

BRACKENSDALE INFANT SCHOOL

BEHAVIOUR POLICY

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To be reviewed	June 2018
Member of Staff responsible for the Policy	Sian Mills

INTRODUCTION

A clear school behaviour policy, consistently and fairly applied, underpins effective education.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

(Behaviour and discipline in schools-January 2016 DfE)

Introduction

Our policy is based on the premise that:

- Good behaviour is not automatically learned, and young children need to be taught good behaviours.
- The behaviours of young children come under a range of influence outside the control of the school and that it is necessary to work closely with parents to assist children to manage their behaviour more effectively.
- Positive and appropriate behaviour at Brackensdale Infant School is important as it is an intrinsic part of the ethos of the school, and is necessary for effective teaching and learning to take place.

Aims

All staff in school will work **together**

- to ensure the safety of the children
- to try to raise the levels of children's self- esteem and confidence
- to ensure consistent practice throughout the school
- to provide a broad, balanced and differentiated curriculum in relation to depth of coverage, so all children are engaged and motivated
- to be sensitive to the needs of individual children
- to encourage school/parental partnership to promote standards of behaviour
- to consistently and fairly implement a reward and sanctions system

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- to encourage all children to treat others with courtesy, consideration and respect

Whilst there are clear consequences the emphasis is on the positive development of good behaviour choices. The reinforcement of positive behaviour has more of an impact than punishing poor behaviour.

Our School Code

The children have agreed to the following school code and decided that Brackensdale is a 'SMART' school

School is a place for sharing and caring.

Manners matter, say please and thank you

Always be kind and respectful to each other

Remember good listening means good learning

Together we make school a happy place to be

This code will be displayed in all classrooms, corridors and the school reception area and will be regularly verbalised to the children during assemblies.

General Rewards

- Positive and favourable comments can and should be given verbally and on pieces of work
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- Weekly behaviour assemblies which celebrate individual good behaviour and whole class good behaviour.
- The raffle ticket draw for good behaviour and learning behaviours relating to the 'Building Learning Power' programme.
- A raffle ticket can be awarded by any member of staff to any child at any time. All staff should reinforce positive behaviour as it occurs, which reinforces our philosophy that the care of all our children is a collective responsibility.
- Recognition can also be given to success of differing kinds in assemblies, e.g. presentation of sport achievements in and out of school or completing a library reading challenge.
- Weekly achievement assembly led by the head teacher, including 'Writer of the week'

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- Golden Time –weekly on Friday following the achievement assembly
- Class specific rewards
- Opportunities for giving children greater responsibility in school should be fostered e.g. School Council representatives, class and school monitors
- Above all, praise and encouragement in and out of lessons should be used as much as possible by all staff in school.

Whole School Reward System

- As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on a whole school approach.
- All of the classes will display the star, sunshine, rainbow and cloud in their classrooms and at the beginning of each day every child will begin on the sunshine. *Every day is a new day for all children.*
- The rainbow symbol is a warning and this is followed by the cloud if the behaviour deems it necessary, or alternatively a child can be moved straight to the cloud.
- The star is to be used for particularly special behaviour as decided by the class teacher.
- Each child will also have an individual chart to work towards ‘treasure’
10 ticks result in treasure in Year 1
20 ticks result in treasure in Year 2
Other classes will use a similar system, but may adapt it slightly to meet the needs of their children e.g a more visual approach for FS1/2.
- If a child is on the sunshine at the end of the day they are rewarded with a tick, even if they have had to be moved to the rainbow or cloud during the day.
- Ticks may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:
 - Good work/effort
 - Good manners
 - Displaying a caring attitude
 - Being kind and respectful
 - Staying on taskThese are just examples linked to the School Code, but it is left to the teacher’s discretion what other behaviours can be deemed worthy of a tick.
- When awarding the tick the member of staff should reinforce the good behaviour e.g. You can have a tick for waiting so patiently.

Sanctions

In the use of sanctions the children will learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor incidents. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

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- An agreed system of sanctions are in place including
 - Normal strategies if unacceptable behaviour occurs such as polite but firm requests, warnings or repositioning.
 - The child will see that their name is moved on the whole school system from the sunshine to the rainbow/cloud. Children should be helped to understand why what they have done is not acceptable. Express your displeasure at the action not the child.
 - Golden time may be partly or wholly lost on a Friday if a child is on the cloud.
 - More serious behaviour which may include spitting, hitting, kicking, punching or fighting may result in one of the following sanctions:
 - Time out (the time period can be age dependent, but this does not always need to be the case)
 - Sending the child to a member of the SMT
 - Informing the parents/letter to parents (IBP put in place if needed in discussion with the Inclusion Manager/class teacher)
 - Temporary or permanent exclusion

Some behaviours will result in immediate referral to the Headteacher or Deputy Headteacher such as:

- Actual physical assault of a child or adult
- Absconding from the school premises
- Deliberately damaging other people's belongings
- Racism
- Bullying
- Vandalism
- Stealing
- Using an object as a weapon with intent

Our school acknowledges that for some children making the correct choices in order to control their behaviour is extremely difficult and for some children for whom behaviour is a special educational need an adapted system may need to be put in place. Children with behaviour as a SEN will normally have a Behaviour Plan written in conjunction with the Inclusion Manager. For these children neither the normal rewards or sanctions procedures may be appropriate or sufficient. In these circumstances the school makes every effort to avoid exclusion and teachers will use their professional judgement. This also applies to the children with ASD within school.

