

Windlesham Village Infant School

Behaviour Management Policy

A policy to promote positive relationships and behaviour



Last Reviewed: November 2020 (annual)

Introduction

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn together. It aims to promote relationships which are happy, safe and secure. It aims to help children become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes this will develop an ethos of kindness and co-operation. We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere.

This policy follows the statement of behaviour principles published by The Governing Body. It takes into account the Education Act of 2002, the Education and Inspections Act 2006 and DfE guidance (Behaviour and Discipline in Schools, 2016.) This last document highlights teachers' powers in relation to discipline:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school educational visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Our behaviour policy is based on the principles of safeguarding and promoting the welfare of children, and our general duty to eliminate discrimination under Section 149 of The Equality Act 2010. We believe that all within the school community have the right to be safe, trusted and respected. By safety, we mean *physical safety* – which includes Health and Safety Practices, and *emotional safety* - which includes E-Safety, Anti-Bullying, Child Protection as well as the identification of more vulnerable groups within the school.

Promoting good behaviour

- All members of the school community are to be treated with the utmost respect. The best learning environment is created by cooperation and teamwork.
- Value each and every member of the school community as unique and take every opportunity to recognise their achievements.
- Unacceptable behaviour can be changed if it is challenged in a positive way.
- We have high expectations of good behaviour in school.
- Adults in the school understand the importance of being a good role model to children.
- Good classroom management and engaging teaching contribute to promoting engagement from pupils.
- Adults need to be consistent, persistent and insistent with regards to good behaviour.
- We develop children's self-esteem through praise and encouragement, along with PSHE, SEAL (Social and Emotional Aspects of Learning) and Circle Time. This is supported by our values teaching.
- We seek to listen to pupil voice specifically through the School Council

At the beginning of each academic year the whole school reviews our set of school rules, playground rules and individual classroom rules. (See appendix)

Our school rules:

- **We always try our best when learning.**
- **We show good manners.**
- **We share, and look after our things in school.**
- **We are kind and caring to everyone, and help them when they are sad or hurt.**
- **We play nicely with our friends in the playground and allow everyone to join in our games.**
- **We respect other people's feelings.**
- **We listen carefully, sit sensibly and don't call out.**

Rewards for good behaviour may include the following:-

- praise and smiles
- Stickers
- Praise points: 10 individual "Praise Points" equals a reward sticker on a chart.
- Use of privileges e.g. leader in the line, a special helper
- 'Celebration Assembly' certificates awarded.
- Earning a marble in the jar for a whole-class reward
- Comments in books.
- Displays of work.
- Sharing good behaviour with other members of staff and with parents/carers

Approaches to prevent poor behaviour; ensure the children:

- know the school, class rules and playground code of conduct
- understand the reasons for the rules
- know what is expected of them and why
- know the rewards and sanctions
- Mid-day Staff to keep a book and monitor good and poor behaviour, manners, etc. They award "Praise Points" and record incidents for repeatedly bad behaviour in the Playground Behaviour Log. Members of the Senior Leadership team monitor this; they talk to pupils entered in the log and set targets to improve behaviour.
- Ensure staff support each other by discussing specific situations and procedures, so that no member of staff feels inadequate, isolated or uninformed. Coaching and training is available if needed.
- Staff need to foster open, honest and cooperative relationships with families to promote positive behaviour.

Classroom Sanctions (ranked)

- Remind pupil of rules and that there will be consequences for poor choices
- Sent to work at a table alone
- Asked to redo unsatisfactory work
- Loss of privileges
- During a Computing lesson; redirected to work at a different station under closer supervision
- School-based community service-such as tidying the classroom
- Withdrawal of playtime
- Sent to Headteacher (recorded in Behaviour File; a pattern of poor behaviour from one pupil may prompt the Headteacher to invite the pupil's parents/carers to meet and discuss the issues)
- Inform parents
- In extreme circumstances: temporary or permanent exclusion from school, following exclusion guidance and protocols set up by Local Authority.

Behaviour for Learning

In order to foster a positive learning environment in the classroom, it is important that pupils develop the skills which enable them to learn within a variety of social contexts, including whole-class, small-group and paired situations in the classroom and elsewhere in the school. In this way, we can help pupils to understand how we want them to behave, as opposed to focusing on *unwanted* behaviours.

