



# Glenfield Infant School



## Behaviour Policy

Revised: July 2017

Review date: July 2019

Signed: AS Bradshaw

Date: 4/7/17



## Glenfield Infant School Behaviour Policy

### Rationale

At Glenfield Infant School we endeavour to create a positive and caring ethos for our pupils and continually strive to maintain a happy and co-operative school community. We are a hard working school and expect high standards from our pupils in terms of learning and behaviour. All staff are committed to the emotional well being of the children and aim to ensure that every child is supported in the development of their social, emotional and behavioural skills so that they become responsible members of the school, local and wider community.

### Aims and Values

In our school we will:

- teach children to think about their behaviour and to learn self control
- give children the chance to make decisions about their work and play so they can learn about responsibility and independence
- teach children politely and fairly so that they learn to be polite and fair
- teach children to respect other people, their property, beliefs and feelings – and ultimately to respect difference
- praise and reward good work, behaviour and attitudes
- involve parents in all aspects of school life, including their children's behaviour

### What we expect of children

We expect all children to:

- be polite and show respect - to all adults, other children and visitors
- listen to adults and each other
- walk about the school quietly and calmly
- take a positive interest in all classroom activities and to try as hard as they can
- wait their turn to talk to members of staff and to each other
- value each other's work and opinions
- work and play co-operatively with each other
- tell the truth and take responsibility for their own actions
- accept the sanction or consequence if they have done something wrong
- be able to say sorry when they have misbehaved or hurt someone and to understand that this behaviour should not be repeated
- care for the school, its equipment and the school environment.
- act as good role models to each other

### What children can expect of staff

We expect all staff to:

- listen to the children and to hear their point of view
- recognise and acknowledge the children's contributions to the academic and social well-being of our school
- consistently model appropriate and polite behaviour with all other adults and children
- be consistent in approach to behaviour management
- create and maintain a stimulating, attractive and positive environment
- support all children to make the right choice of how to behave
- take responsibility for the learning and behaviour of the children in our care
- ensure the safety of all children when in class, around school and in the playground
- treat all children as individuals and to show care and respect for them all
- to ensure each day is a fresh start for every child

## Promoting positive behaviour

Our main aim is to improve children's attitudes and achievement. We will create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.

In class we will do this by:

- Using verbal and non-verbal praise
- The use of class visual timetables
- Recognising good behaviour/s and awarding stickers
- Using other children as positive role models
- Adults modelling good behaviour towards each other and children
- Identifying children who are displaying the behaviours associated with the SEAL theme of the half-term. This will be recognised within the celebration assembly and on the whole school SEAL board
- Recognising children who are following the agreed rules of the class charter
- Showing their work to other staff or the Headteacher, or by going to see them for extra praise for good attitude
- Children will be chosen for special jobs to help the adults and develop responsibility
- Members of staff informing parents, at the end of the day, when their child has behaved particularly well
- Following the whole school reward system of pegging up- children who reach the Head teacher Award will be invited to the Headteacher's special time at the end of each half term.

At playtimes/lunchtimes we will do this by:

- Stickers are given to children on the playground who are seen to be following the playtime rules
- Green cards, which identify positive play behaviours will be celebrated in class and then given to children to take home
- Stickers in the dinner halls for children who wait appropriately
- Children who are trained Playground Helpers will support the development of positive play
- Conkers – lunchtime rule of the week to be shared in assembly and winning class to be celebrated.

## Our School Behaviour System

Within each classroom across school we have a behaviour system which has separate rewards and sanctions. Each child has 2 pegs and will be asked to move their peg up (positive behaviour chart) or down (on the undesirable behaviour chart). At the end of the day both pegs are returned to the basket, and the next day is treated as a fresh start.

| Pegging up (positive)  | Pegging down (undesirable)   |
|--|--|
| <ul style="list-style-type: none"><li>• Verbal/nonverbal praise</li><li>• A class themed sticker</li><li>• A reward for the class. All children can contribute to this by earning something for the class jar eg marble/teddy/token which leads to a class chosen activity of approx 20 minutes e.g. adventure playground, bubble time, cooking, dvd and healthy popcorn, dressing up) This reward will be known across the school as '<b>Special Time</b>'.</li><li>• Headteacher award – child is taken to Headteacher. The headteacher discusses with child the efforts they have made that day and are awarded a Headteachers sticker. The headteacher writes a letter to the child's parents/carer detailing the efforts of the child in achieving the award and inviting the parents to the following celebration assembly to celebrate their child receiving an award and special star crown.</li></ul> | <ul style="list-style-type: none"><li>• Verbal warning</li><li>• Time to think</li><li>• Time alone in class (designated space for 5 minutes)</li><li>• Time out with Head teacher (10 minutes). If a child is written in the Head teacher's book on four occasions across a term then parents/guardians will be invited into a meeting to discuss the behaviours.</li></ul> |

## Dealing with undesirable behaviour

While our main aim is to promote positive behaviour and attitudes, it will be necessary to sanction unacceptable behaviour when it occurs.

