

## **COALWAY COMMUNITY INFANT SCHOOL**

### **BEHAVIOUR POLICY**

All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. To achieve this at Coalway our emphasis lies in positive reinforcement, rewards and praise, rather than on sanctions and punishments. Setting, expecting and practicing high standards of behaviour, courtesy and mutual respect is our aim.

All members of staff provide firm and patient insistence of high standards of behaviour and take practical steps to transmit high expectations to other staff and all pupils.

It is important to note that the quality of teaching and learning has a direct effect on good behaviour. We aim for lively and stimulating teaching and the provision of quality learning experiences where attention is paid to differentiation and involvement in interesting activity, appropriate to each child's ability and need.

The ethos of the school is central in establishing and maintaining high standards of behaviour. Parents are kept regularly informed and encouraged to visit school to discuss difficulties of their own volition. Open discussion is encouraged and solutions sought together.

#### **Aims**

- To encourage each child to develop respect and tolerance towards others, their belongings and the environment;
- To help each child to develop self-esteem;
- To provide a safe, caring and happy environment where all children can learn and develop. To enable the school to function in a safe, orderly and organised way;
- To provide a differentiated curriculum so that all children can experience success;
- To have clear and simple rules to encourage good behaviour promoted by all adults in the school and understood by all children;
- To involve all adults in the dissemination of our rules i.e. teachers, parents, support staff and governors;
- To establish a fair and consistent approach to maintaining appropriate behaviour, basing discipline on positive reinforcement;
- To have a fair and appropriate system of rewards and sanctions.

## **Our Expectations**

The following expectations form the basis of our school behaviour policy.

- We care for others and consider their feelings.
- We expect everyone to treat others as they would like to be treated themselves.
- We expect good manners at all times.
- Everyone deserves to be spoken to correctly.
- We would like to be able to share together.
- Everyone deserves to be included.
- We have the right to be accepted for who we are regardless of differences.
- We have the right to feel safe at school and on our journeys.
- We all have the right to play happily and safely without being hurt.
- Everyone is important and has special qualities.
- Everyone deserves someone to listen to their problems.

## **Strategies**

To achieve these aims and expectations, effective strategies include:

- Involving children in making the school rules (the 'Coalway Bees')
- Having a school code of conduct/charter that outlines rights and responsibilities of children, teachers and parents
- Engaging in regular dialogue with parents
- Offering children and parents the support of the school's Family Support Worker
- Reinforcement of positive behaviour in a variety of ways
- Sanctions against inappropriate behaviour
- Identification of behaviour triggers or patterns and taking preventative/pre-emptive actions

The staff and children have developed a set of positive 'Infant friendly' school rules which are regularly discussed with the children and prominently displayed around school. These are:-

- Be kind.
  - Be honest.
  - Be helpful.
  - Be polite.
  - Be careful.
  - Be a good learner.
  - Be happy.
- (based on Jenny Moseley's Golden Rules)

At the beginning of each academic year, these school rules are 're-formulated' by each class with their teacher and re-visited regularly throughout each year. They relate to behaviour anywhere on site, both indoors and out and also when receiving education off site e.g. educational visits.

The positive friendship message 'pick me up don't put me down' is introduced each year in November as part of 'anti-bullying week'. It is used as an additional school rule from then on.

### **Motivation**

Praise and rewards are given in many ways:-

- Verbal praise and approval by the class teacher or another adult working in the classroom
- Approval by other staff and/or the head teacher
- Sharing achievements with other children in class/year groups/whole school assembly
- Sharing achievements and good behaviour with parent
- Positive comments written in books or on pieces of work
- Use of stickers, certificates and cumulative reward cards
- The display of children's work
- Allowing the pupil to undertake a specific area of responsibility.

A weekly whole school certificate assembly is held every Friday, to celebrate and reinforce good standards of work, effort, progress and behaviour. These awards provide a role model for the rest of the school and are used to make explicit school expectations. Certificates are awarded for:-

- Achievement
- Effort and enthusiasm
- Good responses and contributions to discussions
- Homework and resources brought in from home
- Outstanding examples of kindness or good deeds
- Other events the staff judge to be worthy of reward

During the assembly, certificates and stickers are given to particular children nominated by each class teacher to receive awards that week. Children may also be given the opportunity to show or explain a piece of work to the whole school. Teachers are careful to ensure that all children receive rewards regularly during the year to recognise their effort.

### **Discipline**

If a child's behaviour does not meet the school's expectations, the following actions and possible corrective measures will be considered:-

- Verbal reminder of appropriate behaviour, referring to school rules
- Temporary disapproval by the class teacher or other adult at the time of the incident
- Persuade, distract
- Quiet chat with pupil
- Class discussion about an issue when appropriate
- Reprimand
- Verbal warning of the use of sanctions

- Sanction, e.g. wait until last, miss a turn, reorganization of seating arrangements, 'cooling off' period/time out, withdrawal of an activity, privilege or playtime to complete a task or reflect upon inappropriate behaviour, staff escort at playtime, reparation e.g. replacing a lost/damaged book
- Parents kept informed of preventative measures
- Refer to A.N. Other – year group teacher, senior management, head teacher
- If the head teacher.... Work through the above steps again
- Involvement of the parents after serious or persistent misbehaviour showing no improvement
- Joint discussion
- Involvement of Family Support Worker/Support staff to provide support with behaviour strategies and management
- Agree acceptable behaviour plan
- Take steps to ensure the plan is carried out with support of the parent and class teacher
- On success of the plan report back positively to parent and child

In rare cases where children do not respond to the school motivation and discipline strategies, parents will be asked to discuss the situation more formally with the class teacher and/or the SENCO/Head Teacher. This review will continue for a period of time determined through discussion with the class teacher, parents and/or the SENCO/Head Teacher, until the class teacher considers that the child has made sufficient progress towards better motivation and self-discipline.

To ensure that sanctions are used effectively, staff should:

- Always listen to the child's problems sensitively;
- Make every effort to deal fairly with incidents before apportioning blame;
- Give the child a chance to offer an explanation and an apology before taking further action;
- Always reward/recognise a pupil for telling the truth;
- Never criticise the child - only the behaviour.

### **Exclusion from class**

Children may be excluded from class for a short period and placed in another class or to see the Head teacher for the following reasons:-

- Violent behaviour likely to endanger others
- Serious misconduct that threatens and disrupts the overall learning environment of the class
- Any form of verbal or physical abuse directed at a member of staff

The Head Teacher will inform parents and may request the services of the Educational Psychologist, Advisory Teaching Service, the School Nurse, Doctor

and other specialists available through the Local Authority to advise and support the work of the school when dealing with severe or persistent behaviour difficulties. Governors will be informed at this stage. All meetings should be recorded.

### **Exclusion from school**

Exclusion from school on a fixed-term or permanent basis will be a last resort, only to be used in exceptional circumstances where behaviour modification has failed to help the child. In these cases, the school will follow LA and DfE guidelines regarding exclusions, the development of behaviour/pastoral support plans and the use of managed moves.

### **Review**

This policy will be reviewed annually.

Date of policy: October 2019

Reviewed: 10.10.19

Review Date: Annually

N.B. Reference should also be made to the school's Anti-bullying, Child Protection and Special Educational Needs policies