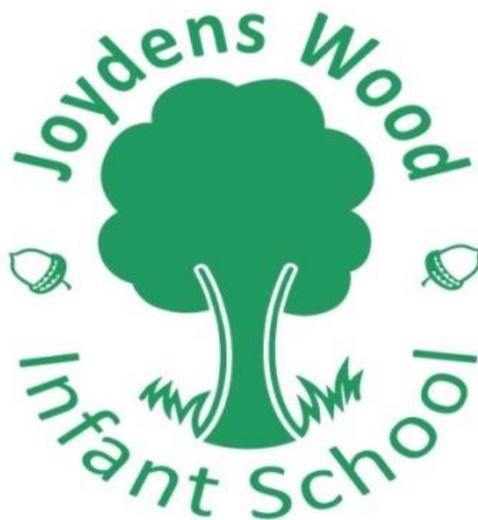


# Behaviour Policy 2018



**Joydens Wood Infant School is:**

*'A happy and safe place to learn and grow.'*

Updated and Reviewed January 2018: R.Hately (Headteacher)

Review date: December 2018

## POLICY STATEMENT:

Joydens Wood Infants School is committed to working closely with pupils, governors and parents to promote high standards of behaviour and to secure an effective learning environment. The school policy must be understood and supported by everyone: pupils, parents and staff, governors and the wider school community. This will give the pupils the security of a consistent, whole school approach to behaviour management.

The following policy acknowledges the school's legal duties under the Equality Act 2010.

At Joydens Wood Infants, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive school that supports all children as they take increasing responsibility for themselves and their actions, and consider the wellbeing and welfare of others. Our school values underpin the strong ethos in our school and support our children in having ownership over their behaviour.

Our Values:

**Ready:** being on time to school, having excellent attendance and showing outstanding behaviour for learning

**Respectful:** respecting others for who they are regardless of our differences, being kind and helpful towards others and listening to each other and adults

**Responsible:** being good role models, taking ownership of our learning, looking after our school and demonstrating kindness by helping others to do the same

**Resilient:** taking on challenges by putting in lots of effort, striving to improve and recognising our own and others' achievements, no matter how big or small

We encourage our children to show our school values when they are at home and in the community. If a child displays a value at home, we encourage parents to download a Value Leaf from our website and add this to our Values Tree at school.

SMSC and British Values

We recognise that providing our children with rich Spiritual, Moral, Social and Cultural development is essential to preparing them to be well rounded and respectful British Citizens. We ensure that Democracy, The Rule of Law, Individual liberty and Mutual Respect are intertwined into our school's ethos; including the Behaviour Policy and behavioural expectations of our children, staff and school community.

## Aims, Objectives and Values

At Joydens Wood Infant School, we work hard to foster good relationships between all staff, pupils, parents/carers and the wider community. We actively welcome parental involvement and encourage open dialogue at all times. The implementation of this policy throughout the school is strong to ensure that we are laying the foundations that promote good behaviour and the development of self-esteem through good practice. The aim of this policy is to provide guidance for all staff, pupils and parents/carers.

## Staff

- to establish a consistent approach towards learning and behaviour
- to ensure a consistent use of 'language' is used by all adults
- to provide support for one another through discussion and implementation of a common approach
- to clarify the procedures for promoting good behaviour and for dealing with problems

## Pupils

- to help children to become responsible and begin to self-regulate their behaviour
- to ensure that our school values underpin our school's ethos
- to establish orderly patterns of behaviour through self-discipline
- to recognise the value of cooperation and friendship
- to understand and be involved in the development of appropriate rules
- to be treated as individuals, respected and cared for in order to develop a positive self-image
- to be aware they are in charge of their own behaviour and the choices that they make

## Parental Partnership

- to understand and support the Behaviour Policy
- to work together with the school to support the needs of their child
- to seek appropriate advice and support regarding children with special needs
- to have a consistent approach between home and school, particular if their child is presenting challenging behaviours
- to support the children's learning to help them achieve their full potential

## Expectations

At Joydens Wood Infant School, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe one of the most important ways that children learn how to interact with their peers and with adults in our school, is by observing how adults behave with one another and with children.

