Littleton C of E Infant School

Behaviour Policy

The governors of Littleton C of E Infant School are committed to promoting the safeguarding of all children and the values of respect, fairness and social inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. All children including looked after children, children with SEND, physical or mental health needs, will receive behavioural support according to their need.

Aims

Littleton C of E Infant School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

Our aims are as follows:

- All members of the school community feel valued and respected
- Children will be in a happy, safe, and secure environment
- Every member of the school community will be treated fairly and well
- All members of the school community work together in an effective and considerate way
- All adults will act as a positive role model for children

Principles of Behaviour Management

Our policy is based on the following principles:

- Behaviour and Learning are interlinked
- Behaviour is learnt and therefore can change
- Praise motivates; criticism lowers self- esteem
- Clear boundaries are the most effective way of promoting good behaviour
- Rewards work better than punishments
- We label the behaviour and NOT the child ~ we do not use the word 'naughty'

As staff we need to:

- Plan for learning that engages and promotes good learning behaviour
- Promote and model positive relationships
- Model the behaviours and values we want to see
- Use the language of choice and consequences
- Focus on the behaviour and not the child
- Give clear expectations of good behaviour
- Be proactive and NOT reactive in order to pre empt bad behaviour
- 'Catch them being good' and then rewarding good behaviour
- Adhere to the school policy consistently across school
- Recognise the needs of individual children and adapt behaviour management where appropriate

Rewards

We believe that rewards are more effective than punishments and that they can be an important tool in motivating children to make the right choices. We believe that rewards come in many forms and may not always be material!

We use the following rewards in our school:

- Use of the sun, cloud, star peg system in each class
- Verbal praise

- Thumbs up/whoosh/shooting star/clap from the class etc
- Reporting good behaviour or showing learning to another member of staff
- Inform parent/carer at the end of the day
- Note in home/school book
- Reward stickers
- Head Teacher Awards
- Individual Reward Systems for 'hard to reach children who may need more intensive behaviour management systems and support

Sanctions

- Verbal warning given ~ "If you do not change your choices then I will move your name onto the cloud."
- Peg moved to cloud
- Incremental minutes off playtime/Golden Learning

If a child's peg is moved to the cloud then they have a chance to change their choices and have their peg moved back to the sun or star. At the beginning of each new day the children's names are moved back to the sun for the start of the new day.

The role of the Governors

The governing body has the responsibility of setting down the principles that the behaviour policy is based on and of supporting the Head Teacher in carrying out the policy, giving advice where necessary.

The role of the Head Teacher and Senior Teacher

It is the responsibility of the Head Teacher to implement the policy consistently across the school, and to report to governors on its effectiveness. The Head Teacher must also support the staff in the implementation of the policy and set the standard for behaviour, and be responsible for the implementation of the School Rules. The Head teacher should also arrange any training that is required by staff.

The role of the Class Teacher

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles of behaviour management (as noted in policy) in all their dealings with children. The class teacher should also spend time with their class devising their own class rules which incorporate the core Promise Tree expectation for the whole school. The class teacher will be responsible for carrying out any individual reward or behaviour management systems as directed by outside agencies and specialist advice or the headteacher/SENCO.

The role of support staff

All staff should follow the behaviour policy, seeking support and training from where appropriate.

The role of parents

The school at all times seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school. If the school has to use reasonable sanctions on a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and finally the school Governors.

Induction of new children

Children who start in the foundation stage have induction arrangements covered in the Foundation Stage Policy.

Fixed-term and permanent exclusions

Where the behaviour of a child consistently puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their carer or

parents to improve the behaviour, the Head Teacher may implement a fixed term or permanent exclusion. Surrey County Council guidelines will be followed at all times.

Responses to Challenging Behaviour

Minor incidents:

- Non compliance to a reasonable and understood request
- Inconsiderate behaviour towards others
- Minor disruption
- Distracting others
- Inappropriate language
- Minor verbal aggression
- Inappropriate touching

Responses must include one or more of the following, which will feed the needs of individual children:

- Praise the appropriate behaviours of others
- Ignore inappropriate behaviour and praising/rewarding behaviours 'catch them being good'
- Diffusion-diversion to an appropriate task
- Move within a group
- Move to another area of a room
- Verbal/visual reinforcement of expected behaviour
- Withhold reward
- Verbal response/expression of disapproval with reasons, use the language of 'choice' e.g. 'why did you choose to do that?'

Repeated or major incidents e.g.

- Repeated/continued refusal to comply to a reasonable request or routine
- Disruption to the lesson/work of others
- Verbal aggression (offensive language shouting or screaming)
- Threatening behaviour/intimidation
- Inappropriate physical aggression i.e. touching, poking etc.
- Minor damage to property
- Hiding (absconding)

Responses may be as above, but may also include one or more of the following:

- Allow an individual time/space to calm down
- Loss of reward/privilege
- Forfeit playtime or 'Golden Learning'
- Moved from class/hall

Serious/potentially serious behaviour incidents:

- Persistent threatening or intimidating behaviour
- Physical assault on peers
- Physical assault on staff
- Serious damage to property
- Self injury

Responses may include those above but may also include:

- Inform parents verbally or by letter home
- Begin individual behaviour monitoring book
- Inform and involve Head Teacher or Senior Teacher
- Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan', which should include positive responses and strategies.
- Non confrontational approach allowing individual space and time to calm down.
- Physical intervention following LEA guidelines
- Use of time out (monitored)
- Phone parents
- Parents required to attend meeting with Head Teacher

- Short term exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents
- Parent/Agencies to attend school to formulate and agree Behaviour Management Plan with parent and pupil involvement

School System of Behaviour Management

At Littleton we reinforce positive behaviour management through consistent use of system outlined below.

In order to manage the children's behaviour we have school and class rules. School values are very simple and built around the Christian principles of care, compassion and redemption. They are prominent throughout the school and referenced in Acts of Worship and assemblies. We also have whole school discussions about what happens when these rules are broken.
Each class has a Promise Tree and they make promises to themselves, each other and the world through discussions with their classteachers.

OUR PROMISE TREE

- Care for Ourselves
- Care for Each Other
- Care for our World

Through the love of God