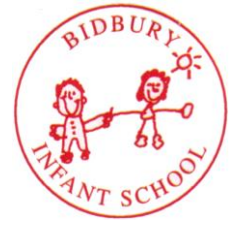




BIDBURY INFANT SCHOOL



Behaviour Policy

Our aim is to create a welcoming, stimulating and caring environment where there are high standards of courtesy, good manners and care; where all school members feel valued, respected and are treated well. We aim to promote the holistic well-being of all in a school where everyone feels happy, secure and safe and enables us to:

Achieve all you can and do your best
Believe in yourself and never give up
Care for and encourage others

All children have the right to learn and a responsibility to ensure everyone else can too.

Roles and responsibilities

It is the role of the Governing body, the Leadership Team and Senior Leadership Team to promote and support this behaviour policy by their own behaviour and the supporting of all colleagues and children to implement and adhere to the policy.

Key principles

Good behaviour

- is essential for effective teaching and learning
- enables children and staff to have the right to learn and work in an environment that is safe, friendly and fair
- must be carefully developed and supported
- comes from high self-esteem, effective learning and positive relationships
- is achieved through an emphasis on the positive - 'catching them being good'

Children behave well when

- they feel safe, secure and are engaged in appropriate learning and activity
- all are treated with courtesy and respect
- all feel they are valued members of the whole school, year group and class expectations are clear and consistent
- there is partnership between home and school
- expectations focus on good behaviour
- there is an understanding that there are consequences for inappropriate behaviour
- behaviour difficulties are the shared responsibility of all staff
- communication from all staff is clear and consistent
- all children are listened to and staff are sensitive to individual needs
- children are enabled to engage in problem solving and decision making at their level

Expectations

We expect Governors, staff and children to

- have respect for themselves and others, leading to good behaviour for relationships and learning

- consider the safety of themselves and others
- be polite and courteous towards each other
- have a caring and thoughtful attitude to their environment
- try to resolve difficulties in an amicable way
- be honest and face the consequences of their behaviour
- understand that with rights come responsibilities

The adults in our school will

- be good role models and lead by example
- provide engaging learning opportunities which are right for every individual
- listen to others
- give children a chance
- label the behaviour and not the child
- treat everyone with courtesy
- be positive and consistent

We will help the children to be

- reflective and self-aware
- communicative
- enthusiastic and motivated to learn
- resilient and resourceful
- able to learn from their mistakes
- reciprocal - ready, willing and able to learn alone and with others

We will encourage and support families to

- engage with the school community
- be communicative
- be supportive of the school's ethos
- be supportive of their child's learning, both at home and at school
- have an understanding of their child's achievements and progress
- encourage excellent attendance and punctuality

The School Rules and Consistent Strategies

The School Rules will be displayed in everyone's classroom on their PSHE board and will be discussed throughout the year in an ongoing manner.



Some strategies are set for consistent use across the school in order to support a positive behaviour environment. We understand the need for set routines and clear expectations which are understood by all. These strategies are:

- walking and no running within the building
- 1, 2, 3 Approach for all transitions
- no hands up for questions during learning
- chimes/clacker in the classroom to stop children and adults
- Assembly lines - set order for children to line up in
- 'Fill my Bucket' approach to being kind and positive at all times

Promoting the Positive

- Good to be Green - all children start the day on Green, names will be put on the Golden Apple for going above and beyond in helping and caring for others
- Non-verbal cues - smiles, thumbs up
- Praise - verbally/non-verbally noticing desired behaviour, catching them being good
- Showing work to other key adults in the year group or wider school
- Sharing with parents at the start and end of the day - verbally/non-verbally
- Star of the Day
- Celebration Book
- Silver Balls
- Pom Poms for learning behaviours

Sanctions

Children are always encouraged to make the right choices with regards their behaviour and attitudes to learning and to each other. The Good to be Green Charts are used as a very clear way to give children opportunities to turn their behaviour around.