We ask adults and children:

- To act as a role model for others by demonstrating our school values inside and outside of our school community
- Talk to each other with respect
- Listen and reflect on what is said to us
- Have kind hands, feet and words so that everyone feels safe
- To ask for help if they feel unsafe or unsure
- To look after each other
- To look after resources and keep our school tidy
- To learn ways in which they can keep themselves safe

As adults we:

- Demonstrate our school values as part of everyday practice and remind children of their responsibility to do the same
- Treat each child as an individual and with respect
- Encourage each child to treat others with respect
- Observe all children and continually assess children's well-being
- Understand the context in which each child is growing up
- Work closely with parents and listen to them and discuss their child's needs with them
- Work closely as a team and communicate about children's individual needs
- Speak kindly to each other and with children
- Work with colleagues from other agencies in the best interests of each child
- Pay particular attention to the transition period for children – as they prepare to move on to reception classes in our school and when they move up to the Junior School
- Offer real choices to children
- Acknowledge children's difficult feelings with them e.g. anger and hurt
- Acknowledge the needs of a quiet withdrawn child as well as the outgoing child
- Encourage children to talk about behaviour they do not like and to say how they want to be treated

## Special Roles and Responsibilities

When children are in Year 2, 'Buddies' are chosen to support the transition of Reception children into the school. Their Buddies are there to supportively role model the school's rules and expectations.

Prefects are elected at the end of Year 1 by the current (soon to be leaving) Prefects. The process involves the current prefects 'interviewing' and electing a short-listed number of applicants for the position. The Mayor is invited to give the special badges over to the children who will undertake the post from the beginning of the following academic year.

Rewards and sanctions

We believe that praise and public celebration within the school is the most effective way of rewarding effort and appropriate behaviour. In this way children are developing self- control over their actions and behaviour and they have no confusion over the reason why they must behave in an appropriate way.

A system of sanctions is part of this policy so the children are clear as to what is acceptable and unacceptable behaviour and staff can be consistent in the way that unacceptable behaviour is dealt with. It is important that all staff follow the behaviour policy, to ensure that it is consistently and effectively used. This allows the children to feel that they have been treated fairly and enables them to feel safe within our school community.

### Positive Reinforcement

Approaches used by teachers include consistency, fairness and allowing all children the right to be heard. A visual aid is present in every classroom to ensure that all children are able to access our policy (Appendix 1).



### Rewards and Incentives

- Dojo points – Our school uses Classroom Dojo, a positive behaviour community which enables the child to collect ‘Dojo’ points for positive behaviour, namely focused on effort based learning and our school’s values. It enables this aspect of positive behaviour to be shared ‘fluidly’ between the child, parent and teacher. Dojo points are collated as a class every Friday and the winning class is awarded 10 gems in their jar.
- Gems in the Jar – Every class has its own jar. The winning class with the highest Dojo points at the end of the week in EYFS and KS1 is awarded with 10 special gems for their jar. Gems can also be awarded for the whole class demonstrating exceptional behaviour and role modelling the school values.
- Values Tree – Our magical values tree is used every Friday for our ‘Role Models of the Week’ they receive a very special values certificate which is displayed on our tree for the whole term.
- Headteacher Awards – Individual stickers and certificates are given to the children for specific ‘one off’ achievements. This is usually done on a 1-1 basis.
- Stickers – Any adult within our school community may award stickers for a variety of reasons e.g. being on time to school, eating all their lunch, being a good friend etc.
- Attendance Awards – Class and whole school attendance is announced each week. Individual certificates and prizes are awarded termly to those children with 100% attendance.
- Wonderful Writers – Rapid progression/exceptional effort in Writing is publicised on our school’s website termly. This remains on the website for the whole academic year.
- Reading Millionaires – Every Thursday the class with the most ‘reading minutes’ that week is announced as the Reading Stars of the Week. Within each class a teacher may choose a child with the most amount of minutes/most improved reading for the week which is displayed in the classroom. This is to support the school’s target of collective reading for 1,000,000 minutes across the academic year.

## Sanctions

- When sanctions are necessary, it is important to be fair and consistent
- It is important to protect the relationship with the child and to protect the child's self-esteem by criticising the behaviour and not the children

## Practice and procedure to deal with inappropriate behaviour

1. Problem solving approach to resolving conflict
2. Asked to move away from an activity
3. Time out- 3-5 minutes (depending on age)
4. Reflection with the support of an adult on the incident
5. An apology to be made if appropriate

If a child persists with their inappropriate behaviour or if a child has been aggressive or violent towards another child or adult, a member of SLT or the Headteacher will be informed and they will become involved in dealing with the situation. At this point a bespoke program is established involving the school and the parents in order to do the best for the child (Behaviour Plan).

The victim of an incident is always considered and every effort is made to ensure that they feel that a situation has been successfully resolved. If appropriate their parent/carer is informed of any incident affecting their child. Parent/carers are kept informed about any concerns that we may have regarding their child's behaviour, primarily through informal regular dialogue with the class teacher.

