is over the person who put him in time out must discuss his behaviour with him and how he is feeling.</p> <p>Child A must apologise and then to be shown green card and now and next again. (It may be appropriate to take him for a settling period before accessing learning again).</p>
<p>Learning time plan</p>	<p>Specific to the child’s needs</p>
<p>Assembly</p>	<p>Specific to the child’s needs</p>
<p>Reflection time</p>	<p>Child A must see either; Miss Hately, Mrs Chapman or Mrs Hallam at the end of the morning and at the end of school so they can discuss his behaviour with him/her and award him/her with a sticker if he/she has smiles all morning/afternoon.</p>
<p>Lunch time</p>	<p>Child A is allowed to attend Lunchtime Club every day of the week should she/he choose. This may be either part or whole of his/her lunch time.</p>
<p>Transition Times</p>	<p>Settling activities with * to be used before she/he can access his learning, e.g. story for 5mins/ball to bounce on etc. This is to happen before he comes into the class room/ begins lesson time from playtime/lunchtime. Settling activities may need to be used after a timeout.</p>
<p>Seating Plan</p>	<p>Child A must have an allocated ‘spot’ or cushion that he uses. He must sit on this on the chair and use this to sit on when he is on the carpet/in the hall. This can be introduced as Child A’s cushion. (Dinosaur one has been ordered)</p>
<p>Challenging behaviour (all timeouts to be documented)</p>	<p>If * is with Child A and is dealing with his behaviour, please ignore them completely unless asked by *.</p> <p>If aggressive/dangerous behaviour occurs please ensure that Miss Hately or Mrs Chapman are called immediately to support with this.</p>
<p>Agreement</p>	<p>Parent/Carer: Date:.....</p> <p>Headteacher: Date:.....</p>