



At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

Behaviour Policy

Rationale

At St Andrew's CE (VA) Infant School we are dedicated to creating a happy, stimulating learning environment supported by the Christian values of love, respect, patience, reconciliation and forgiveness. This behaviour policy sets out to balance a system of rewards and sanctions to create a caring, safe and effective learning atmosphere.

Aims

We wish all children in our school to have a strong sense of what is right and what is wrong. We believe that through constant encouragement children will choose to follow the school rules and we ask for home support in this. We know that when home and school work together your child will quickly learn what acceptable behaviour is and will enjoy being rewarded for good behaviour.

Our Rules at School

Be kind and considerate at all times.

Share with everyone.

Listen to each other.

Be a friend to everyone.

Try to always have a smiling face.

Work hard.

We are committed to ensuring that every child

- feels secure, stable and cared for
- attends school regularly and enjoy their learning, make good progress and achieve challenging educational standards, develop personally and socially, and enjoy recreation
- feels valued and appreciated,
- understands that everyone has a part to play within our school community
- has firm and consistent rules and values,
- understands what is acceptable and appropriate behaviour
- is praised and encouraged and given opportunities to succeed
- develops a positive self-esteem with positive and supportive relationships
- is encouraged to become independent learners, confident individuals and responsible citizens
- has clear guidelines and expectations for appropriate behaviour in all areas as soon as they enter school; re-enforcing and developing these as they move up the school
- clearly understands their class and additional organisational rules and that staff consistently re-enforce them to promote positive behaviour.

We will follow the whole school approach of 1 Stop, 2 Empty Hands and 3 Look at Me with accompanying gestures.

Rewards

Children will be introduced to their class system of rewards. At the start of each year, children will discuss what each of the rules mean and will be encouraged to follow them.

Rewards include:

- Verbal praise
- Stickers or 'stamps' on work
- Children moving their name up the class chart towards gold
- Children on gold at the end of the week receive a Good to be Gold sticker.
- Certificates and praise in Family Worship
- Lunchtime certificates/stickers from midday supervisors
- Praise given by other adults in the school
- Praise given by teacher/Teaching Assistant to parents

Whole class rewards

- A mention in celebrations at the end of worship
- Extended playtime or a period of choosing (Golden time)
- Lunchtime lining up award

Sanctions

Sometimes children find it difficult to follow the rules in a classroom setting with other children and struggle to behave, disrupting the learning taking place in the classroom.

Strategies for dealing with inappropriate behaviour in the classroom

1. Teacher praises a positive role model to encourage the desired behaviour.
2. Teacher gives whole class a reminder of positive behaviour expected in the classroom.
3. Teacher gives a non-verbal signal to alert disruptive child.
4. Child is named and reminded of the rule and clear expectations are repeated.
5. Teacher checks child understands the task and differentiates the task if necessary.
6. Child moves name down the class chart towards red. (If on red they miss 5 minutes of their next playtime).
7. Steps 4 and 6 may be repeated again with child lowering name into red.
8. Further disruption of the lesson will lead to a verbal warning using **the language of choice**. "If you **choose** to continue to xxxx, you are **choosing** to move to work on a table on your own."
9. Child will be moved to work at a table on their own. – teachers will use **the language of choice** consistently to carry out and explain the move. "You have **chosen** to continue to xxx and so you have **chosen** to move to work on a table on your own. It is up to you to show me that you can change this".
10. Further disruption – child is sent to another class with work to do. The class teacher may need to use a member of support staff to supervise this move.
11. **Persistent** breaches of behaviour policy will lead to child being sent to the **Mrs Martin** or KS1 Lead. They may work with the Learning Mentor to discuss the reasons for their behaviour (if they are able to).
12. When a pattern of persistent breaches are noted, parents will be telephoned and invited in to school to meet with the appropriate member of staff, Learning Mentor and **SLT**. The use of a behaviour card for all or specific parts of the day may be introduced or a home-school record card. The Head teacher and/Learning Mentor will be informed and involved at this stage and will monitor the record cards discussing them regularly with the child.
13. If inappropriate behaviour continues and no improvements are seen, the school will decide whether a referral to the Local Authority Behaviour Support Service is needed and the child will be entered on the SEND register. A positive Behaviour Plan will be drawn up, between the class teacher, Learning Mentor and Inclusion Coordinator. Parents will be invited to be part of this process. The behaviour plan will be discussed with the child and shared with all staff who work with them including midday supervisors.
14. If there are still no improvements in behaviour, consideration will be given to the further involvement of external agencies e.g. Behaviour Support Team/Educational Psychologist.
15. The final stage may be to proceed with the exclusion of the child from school either on a lunchtime, fixed term or permanent exclusion where the child is a threat to others (separate policy).
16. Staff involved in dealing with any very serious and inappropriate behaviour will log the details on CPOMS notifying the **Head of School**, Headteacher, **SENCo** and Learning Mentor.