It is important at each stage that the sanctions are explained to the child and that they are aware what will happen next if they do not adjust their behaviour.

When children fail to follow the rules, the following steps need to be taken:

In all cases of serious unruly behaviour parents will be informed if their child's name has been entered for serious unruly behaviour.

- Any child that persists in aggressive or other totally unacceptable behaviour faces possible exclusion from school in accordance with Kent guidelines.
- In determining whether a punishment is reasonable, section 91 of The Education and Inspections act 2006 says 'the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.'
- Where the above interventions have not worked, school will involve Specialist Outside Agencies.

## De-escalation

Most of our staff have received TEAM TEACH training including all 1-1 staff with challenging children. It is important that children are able to follow the classroom expectations and engage in lessons appropriately. In order to do this, staff will ensure that the following strategies are used in the classroom:

- Plan the classroom environment to allow supervision, reduce distractions and provide a quiet space for pupils to calm down and regain their focus
- Establish clear expectations and acknowledge those children who comply
- Establish classroom routines to decrease disruptions. Ensure you are consistent in your approach

***It is important that staff know the children and are able to identify situations that are likely to change a child's behaviour (the trigger).***

- Remain calm, show empathy. Communicate concern for the child's well-being
- Support the child in becoming engaged in the lesson
- Provide a quiet time out area and allow extra time for the child to complete activities.
- The child may need distracting so provide opportunities for a learning break

***If the child then continues to accelerate their behaviour,***

- Remember not to shout, or take the behaviour personally.
- Avoid invading the child's personal space and avoid physical contact
- Avoid reacting to the child's behaviour. If needed disengage from the child and regain composure before returning
- Use calm but serious tone when talking to the child - If the child's behaviour deteriorates and may pose a safety threat to other children or adults-
- Notify a member of the SLT immediately
- If needed, evacuate the classroom

***Once the pupil has begun to calm down and the behaviours have decreased, deescalation should begin-***

- Allow the pupil time to calm down in away from the classroom
- The child will be provided with work by the class teacher. This work should be completed with a reasonable amount of effort
- Once the child is calm, a senior leader will talk to them about their behaviours
- Sanctions will be applied where necessary

***Once the child is calm they will return to class***

- The pupil should be helped to return to normal activities and be given the opportunity to start afresh
- Acknowledge appropriate behaviours
- Encourage and support the child in changing problem behaviours
- A STAR chart will be completed as soon as possible

It is important that class teachers are aware that they have a very important role to play in ensuring that these procedures are followed and that there are high expectations of behaviour within their classroom (See OFSTED guidance the Teacher Standards)

### Behaviour Logs

All year groups have a class Behaviour Log. The behaviour logs are an important record of children's behaviour and provide essential evidence if outside agencies become involved.

- Each incident is clearly recorded following the headings on the Behaviour Log sheet
- Behaviour logs are completed by the person dealing with the incident as soon as possible after the incident has taken place
- If a member of SLT has been involved in the incident this is also recorded in the log
- Incidents recorded in the log are those where time has had to be spent dealing with the issue
- A member of the SLT is alerted when a child has had a succession of incidents over a short period of time
- Where a major incident has taken place a STAR Approach (Setting, Trigger, Actions, Result) form is completed
- Class teachers will monitor the entries in the log to ensure repetitive incidents do not occur
- An analysis of behaviour logs takes place at the end of each week by the School Office and each half term by the Headteacher and feedback given to all class teachers

### Documentation of Incidents

If inappropriate behaviour is considered to become an issue with a child, staff will record incidents in the behaviour log. This will be a confidential document and kept in a safe secure place.

### Exclusion

Who can decide to exclude a pupil?

Only a Headteacher can exclude a pupil. If the Headteacher is absent, the power rests with the most senior leader who should make it clear that they are acting in the Headteacher's absence.

When is exclusion appropriate?

