

## **Policy to Promote Positive Behaviour**

At Stamshaw Infant School we believe that every child has a right to learn and that every teacher has the right to teach. Good behaviour is essential for effective teaching and learning to take place. Effective behaviour management is dependent on the consistent implementation of a behaviour management policy that concentrates on managing good behaviour rather than misbehaviour. We believe that children are better behaved and better motivated when teachers recognise and reward their successes. This policy is based upon a set of values that have been agreed by the governing body of the school. These values are important within the school and in the community around it.

We believe that children should be encouraged to make the right choices for their behaviour so that they can become responsible, considerate and respectful members of the community. We believe that every child has the right to learn and that all members of the school community are entitled to the respect that allows them to carry out their job.

Children will work with all members of the school community to achieve and maintain high standards of behaviour.

### **Our values**

As an Infant school, we value the fact that we are here to enable all children to learn. This policy emphasises that learning and teaching is the prime purpose of our school.

The values which we promote as a school are as follows:

- Children are central in the learning process and we expect them to take increasing responsibility for their own behaviour and learning.
- Behaviour is seen as an important outcome of education in itself and is an important part of social development within our school.
- We want children to be successful, to value their own achievements and celebrate the success of others.
- We value a school where children feel they can be productive, confident, purposeful, independent and responsible.
- All members of the school community are valued equally.
- The concept of partnership with parents and children underpins all that we do.
- Rules and procedures, agreed and accepted by everyone, are at the heart of every good organisation and form the basis for successful partnership.

## **ACHIEVING POSITIVE BEHAVIOUR**

### **Our Aims are for children to:**

- Develop a sense of responsibility for their actions
- Develop a sense of respect for all members of the school community
- Learn how to form positive relationships
- Develop a sense of self esteem
- Know and adhere to a set of simple agreed rules for working and playing in school.

### **Parents:**

- Are models for their child's behaviour
- Will support the school, advising them of any factors at home which may affect their child's behaviour
- Will work with the school to promote positive behaviour and resolve any difficulties.

### **Implementing and Monitoring**

The behaviour policy is formulated in consultation with staff and the governing body, which includes parent representatives. All staff working in school will familiarise themselves with the policy and the policy will be included in the school prospectus.

#### All staff will:

- Use and implement the principles from Restorative Practice
- Display and make reference to the school rules to ensure consistency in the reinforcement of positive behaviour.
- Follow the agreed rewards and sanctions on the Class 'Peg Boards'.
- Follow the planned curriculum for PSHE to support and reinforce positive behaviour.
- Reinforce positive behaviours through acknowledgment, verbal praise, 'Good to Go' and weekly celebrations in assemblies.
- Follow the agreed procedures for dealing with incidents of negative behaviour.

Appropriate records of both positive and unacceptable behaviour will be kept. When appropriate these will be recorded on the schools behaviour monitoring and recording system, 'Behaviour Watch' Evidence will be monitored and reviewed by the Leadership Team. The Leadership Team and Governors will review the policy annually.

### **Developing a simple Code of Behaviour**

All children at Stamshaw Infant School will have the responsibility to follow these rules which have been agreed across the community:

- ✓ We will be kind and thoughtful to each other
- ✓ We will listen when someone is speaking
- ✓ We will speak politely to each other
- ✓ We will look after our own and other peoples property
- ✓ We will do as we are asked straight away

## **Rewarding Positive Behaviour**

We believe that it is important for children to develop a sense of achievement for their own behaviour management. To support this we will reward and celebrate their achievements in the following ways:

- Celebrating positive attitudes to work through being nominated for the Golden Book.
- Star Value awards
- Good behaviour rewards – stickers, certificates, class mascot, Good to Go!
- Earning green pegs on the Class ‘Peg Boards’ – whole class celebrating and rewards.
- Class awards
- Leaves on the ‘Kindness Tree’.

## **Lunchtimes**

- All Lunchtime Supervisors are encouraged to be positive with every child and praise and encourage good behaviour. All staff are expected to follow the aims of schools, following the principles of Restorative Practice.
- However, when concerning behaviour occurs, a ‘time out’ period will be used.
- A child may be excluded from school during lunchtime for persistent misbehaviour and parents will be informed.

## **Policy for dealing with unacceptable behaviour**

Although most of our children behave very well for most of the time, however hard we try to promote positive behaviour, we do recognise that some children will behave in an unacceptable way from time to time – **unacceptable behaviour cannot and will not be ignored.** When unacceptable behaviour occurs the sanctions outlined below will be applied in a fair and consistent way, taking account of all the circumstances including the child’s age but always within a context of positive reinforcement of good behaviour.

1. Staff will give an initial verbal warning to the child reminding the child of the expected behaviour
2. Staff will give further verbal warning and child will be told to put their ‘Red peg’ on the Behaviour Board.
3. Red pegs will move down the chart resulting in the following sanctions depending on the nature of the behaviour:
  - Time out from the activity
  - Loss of playtime
  - Removal to partner class
4. Where behaviour is still deemed as unacceptable the child will be taken to the Headteacher and the incident will be logged. Parents may be informed either verbally or in writing. Parents will usually be required to come into school to discuss their child’s behaviour and any further action that may need to be taken.

### Covid 19

Any deliberate spitting, coughing or biting will not be tolerated. Any child who refuses to remain in their Class Bubble will be sent home in the interests of safety for everyone.

### **Extreme Behaviour Clause**

It is hoped that through a whole school approach to positive behaviour and through the support of parents, all our children will develop a good sense of values and responsibility for their actions. However in the event of any behaviour being considered extreme, the child shall be taken immediately to a member of the school leadership team or a member of the SLT will be called and they will decide an appropriate response.

The following behaviour is considered extreme:

- Physical aggression
- Verbal abuse, including the use of racial or inappropriate language
- Intentionally causing damage to school property

The school supports the policy of Inclusion and will seek to provide all appropriate support for children who have identified behavioural needs. However, for the safety of all members of the school community and if a child displays extremely serious behaviour (serious injury of another child or adult or the child is a danger to him/herself or others) then the Headteacher will exercise his/her right to consider immediate exclusion.

### **Exclusion**

Exclusion takes place at the Head's discretion. This action will only take place following the most serious cases of unacceptable behaviour and only as a last resort when the school has considered that it has done every thing possible and where it is deemed that the child can no longer be accommodated and taught in school either for his/her own good or the good of others. The Headteacher will follow the DfE and University of Chichester Academy Trust procedures on Exclusion.

**Policy reviewed February 2020**

Signed:

Date: