

Mortimer St. John's Church of England Infant School

Policy			
Policy Number	Curric05	Date of Issue	November 2017
Status		Review Date	November 2020
		Issue Number	7

MORTIMER ST JOHN'S CE INFANT SCHOOL

BEHAVIOUR POLICY

1. Introduction

This policy was compiled by the Headteacher and all staff, and approved by the Governors.

2. Purpose

Our role as a school is to develop the whole child and to prepare him/her to be a contributing and positive member of their community and society both now and in the future. Acceptable standards of behaviour, work, and respect depend upon the example of us all. Everyone within the school community has positive contributions to make and all concerned must have high standards, set good examples and apply rules firmly, fairly and consistently. Good behaviour is essential to the smooth running of the school, to the development of good work habits and the establishment of a high quality learning environment.

As a Church of England school, we will model and work towards standards of behaviour based on the principles of honesty, respect, tolerance, trust, consideration, responsibility, British values, Christian values of compassion, service and forgiveness and this permeates all aspects of school life. It also enables the children to build positive relationships within the wider community using the restorative practice principles that they will use during their time at school. Acceptable standards of behaviour are those which reflect these principles. This ethos is central in establishing and maintaining high standards of behaviour using the principles of restorative practice.

3. Aims

Through our behaviour policy we aim to:

- Create a 'whole school' approach to the maintenance of good discipline and behaviour that is clearly understood and practised by the whole school community.
- Provide a framework within which the pupils' spiritual, moral and social development may be enhanced by experience and example.
- Enable children to solve their own conflicts by using the restorative practice without the intervention of an adult whenever possible.
- Provide an agreed code of behaviour and conduct that is straightforward and easy to follow.
- Develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions. Using the basic principle of restorative practice they will become aware of how their actions affect others.
- Develop in pupils respect for themselves, others, property and the school environment.
- Promote the development of pupils' courtesy, honesty and tolerance for others.
- Develop in pupils the understanding and skills that will enable them to work and play in co-operation with others.
- Using the restorative practice questions they will open dialogues and diffuse conflicts themselves.
- Foster respect for other people's rights, attitudes and beliefs.

Mortimer St. John's Church of England Infant School

Policy			
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- Provide guidance on routines and procedures which affect the whole school community. Staff will encourage and remind the children of restorative practice procedures where appropriate.

4. Code of Conduct/Golden Rules

Our Golden Rules encompass the themes of our school's ethos and outline the good behaviour that is expected. This code of conduct will be visible around the school and in the classrooms as a prompt reminder to all. The behaviour guidelines examine these in more detail for staff to discuss with children.

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

Policy Into Action

Stage 1: IMMEDIATE

Immediate check of misbehaviour, and minor offences, by all members of staff such as a quiet word may often prevent further problems developing.

Classroom strategies – Teachers will usually deal with incidents as they arise at the time in a manner appropriate to the child. These may include:-

- A look (non verbal prompt)
- Speaking the child's name
- A verbal comment naming the child, stating what you would like them to do
- A reminder to desist from the poor behaviour
- Draw attention to positive role models (this could be another child, a visual picture prompt card or the teacher)
- Move away/isolate the child
- Use of restorative practice enables the children to solve their own minor conflicts.
- Sanction imposed by the class teacher as appropriate to the situation such as missing 5 minutes of playtime, withdrawal of a privilege e.g. some Golden Time, informal recording on the board thus giving the pupil an opportunity to improve and have their name removed.

For most children such incidents will be dealt with by the class teacher. However some repetitive behaviours will require further actions.

Stage 2: REFLECTIONS

The child spends a short time in another classroom reflecting on their actions. Child is sent to another class (as agreed between staff). On the rare occasion that behaviour does not improve parents will be informed and invited to discuss the situation informally with the class teacher and possibly the Headteacher. For some children a daily behaviour report may be appropriate.

Mortimer St. John's Church of England Infant School

Policy			
Policy Number	Curric05	Date of Issue	November 2017
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Stage 3: REFERRAL

Persistent unacceptable behaviour or serious incidents will require the involvement of the Deputy Head/Assistant Head and/or the Headteacher. The school's SENCO will also need to be aware, especially if the child has a behavioural target as part of a SAP or an IBP, which may refer to physical intervention (see Restraint Policy). Other outside agencies may also be asked to intervene such as Behaviour Support Team or Pastoral Manager.

Stage 4: FORMAL

On the rare occasion that a situation does not improve and the child is at risk of exclusion or about to be excluded, the Headteacher, in consultation with the class teacher, will ask to see the parents formally to discuss and review the situation

The Chair of Governors will be informed of any such incidents at Stage 4 and will decide if it is appropriate or not to involve the Governors' Pupil Discipline Committee. The school will also follow the LA guidance on disciplinary procedures and, if appropriate, those on pupil exclusion.

Children who have a Education Health Care Plan for emotional and behavioural difficulties have to be treated in a consistent manner by all adults in the school. The Headteacher or class teacher will have the necessary information on those children. The school will be working closely with the parents/carers of those children.