Advice should be sought from a Kent Inclusion and Attendance Adviser if a long-term or permanent exclusion is likely so that all alternatives to exclusion and further support can be explored. A decision to exclude a pupil permanently should only be taken:

***In response to a serious breach or serious breaches of the school's behaviour policy; and if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.***

Children who fail to respond to any of the remedial actions implemented by the school face exclusion for anything up to five days. If this refusal is persistent, this could result in permanent exclusion. <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

Permanent exclusion will be considered in accordance with LA guidelines for the following offences:

- A deliberate assault on another child
- Selling and distributing drugs in school
- A sexual assault
- Persistent racial abuse
- Persistent bullying including physical abuse
- A deliberate assault on a member of staff
- Any assault with a weapon or other implement against staff or children
- Verbal threatening and intimidation of staff
- A disruptive incident preceded by a series of disruptive events where the school has attempted to gain better compliance through other sanctions and the use of outside agencies

Dinner Time Behaviour: Children who misbehave at dinner time will be dealt with initially by the Midday Supervisors. This may result in the following actions:

- Verbal and reprimand in alignment with our positive reinforcement steps (Appendix 1) 
- Use of Time Out Stop for more serious issues (up to a maximum of 5 minutes) and recorded in the Lunchtime behaviour log (kept in School Office) by the person dealing with the issue.
- More serious misdemeanours will be referred to the SLT.

Grounds for Exclusion at Dinnertime:

- Uncooperative behaviour and failure to respond to the adults on duty
- Dangerous behaviour including throwing sticks and stones, threatening other children, climbing fences
- Fighting and bullying children

## WHOLE SCHOOL APPROACHES:

- All children are confident, self-assured learners by creating a secure, safe and healthy environment within which effective teaching and learning may take place.
- Ensure children are protected from physical and psychological harm e.g bullying including cyber-bullying and prejudice-based bullying, exposure to extremist ideology by experiencing a range of educational opportunities which challenge stereotypical thinking and behaviour.
- Create the conditions for an orderly community, where all pupils will be expected to behave responsibly, showing consideration, courtesy and respect to others.
- Develop in pupils resilience, self-respect and self-discipline, and an acceptance of responsibility for their own actions.
- Children have age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation
- Develop an environment where all children can enjoy and achieve to their full potential and make a positive contribution to school life.

## School Rules: (Being re-written February 2018)

Our school rules are:

- Be Kind and friendly
- Be Polite and respectful
- Always try your best

## PSHE

As part of our PSHE education, all classes participate in the PSHE programme Jigsaw and Pause for Thought is used as homework. This forms part of circle time activities and in class assemblies. Pause for Thought enables a particular focus to be shared within the family home and the children are asked to share their views with their class the following Tuesday. Responses are documented in the class 'scrap' book. Extra circle time and assemblies can take place when the need arises that directly address the following issues (at an age-appropriate level):

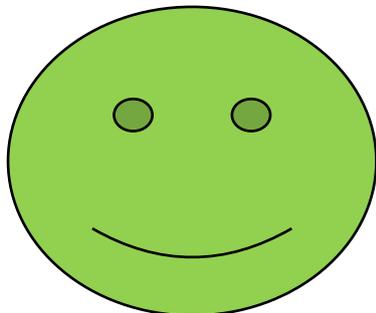
- Radicalisation
- Mental Health and Well Being
- Being Safe
- Behaviour
- Bullying
- Teamwork
- Aggression
- Ethnicity
- Racism

## Addressing Radicalisation

Children's own views and stereotypical views are challenged – they are educated to think and behave in ways which are conducive to a harmonious school community and society. Our school assemblies, SMSC provision and PSHE powerfully address issues and enable a healthy view of others; opportunities are provided to enable children to explore coercive and intimidating behaviour and how to deal with these (at an age-appropriate level).

## Appendix 1

### Positive Reinforcement Steps



#### Green Behaviour

##### “Happy Face”

If a child remains on green all day they may put a smiley on their chart.

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.

Consistently green behaviour may warrant a nomination for Super Star of the Week Award.

The Happy Face can also be used as a ‘warning’ e.g. “To stay on green I want you to...”

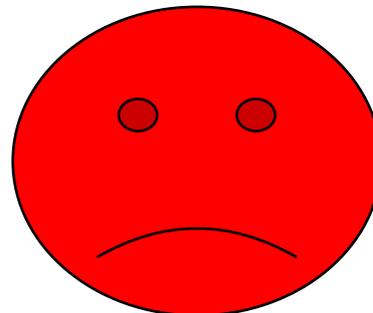
If a child is reminded of the class/school agreement and they continue to be disruptive then they should be moved to the ‘warning face’ this gives the child the chance to reflect on their behaviour.



#### Orange Behaviour

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.

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.”



#### Red Behaviour

##### “Sad face/Timeout”

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...”

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.

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. Timeouts must be record on the class behaviour log.

\*Some behaviours are immediately ‘red behaviours’

☒ Hitting/Kicking ☒ Spitting ☒ Swearing ☒ Stealing ☒ Bullying

Immediate red behaviours  
must addressed by  
Headteacher