

# St Andrew's CE (VA) Infant School

## Behaviour Policy



# **ST ANDREW'S CE (VA) INFANT SCHOOL**

*"Promoting Excellence Within a Caring Christian Community"*

## **Behaviour Policy**

### **1 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.

Children should model good behaviour that the school teaches.  
Everyone in school is expected to treat each other with respect.

### **2 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 enjoys their learning, make good progress and achieves good educational outcomes, develops personally and socially, and enjoys 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 positive self-esteem with positive and supportive relationships
- is encouraged to become an independent learner, a confident individual and a responsible citizen
- 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.

**In school, we follow an approach where staff use a stop sign with accompanying gestures to signal to children when they need to stop and listen.**

### **3 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 rainbow chart towards gold
- Children earning a sticker for their bookmark and working through the coloured bookmarks
- Children on gold at the end of the week receive a Good to be Gold sticker.
- Reception 'Proud Cloud'
- 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

#### ALWAYS Badges

Every year, the children can achieve an ALWAYS badge in KS1. These will be given to children who are ALWAYS following the school rules, showing our Christian Values and

demonstrating our CARING vision around school. Children will have an opportunity to achieve their badge during each half term.

#### **4 Unacceptable Behaviour**

We recognise that there may be occasions where children need to be reminded about making the right behavioural choices. At these times, we talk about choices and consequences, rights and responsibilities. Adults in school will discuss the behaviour and not label the child. Our school has no place for bullying (see the Anti-Bullying policy), violence, harassment (racial or sexual), vandalism, rudeness or bad language. Children are allowed '**time and space**' to think about making the right choices.

#### **5 Corrective Strategies**

The school has agreed behaviour procedures that all staff follow. The children are also aware of these procedures. It means that any poor behaviour choices are dealt with promptly and consistently and that children are dealt with fairly. As a school we make **reasonable adjustments** to our behaviour policy, where necessary, for disabled children and children with special educational needs (SEND).

On rare occasions, there may be circumstances which require the use of reasonable force to keep a child safe. On such occasions, the aim will be to move the child to a calm, safe space and any action taken will always be reasonable, proportionate and necessary. All members of school staff have a legal power to use reasonable force. Key staff in school are trained to use Team Teach de-escalation and positive handling strategies. Staff will always, in the first instance, aim to defuse a situation. On these rare occasions, a child will always be encouraged to move to an agreed 'safe space' such as **our Calm Room** or Inclusion Room. Reasonable force will always be a last resort; it will never be used to punish a child, only to keep them safe.

#### **Restorative Practice**

At St Andrew's Infant School, we recognise that, just like in other areas of the curriculum, children are learning personal, social and emotional knowledge and skills; in recognition of this we take a restorative approach to resolving conflict and preventing harm.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Restorative approaches enable children to learn. Those who have been harmed are able to convey the impact of the harm to those responsible. Those who are responsible are able to acknowledge the impact and take steps to put it right.

Staff will use a script with the children involved to ensure consistency of approach.

- What happened?
- What were you feeling?
- What could you do to put things right?
  
- What happened?
- How did it make you feel?
- What will make things better for you?

## **6 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. 'Well done, you made the right choice'* (possible Smiley face sticker).
4. If the child does not respond, repeat the short instruction firmly and calmly remind 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. *'Well done, you made the right choice'* (possible Smiley face sticker).
5. Midday supervisor will inform the Senior midday supervisor and class teacher if this stage is reached.
6. Any serious or continued inappropriate behaviour at lunchtime will be reported to the Assistant Headteacher, EYFS Lead or the Learning Mentor in their absence.
7. **Incidents must be added on CPOMS by the midday supervisor or office staff.**

## **7 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 behaviour and will involve parents from the start. Equally, we hope that parents will inform the school where there are issues with behaviour at home so that we can work together to resolve these.