

# Cecil Gowing Infant School Behaviour Policy

Includes Advice on

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



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Approved by Governors: 3.9.20

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Signed I. Stubbs  
Headteacher

Date 3.9.20

Signed F. Hardman  
Chair of Governors

Date 3.9.20

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.

## **Appendix to Behaviour Policy at Cecil Gowing Infant School**

### **Updated behaviour guidance relating to the return to school September 20**

#### **Aim**

The aim of this update is to ensure that everyone knows and understands the ways in which we must change our behaviour to keep everyone safe from the risk of infection; to ensure that where behaviour is unsafe, we are able to change that behaviour quickly, effectively and fairly; to help us to understand that our first priority is teaching safe behaviour, and that different approaches may be appropriate when differentiating between inadvertent or forgetful unsafe behaviour and deliberately unsafe behaviour.

#### **Our approach**

At Cecil Gowing we recognise that following rules is a learnt skill which children need to be systematically taught and to revise frequently. To reduce the risk of spreading the coronavirus and keep children and staff safe we are introducing some new rules. These are detailed below.

The main aim of these rules is to reduce risk of spreading the coronavirus, but we recognise that things can go wrong when children are learning new habits. Should this happen, staff will consider what risk has been posed, and whether any immediate mitigation needs to take place (e.g. washing of hands), before responding to the problem as an opportunity for further learning (e.g. by

reminding and reinforcing the rules or by discussing the risks of that behaviour).

Where a child behaves in a deliberately unsafe way (for example, by deliberately coughing or spitting on someone, or by moving into someone else's class "bubble)", the school will take this very seriously. Again, the first course of action is to consider whether any immediate mitigation is necessary. The problem will still be approached as an opportunity for further learning, but will also prompt urgent discussion with the pupil's parents or carers. If it is believed it is necessary, a personal risk reduction plan may be drawn up with the pupil and family. The school continues to have a range of disciplinary powers including exclusion (as set out in government guidance - <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>) and where it is deemed necessary for the safety of pupils and staff they will be used.

## **Our rules**

### **To keep one another safe we...**

- Try not to touch or hug other adults or children
- Try not to touch your face with your hands, especially your mouth, nose and eyes
- Tell an adult straight away if you feel unwell or have been coughing quite a lot
- Use only your own, food, cutlery or plates and cups etc.
- Try to stay 2m from one another
- Use our bubble equipment only
- Work, eat and play in our class bubble, and do not mix with people from other bubbles

### **Follow our hygiene instructions:**

- never cough, sneeze or spit towards another person

- catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash our hands
- wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds (may be sing happy birthday twice) or with hand sanitiser if soap and water is not available.

Our current policy stands with our processes on our positive rewards and celebrations but not all can operate in the same way as in normal school opening. However, teachers will adapt our systems in the spirit of our school values to ensure that all children feel valued. This may well evolve once teachers begin to support children and devise and adapt the most appropriate strategies for their group.

Social distancing means that physical touch should be avoided but where essential for intimate care this must still go ahead with appropriate PPE for staff concerned and all hygiene rules followed in accordance with government guidance. Comforting children where possible should be non-contact but each situation will be different and staff should use their professional judgement as to other appropriate strategies against the level of the child's distress. Thorough hand washing after any physical contact will be expected.