5. Teaching and Learning

The quality of teaching and learning in each lesson and in each classroom has a direct affect on behaviour. Lively and stimulating teaching is almost always associated with good behaviour. When work is well matched to the children's abilities and when the children are involved in worthwhile activities they respond positively.

6. Rewards and Recognition

We aim to be positive in our approach and to notice and reward good behaviour rather than take it for granted. All should have equal access to rewards and pupils should be made aware of the range of rewards available. These include: praise (non-verbal, oral and written), stickers, certificate assembly, club points, jobs and responsibilities, top table at lunchtime, privilege/'Golden Time', acknowledgement of overall winning club in school by displaying club plaque in hall, with the winning club putting a marble in their chosen charity pot, sharing children's successes within the class or whole school.

Children may be given a 'Learning Gem' to acknowledge positive behaviour by demonstrating skills in learning.

All members of the school community, both adults and children, play a role in recognising and rewarding good behaviour.

7. Sanctions

Pupils will feel more secure if they know the boundaries of specific behaviours and what sanctions the school will use if they overstep these. There is a range of sanctions available and staff should use them as and when appropriate. Sanctions should be applied in a manner that develops a child's self-esteem and whole group sanctions should be avoided. In all cases it is important that a pupil fully understands that it is his/her behaviour that is not acceptable, not him/her as a person. Sanctions may include:

Mortimer St. John's Church of England Infant School

Policy			
Policy Number	Curric05	Date of Issue	November 2017
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- Removal of the child from the scene of the disruption. This is a temporary measure.
- Staying in at playtime under supervision.
- Removal of minutes from Golden Time.
- Foregoing forthcoming special events, e.g. not to be included in a trip outside the school or not attending a special performance visiting the school.
- Letters to the parents/carers from the Headteacher, explaining the behaviour and the reasons for the sanctions.
- Exclusion from school on either a temporary (fixed term) or permanent basis.

Serious incidents of continued, disruptive behaviour may require sources of help beyond the school. This may be from the Educational Psychologist, child guidance or the Behaviour Support Team. These can be contacted by the Special Needs Co-ordinator (SENCO).

School has legal duties under the Equality Act 2010 and in respect of pupils with Special Educational Needs. School should consider whether disruptive behaviour might be the result of current educational or other needs. At this point the school should consider whether a Multi-Agency meeting is necessary.

8. Playtime and Lunchtime Procedures

It is important that the school's agreed code of Behaviour/Golden Rules is enacted both in and out of the classrooms and that pupils follow instructions and procedures from all staff, whatever their role.

The lunchtime staff have copies of individual children's behaviour plans.

The lunchtime staff implement in the first instance restorative practice procedures to enable the children to solve their own conflicts and determine the sanctions required to solve the situation. This will usually only be a verbal apology agreed between all the parties involved. For more serious incidents the removal of Golden Minutes, as well as time out holding an adults hand may be necessary. Lunchtime staff liaise regularly with class teachers and the Headteacher. In extreme cases, and for persistent lunchtime offenders, it may be appropriate for the child to be taken off-site for the duration of the lunchtime break.

9. Implementation/Procedures

We will create opportunities for pupils to develop a sense of shared values and an understanding of the code of conduct through:

- Collective Worship
- The teaching of RE and PSHE, SEAL
- Role models set by adults working in school modelling the correct use of restorative practice procedures.
- Class circle time
- Educational role play and drama
- Shooting Stars promote restorative practice

Many behaviour difficulties can be prevented or minimised through good organisation and classroom management. Areas that require attention are:

- The beginning and end of sessions
- Cloakrooms

Mortimer St. John's Church of England Infant School

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- Coming in and out of the school buildings after breaks
- Ensure all during break and lunchtimes use restorative practice.
- Use of play equipment
- Organisation of classroom resources
- Supervision of children working outside the classroom
- Moving around the school e.g. corridors

10. Monitoring to ensure our excluded young people are safe

Given that safeguarding is everyone's responsibility, and that pupils who are excluded from school are particularly vulnerable, all those working with the pupil or family, however tangentially, should check with school staff, social workers, parents and other colleagues, to assure themselves of the pupil's safety whilst out of school.

Any concerns expressed should be passed on to CAAS in the usual manner.

Good practice would be to discuss safeguarding concerns with more than one person from the school, family and other colleagues so that a decision is not made based on one person's opinion.

If West Berkshire Council's Exclusions Officer is involved they will record that they have discussed any safeguarding concerns with the school and others. If Educational Welfare Officers, Educational Psychologists, Special Educational Needs Department, Youth Offending Team and other colleagues are involved then they should routinely record, within their normal note-taking system, that safeguarding concerns have been discussed and acted upon if appropriate. Schools should be encouraged to do the same whenever they exclude a pupil.

11. Monitoring and Evaluation

The monitoring and evaluation of this policy is the responsibility of all members of the school community, but is a particular responsibility of the Headteacher and Deputy Headteacher. This will be achieved in a variety of ways:

- Discussions on behaviour and progress will be held as appropriate
- Regular observation of playground and classroom environments
- Regular monitoring of recorded incidents
- Reviewing to evaluate standards of behaviour and thus the quality of learning environment throughout the school
- Recording incidents of restraint in the restraint book in the Headteacher's office.

Chair of Curriculum Committee

Date