Positive interaction staff / pupil

- Listening to each other
- Responding to requests
- Showing concern & understanding
- Following instructions & requests
- Speaking politely
- Asking questions

Sensible use of resources

- Bringing correct material to class
- Sharing equipment
- Looking after own / other's property
- Keeping desk / classroom tidy

Appropriate use of language

- Speaking politely /Waiting turn to speak
- Listening to others ideas without negative comment

- Accepting ideas / suggestions of others and acting on them

Acceptance of new challenges

- Setting appropriate goals
- Taking risks
- Trying new things
- Asking for help
- Using peer support
- Making mistakes & moving on
- Self-aware ; knowing how & when to get help

Ability to work independently

- Correct equipment for tasks
- Good time keeping
- Attention focused on task
- Ignoring distractions
- Persistence
- Monitoring own progress

Playtime

All behaviour incidents are kept in a log book. This is monitored carefully by the Senior Leadership Team to ensure there is not a persistent pattern of misbehaviour. The following incidents should be recorded in the behaviour log (and also where appropriate the accident log) which are located in the playground bag and first aid room respectively for the following:-

- where physical harm has been inflicted
- bullying
- racial or sexual harassment
- physical damage to property / vandalism

Playground Sanctions (ranked)

- Remind pupil of rules and that there will be consequences for poor choices
- Asked to stay with an adult for a cooling off period.
- Administer "Time Out" (2-5minutes) after two warnings - standing by the "Time Out" wall
- Removal from friends or group
- Sent to Headteacher (recorded in Behaviour Log)
- Playtime/lunchtime detention: sitting outside Headteacher's office, though time given to eat lunch and use the toilet.
- Inform parents/carers
- In extreme circumstances: temporary or permanent exclusion from school.

Partnership with parents/carers

We give high priority to clear communication within the school and to a positive partnership with parents/carers, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the Headteacher and SENCo by the class teacher, so that strategies can be discussed and agreed before more formal steps are required. Where behaviour is causing concern, parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers.

Involvement of outside agencies

Persistent or extreme misbehaviour may be a sign that the pupil has special needs that need to be met; these can include a Special Educational Need or Disability (SEND) or an emotional need. We would follow our SEND Policy and may offer the pupil Emotional Literacy support. Persistent or extreme misbehaviour could indicate that a child is being bullied; we would

need to follow our Anti-bullying Policy. It might indicate abuse at home and we would follow our Child Protection and Safeguarding Policy. We seek the advice from Outside Agencies when needed and these include the Education Psychologist and Specialist Teacher-Behaviour Management Support.

Voluntary Helpers

Voluntary helpers are made aware of the procedures to follow if they have any concerns relating to behaviour during our parent helper training in the Autumn Term. Voluntary helpers should know that the Headteacher is the Designated Safeguarding Lead; Miss Leggett is Deputy Designated Safeguarding Lead.

Attendance

Good attendance is an indicator of a child feeling secure within the school. The school tracks attendance and has a first day response system for those who are absent. If a situation should arise where difficulties cannot be resolved by the school and the parents, outside agencies are involved such as the Education Welfare Officer.

Bullying

The school takes a serious view of any instances of bullying in its different forms, including cyber bullying. Children are told that bullying (cyber, verbal or physical) is *not* tolerated in the school. Children are educated through Anti Bullying activities as part of the PSHE programme. Everyone is expected to ensure that it does not happen and has the responsibility to tell - this is not telling tales. (See Anti-bullying policy)

Reasonable force/Positive Touch

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an injuring themselves or others, or damaging property, and to maintain good order and management within the school. These occasions are fully documented and reported in line with County School Safe guidelines. All staff are trained in the use of positive touch; please see separate policy.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community and follows County and government guidance.

Pupils' conduct outside the school gates includes misbehaviour when the child is

- taking part in any school-organised or school-related activity, or
- travelling to or from School, or
- wearing School Uniform, or
- in some other way identifiable as a pupil at the school

For misbehaviour during a school-organised or school-related activity, sanctions for the classroom or playground would be used, as appropriate. Given the age of our pupils, it is assumed that the children would be supervised outside of school by a responsible adult and it is not anticipated that staff would feel the need to intervene.