Steps

1. Proximal Praise - praise the desired behaviour of someone near the child (a form of ignoring but the child will know the behaviour has been noticed)
2. 'The Look'
3. Verbal encouragement to change behaviour, sharing that they are disturbing others, the adult is disappointed
4. Children are given a **verbal warning** regarding the unwanted behaviour and to make the right choice. If they choose to continue with inappropriate behaviour, children will have their *Good to be Green* card turned over.
 - An adult/another member of staff will take time to discuss with children the reasons for their behaviour and provide opportunities to allow children to **'turn their behaviour around'**.
 - The child should be praised as soon as they show the desired behaviour.
 - After 15-20 mins the *Good to be Green* card can be turned back ground if the unwanted behaviour stops.

If behaviour continues: time will be taken back from playtimes for missed learning time or removal of privileges. And

5. Withdrawal within the class - sit away from the class until calm and ready to follow rules - adult to discuss with child when calm
6. If continues, removal to Senior Leadership Team member's classroom - work should be sent with the child



proximal praise



the 'look'



verbal reminder



turn card over



withdrawal in class

SMT

SMT classroom

LT

LT room

7. If continues, removal to Leadership Team member - work should be sent with the child

At each step children should be given every opportunity to **think** about their actions and to **resolve the situation**. This may involve a conversation with year leaders and ensuring that parents are informed.

There may be some severe incidents which mean children are sent straight to SLT or the Leadership Team. This may lead to a period of internal exclusion.

All staff will make informed choices on how they deal with behaviour (Ref Use of Reasonable Force).

Sanctions should be as soon as possible, for example, missing playtime/losing privileges on the same day.

Challenging Behaviour

Occasionally children may need additional support with their behaviour and so a Consistent Intervention Plan may be written in consultation with children, parents, staff and SLT, including the SENCo. This will be monitored by Year Leaders and the SENCo.

Year leaders have discretion to make decisions/give time if incidents need to be dealt with and in consideration for staff wellbeing.

When addressing any poor behaviour

- be calm and clear - do not over react
- investigate the incident - establish facts
- listen to all sides - be fair and consistent to all
- Take a problem solving approach
- Judge only when certain
- Use sanctions appropriately

Off-site activities/Clubs

Children attending any activity outside of school or the normal school hours, e.g. sports activities, trips, Kids club, will receive the same consistent response to their behaviour in line with this policy.

Bullying

Our school Anti-Bullying Policy supports the Behaviour Policy and any dealings with bullying should be considered alongside this policy. Bullying of any types will not be tolerated.

Parents

Parents and staff will have an open and honest dialogue and operate as a team with regards to behaviour. It is essential that the link between home and school be strong and consistent if children are going to be supported to make good choices with their behaviour. Any concerns should be shared at the earliest opportunity and a problem solving approach taken to improve outcomes as quickly as possible whether the behaviour causing concern is at home or at school.

There are systems in place to support parents with behaviour at home and staff should refer parents to our HSLW. School are also responsible for supporting and dealing with behaviour that happens out of school if appropriate, following DfE guidance.

Recording

Records of behaviour incidents will be clear and factual. Staff will analysis incidents for triggers and trends to enable them to put support in place to improve the well-being and outcomes for children.

Records kept will be in two formats

- Class Behaviour Logs: these will be saved on Teachers Resources in Behaviour Folder: Class Behaviour Logs Folder.
 - Witnessing adult adds incident within 24 hours of their occurrence and informs class teacher
 - Records date, time, Child's name, brief outline of incident, consequences, next steps
- CPOMs: for incidents involving children on Consistent Intervention Plans (CIPs) or for incidents significant enough for SLT to be involved. When recording a behaviour incident on CPoms staff must include
 - Tick the 'Behaviour related log' category, date, time, and write information for an ABCC form - A: Antedendent - what happened before to identify triggers, B: Behaviour - outline what the child did, C: Consequence - what happened as a result of the behaviour, C: Communication - what does the behaviour communicate, Next steps

(NB: if parents are sharing behaviour incidents they should be recorded as 'parental contact')

Monitoring

Behaviour Manager will look at each log weekly and liaise with class teachers as necessary to offer support. Formal behaviour reports with analysis will be written half termly.

All recorded behaviour incidents, including bullying, will be monitored by the Behaviour Manager who will share their findings with the Senior Leadership Team. Specific issues will be shared and discussed.

This policy should be read alongside the DfE Behaviour and Discipline in School guidance, Use of Reasonable Force guidance and Keeping Children Safe in Education.

Signed (Chair of Governors)



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