Strategies for extreme behaviour

We seek through careful monitoring of behaviour and use of individual Behaviour Plans to calm individuals, model and praise appropriate behaviour, however as a last resort restraint may be required. In these situations staff trained in Team Teach techniques after risk assessing the situation may restrain a child.

During a restraint staff will continually be assessing their own actions, to consider

- using the minimum force for the shortest time
- whether the hold is correct
- whether the amount of pressure could be reduced
- how best to communicate to the child
- allowing somebody else trained in team teach to take over

Post-incident procedure

Once the child is calm a discussion will happen to take positive steps to rebuild relationships. This discussion should promote the clear message that the welfare of the child is our paramount consideration.

Simple messages given may include;

- We hold children to keep them safe from harm.
- We hold children when they cannot hold themselves safely.
- We hold children to prevent them from doing something they will regret.
- We can too much to allow you to be out of control.

Once the basic physical, emotional and psychological needs have been addressed, reparation and any disciplinary measures should be presented as inevitable consequences of poor choices. These will follow the school behaviour policy.

The parent/carer will be informed by the **Head of School** or Learning Mentor following a restraint. **The Head of School will always be informed.**

Any staff involved in a restraint will speak with **Mrs Martin, Headteacher** or the Learning Mentor in their absence before leaving school that day who will telephone the Headteacher. The person involved will record details of the incident on CPOMs that day.

Strategies for dealing with inappropriate behaviour at lunchtime

In a calm manner...

1. Midday supervisor praises a positive role model to encourage the desired behaviour.
2. Midday supervisor gives whole class or group a reminder of positive behaviour expected.
3. Use the raise hand sign. The child is named and a short instruction is given. *e.g. **Fred put it down. Praise the child if they follow the instruction. Thank you, you made the right choice.***
4. If the child does not respond, repeat the short instruction firmly and calmly warn the child of possible sanctions e.g. hold an adult's hand in the playground or stand out for 5 minutes. Praise the child if they follow this instruction. **Thank you, you made the right choice.**
5. Midday supervisor will inform class teacher if this stage is reached.
6. Any serious or continued inappropriate behaviour at lunchtime will be reported to the **Head of School or Mrs Martin** or the Learning Mentor in their absence.

The Role of Parents

We welcome the enormous contribution that parents and other adults make to our school, and encourage them to support our approach to behaviour. We see a positive partnership with parents as being the most effective way of developing children's learning, sense of values and behavior and will involve parents from the start. Equally, we hope that parents will inform the school where there are issues with behavior at home so that we can work together to resolve these.

Consultation and Review

The policy will be reviewed every year by the Headteacher in consultation with staff, parents/carers and a named governor. **Policy written:** December 2013 **Consultation with staff:** January 2014

Consultation, Monitoring and Review

This policy will be reviewed annually by staff and Governors after consultation with parents/carers.

Policy written: December 2013 **Policy amended :** September 2017, **September 2018**