Exclusions

A child would only be excluded if their behaviour is such that it threatens the safety of others, is causing a serious disruption to school life, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement. As far as possible parents/carers and children will be warned in advance that exclusion from school could be a possibility. We know that exclusion from school may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of their misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school. Excluded children would always be given work to do at home.

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Fixed Period Exclusions

- only the Headteacher or Deputy Headteacher can exclude a child

- a child can't be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year

Following an exclusion, the school must tell parents/carers:

- the period and reason for exclusion
- how parents/carers can ask for the exclusion to be considered by the governing body
- parents/carers duty during the first five days of an exclusion to keep their child away from public places during normal school hours, unless there is a good reason
- the arrangements they have made if the child has been excluded for more than five days

In all cases of permanent exclusion:

- the school's governing body must review the Headteacher's decision and parents/carers may meet with them to explain their views on the exclusion
- if the governing body confirms the exclusion, parents/carers can appeal to an independent appeal panel organised by the Local Authority
- the governing body must write to the parents/carers with the reasons for their decision, how to request an appeal and the date by which the request should be received
- the Local Authority must provide full-time education for the child from the sixth day of a permanent exclusion

Children with additional/complex behavioural, social and emotional needs.

- Children with additional needs will benefit from the clear expectations, structures and systems within this policy. However at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.
- We are an inclusive school and for pupils with behavioural, social or emotional difficulties, or identified disabilities such as autistic spectrum disorders (ASD), we make 'reasonable adjustments' to help them to be included in school. This approach is in keeping with the requirements of the Disability Discrimination Act.
- Reasonable adjustments would include modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support, specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of a Pathway Plan and in most cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for an "intense" period then gradually reduced over time or it may be necessary for the adjustments/support to be ongoing.
- The Special Needs Coordinator is responsible for ensuring that all staff understand the individual approaches that are in place at any given time for supporting children with additional or complex behavioural needs.

Re-integration

- Secretary of State expects re-integration of Primary School pupils within one term.
- Schools are not expected to refuse admission of a pupil because of past disciplinary record, except if the pupil has been permanently excluded from 2 or more schools.
- Once a pupil is permanently excluded the Local Authority should support the new school in making re-integration successful.

Allegations of abuse

Allegations of abuse, whether emotional, mental or physical, will be taken seriously and we ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including exclusion.

A member of staff accused of misconduct would not automatically be suspended, pending an investigation. The governing body should instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Monitoring and Evaluation

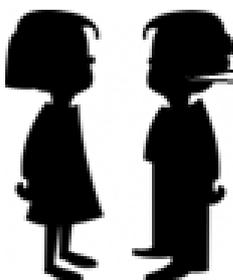
The School will review the policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The Senior Leadership Team and Governors will monitor behaviour management.

See also our policies on:

- SEND
- Anti-bullying
- Teaching and Learning
- Child Protection and Safeguarding
- Positive Touch
- Attendance
- Equality
- E-safety
- PSHE

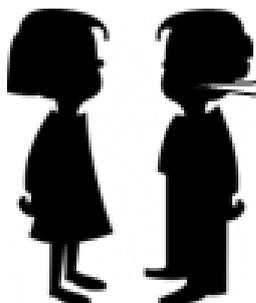
The School Council have written a set of rules that children should follow to help them solve any playground problems.

Tell the child who has hurt or upset you not to do what they have done



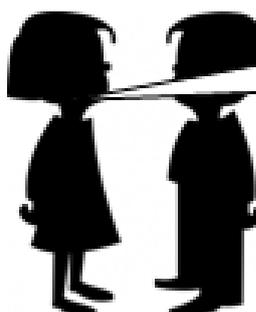
*Please don't do that
because I don't like it*

Tell the child how it makes you feel



*It makes me feel sad
and lonely*

Think of a way to solve the problem



*I am sorry, can we still be
friends?*

If you can't resolve the problem then ask a playground pal to help

If you still can't resolve the problem then go and tell a teacher



Windlesham Village Infant School

School Rules

😊 We always try our best when learning

Thank you

😊 We show good manners

Please

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😊 We are kind and caring to everyone and help them when they are sad or hurt



😊 We play nicely with our friends in the playground and allow everyone to join in our games



😊 We respect other people's feelings

😊 We listen carefully, sit sensibly and don't call out



Written by the children September 2013

Reviewed with the children each September