

Cecil Gowing Infant School Behaviour Policy

Includes Advice on

- Screening, searching and confiscating.
- Use of reasonable force.



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Approved by Governors: 20.9.16
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Signed I. Stubbs
Headteacher

Date 20.9.16

Signed F. Hardman
Chair of Governors

Date 20.9.16

CECIL GOWING INFANT SCHOOL
BEHAVIOUR POLICY
AIMS AND VALUES OF THE SCHOOL



INSPIRING IMAGINATIONS

We believe

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

Introduction

Our aim is for a happy and caring school, in which all children have the opportunity to achieve the very highest standards. We do this by caring for and respecting each other.

All parents can access this behaviour policy on our website, or a hardcopy if requested. We ask parents and carers to support the school with its application.

A Positive Approach to Behaviour

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful strategy. We follow the 'Nurtured Heart Approach' which does just this and is a whole school incentive.

This does not mean that bad behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

It is discouraging and disheartening to be told constantly that we are doing something wrong or badly. We all like to be praised and encouraged for the things we do well. For children this might mean being praised for working hard, being polite or showing consideration towards others. In fact, any situation in which they have made an effort or a significant achievement. We use a 'marble system' (Appendix A) to reward following the school's golden rules and class rules. We also use the Nurtured Heart approach to "ignite the greatness in children."

Spoken praise is a very powerful reward that should be used wherever possible and wherever appropriate. There are other ways to show children that their efforts and endeavours are valued; in this school this includes stamps in achievement diaries and stickers. The aim of rewards will be to acknowledge children's achievement and excellence in a way that others will be able to share.

The Importance of Clear Expectations

It is important that clear expectations exist, that they are shared by all the adults who work in the school, and that the children understand the expectations and why they exist. The expectations are based on how we learn well, feel safe and behave towards one another.

That is why, at the beginning of each year school expectations or rules will be discussed with the children, and will include the following areas:

Always

- try our best
- be polite and kind to each other
- treat other's belongings carefully

- work or play sensibly and let others do the same
- listen carefully and try our hardest to follow instructions
- walk quietly and carefully around the school.

The children and their parents or carers were consulted on the school rules, and the above cover all the areas that they said were important. The rules and their meaning are discussed with the children, so there is no doubt about our expectations for behaviour.

Within a classroom the children and teacher will decide on specific 'class rules'. These will be displayed in the classroom, so that parents are aware of them and revisited frequently so that the children are fully aware of expected behaviour.

The Midday Supervisory Assistants share the same expectations for behaviour, and are supported by the headteacher or a member of the school's management team when necessary.

Developing Good Behaviour

The school expectations for behaviour and rules are regularly discussed and developed, with the use of relevant stories in PSHE, RE and Assemblies. All adults in school endeavour to model good behaviour, and older children are encouraged to act as role models for younger children. Children are reminded at the start of each term what is expected of them within the classroom, the hall, the playground and whilst eating. Opportunities are available to discuss any areas of behaviour that are causing concern during Circle Time, if necessary by the School Council and occasionally by Year Groups or the whole school in a special meeting.

Our expectation is that all children will try their best to follow the school rules, and encourage them to do so. We give much verbal positive praise, and back this up with the 'marble system' described in Appendix A. Also, achievement diaries, Greatness assemblies and visits to the headteacher for further praise and stickers, are used to mark particular achievements.

Responsibility for modelling good behaviour rests with all adults working in the school.

What happens when children behave inappropriately?

We recognise that there will be times when children do not meet our behaviour expectations, and that for a small minority of children behaving in an acceptable way is very difficult. When children struggle to follow our behaviour code, they are dealt with on an individual basis to enable them to understand the importance of good behaviour and the consequences for them of poor behaviour. This may be through a special sticker chart or through clear rules of behaviour and result.

If any child behaves inappropriately, they are

- reminded of appropriate behaviour
- given the opportunity to behave appropriately, and praised for doing so.
- given the choice to behave – if they continue to ignore this then an appropriate consequence will be imposed. This may be missing a few minutes of Golden Time to complete work or being sent inside to miss a few minutes play if the inappropriate behaviour is during playtime.
- told that what they are doing is against school rules.

When a child continually breaks the behaviour code of the school, they are sent to speak to the headteacher. If the behaviour issue is serious enough, the headteacher will ask for the child's parents or carer to come to school discuss the matter and a joint decision taken as how to approach it.

The Headteacher additionally supports class teachers in behaviour management where appropriate, particularly if a child or group of children are finding it difficult to behave in an acceptable manner.

The responsibility for deciding an appropriate response to inappropriate behaviour depends on the adult dealing with the incident. The adult may decide to discuss the response with a more senior member of staff.

Certain behaviours may be an indicator of safeguarding issues, this will always be considered and the school's Safeguarding Policy followed.

While teachers have a statutory power to discipline pupils for misbehaving outside school premises, young children are generally under the supervision of an adult and therefore it is unlikely that this would be necessary.

If children bring inappropriate items to school, such as DS's, these are kept safely in the school office and returned to an adult at the end of the school day.

Fighting and Bullying

Fighting and bullying are not allowed in the school.

Children are taught to

- 1) Say 'Stop (whatever they are doing) to any behaviour they do not like.
- 2) Move away if it continues.
- 3) Ask an adult for help if it still continues.
- 4) If they observe bullying behaviour to take action to ensure that it stops. E.g. telling an adult what they have seen.

Children rarely fight in school, more often it is a play fight where they become too involved. However, if an adult has to intervene and restrain a pupil, the school's positive handling policy is followed, the parent or carer is informed and a formal record is made of the incident.

Bullying is covered fully in the school's anti- bullying policy.

Exclusions

The school has never had to exclude a pupil. However, if the school has worked unsuccessfully to moderate a child's behaviour, a fixed term or permanent exclusion could be the next step after discussion with the child's parents or carer. We would follow the Local Authority procedures.

Malicious accusations against Staff

Any accusations made against staff by pupils or parents will be investigated by the Headteacher, or, in the case of the Headteacher, by the Chair of governors. If found to be malicious, in the case of children the parents would be asked to speak to the Headteacher or Chair of Governors.

Other related policies include:

Equality Act 2010 Action Plan

Special Educational Needs Policy 2014

Child Protection and Safeguarding Policy 2014

For Further Guidance please see

Behaviour and Discipline in schools DfE 2011

Screening and Searching DFE 2012

Use of reasonable force.DFE 2012