Playground and Lunchtime Routines

Children are supported and reminded to behave appropriately at lunchtimes and playtimes. Playground rules are

- Verbal reminders about our school rules are given when needed.
- In order to influence behaviour when dismissing children at play time, lunch time and home time, a member of staff from each class should supervise their own children in the corridor cloakroom area.

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- Midday supervisors should provide good role models and maintain the same expectations and procedures.
- Behaviour at play time and lunch time should be dealt with by the staff on duty. Children exhibiting challenging behaviour are asked to hold a supervisor's hand or if it persists be withdrawn from the playground and spend time in the school with KS (learning mentor) or a member of the SMT. Continuous supervision during the lunchtime can be provided if needed.
- Any incidents must be recorded in the behaviour file in the medical room.
- This information will be monitored and action taken if needed .e.g lunchtime boys club
- Any child requiring first aid at play time or lunch time should be treated by a member of staff on duty or sent to the medical room to be seen by KS.
- At the end of play time and lunch time children should be reminded that now that session is over a change in behaviour is expected in and around school .e.g use of indoor voices in school.
- Stickers/raffle tickets can be given at any time to reward good behaviour during playtime and lunchtime (including in the dining room). All staff will carry stickers in order to reinforce behaviour expectations.

Parents/Carers

Brackensdale Infant School aims to provide a welcoming environment where all children feel happy, safe and secure. We promote an active home-school partnership in which all school staff and parents/carers can work together to encourage and support appropriate behaviour. All parents are informed of the school expectations in relation to behaviour and are informed of any updates or changes to our policy and procedures.

Visitors

In order to be effective any professionals or volunteers working in school will be informed of the school's policy.

Seclusion

In the case of a more serious incident, a child may be put in seclusion for a fixed period of time. This can be with a staff member in the safe space with the child or observing through the window until the child has calmed and they can enter the safe space. There will then be a period of 'down' time for both child and adult(s). This is recorded on the 'Behaviour & Physical Intervention Report' which will be signed by a member of the SMT. All seclusions are monitored weekly and may lead to targeted support and contact with outside agencies where needed.

Exclusion

In the case of a serious incident, such as a child assaulting a member of staff or damaging school property, a child may be excluded for a fixed term up to 5 days

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maximum following one specific incident. As a last resort a permanent exclusion can be done. Brackensdale will make every effort to ensure children remain in school by providing targeted support, but on occasion this may be unavoidable.

Following a fixed term exclusion, the child, parents/carers are invited to meet with the Headteacher and Deputy Headteacher to discuss reintegration. School will also keep DCC informed of any exclusions and the Governors.

Use of Physical Restraint

Brackensdale Infant School staff are aware that they have a legal power to use reasonable force (Section 93, Education and Inspections Act, 2006). Staff have completed a 12hr Team-Teach course in September 2015. One of its main objectives is to develop positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe, effective, humane physical interventions. In certain circumstances physical intervention is used but only when absolutely necessary for the safety of both the pupil and staff members. All staff endeavor to intervene early, and try to calm the situation in order to avoid using physical restraint, but when it is unavoidable they will remove other children who might be at risk, summon help from colleagues, and inform a member of the SMT. In exceptional circumstances, where there is immediate risk of injury, a member of staff may take any necessary action that is consistent with the concept of 'reasonable force'.

Reporting and Recording Incidents

- All classes have a black behaviour file where incidents can be recorded. Every child has their own individual page so patterns of behaviour can be more easily tracked and monitored. This is completed within 24hrs of an incident.
- Any incident involving the use of force requires the completion of a 'Behaviour and Physical Intervention Incident' report which must be countersigned by a member of the SMT.
- This will be reported orally to the parents/carers of the child at the end of the school day or immediately if an exclusion is necessary.
- If a member of staff is injured they should receive any appropriate first aid and complete the 'Abuse, Agression and Violence Incident Report'. This will then be sent to DCC.

Individual Behaviour Plans

Where a child is displaying recurring behaviour it is important that this is dealt with consistently.

- The SENCo is informed and advice is sought regarding the behaviour.
- Class teacher and SENCo share information.
- The SENCo will observe the child in and out of the class room.

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- Class teacher and SENCo will meet/discuss the patterns in behaviour and plan an Individual Behaviour plan. Further information can be sought from parents/doctor if necessary.
- IBP is drafted with clear objectives, timescale and agreed monitoring and evaluation involving staff, parents and other professionals. A date is agreed to review proceedings.
- The Educational Psychologist may be informed and involved at the meetings.
- Copies of the IBP should be kept in the class file, a copy given to the SENCo, parents and any other appropriate professionals.

Bullying- please refer to the school's Anti-bullying policy

Racist/Sexist Remarks and Harrassment

- Racist and sexist remarks and harassment will not be tolerated at Brackensdale Infant School.
- Children will be supported in discouraging and reporting racist/sexist remarks and harassment.
- Staff will challenge racist/sexist remarks and harassment and respond appropriately either on an individual, small group or class basis depending on the specific circumstances.
- Any racist/sexist remarks and the action taken will be recorded and the Governors informed.
- Reports of racist/sexist remarks and harassment are sent to the LA School Improvement Officer annually.

Professional Development

In service training needs and opportunities will be identified and made available to all staff when needed.

This policy has been reviewed in consultation with staff, governors and the children during the summer term 2016.

The policy will be shared with staff on an annual basis at the start of the autumn term and displayed in the staff room thereafter.

Action for Governors

- The policy will be reviewed every two years.
- The monitoring of behaviour and analysis will be shared with governors.

This policy has been formulated with reference to other policies at Brackensdale Infant School including the Safeguarding policy and Anti-bullying.