In class we will do this by:

- A verbal/ non-verbal reminder
- Identifying children displaying positive behaviours to support those that are finding it difficult
- Referring to the class charter, agreed by all children
- Using the steps of the whole school pegging down system
- Sending a child to a senior member of staff for physical or unsafe behaviours
- Informing parents of undesirable behaviours at the end of the day
- Removing children from playtimes and/or lunchtimes
- Reduction of time from joining in with special activities e.g. class parties, trips and adventure playground

At playtimes/lunchtimes we will do this by:

- Verbal reminder of agreed playtime rules
- Loss of some 'play' holding an adults hand
- Removal from the playground and miss future playtimes/lunchtimes
- Red card to be discussed with peers in class and sent home- child to be monitored by adults in subsequent playtimes/lunchtimes to support the child and prevent repetition of undesirable behaviour

## **Implementation**

The above rewards and sanctions will be communicated by:

1. Including the Code of conduct in the school prospectus for the benefit of parents
2. Informing all new pupils of this code, rewards and sanctions for class and play time with relevant explanation
3. Continuously reinforcing the above through collective worship, class discussions, visual displays, RE, PSHE, SEAL and Circle time, Citizenship and School Council
4. Discussion with pupils in a group and on an individual basis
5. Positive role modelling by all adults in the school community
6. Consultation with parents, informally and on parents evening

## **Inclusion - Meeting Individual Needs**

We recognise that some children enter our school with different values, needs and codes of behaviour. These will be taken into consideration and we will treat each child fairly. Some children may require extra support to improve their behaviour and this will be identified in their 'Passport to Success' and a positive handling plan (where physical intervention may be needed). At times a further individual reward system may be put in place to motivate these children which will follow the same steps as the whole school system, but which will be personalised to the needs of the individual and will motivate the child according to their interests.

## **Inclusion - The Butterfly nurture group**

We are aware that some children may lack readiness to learn within a classroom environment due to their social, emotional and behavioural needs. To ensure that we meet the needs of these children, our school has a fully staffed nurture group which identified children attend, for up to five afternoons a week, for up to four terms dependent upon need. The group contains up to a maximum of 10-12 children, supported by someone who is qualified in Nurture principles and a teaching assistant. The nurture room is part home, part school and acts as a transition for children who find it difficult to respond to classroom routines, expectations and environment. Each day the children are encouraged to engage in regular, slow moving routines which aim to develop self help skills, independence, participation, play and social skills and to enable children to express their emotions in a safe, supportive environment. When all these skills are in place – the children are ready to make a successful, planned transition to a whole class environment.

## **Behaviour and Exclusion**

In the rare event of persistent challenging behaviour - which causes threat, or the intention of threat of physical violence to another child/member of staff, damage to property, or high levels of disruption and distress to other pupils, a child may need to be sent home. The Head teacher will contact the parents to notify and inform them of the reasons for exclusion. On an agreed return to school, parents and the child will be expected to attend a meeting with the Head teacher and child's class teacher, to discuss strategies to support the child's successful return to the classroom (relevant paperwork must be sent to the local authority within an identified time period).

## **Resources**

As a school we follow the SEAL curriculum using a wide range of SEAL resources. We have regular SEAL assemblies, lessons in class and celebrate children's achievements in this area within the celebration assembly. We constantly refer to the SEAL values to embed the skills into the children's everyday behaviour.

Various resource materials (games, toys, books, pictures, puppets, activities) are available within school to support behaviour management. Please refer to the Inclusion Manager or PSHE Leader for advice upon these. The school also has an experienced ELSA (Emotional Literacy Support Assistant) who, with parental agreement, is able to work with individual children/groups of children who are finding it difficult to manage their feelings, emotions and behaviour. The school's ELSA will liaise with parents on a regular basis to discuss the outcomes of sessions and progress of their child linked to agreed objectives.

## **Management and Co-ordination**

The implementation of this policy is the responsibility of all staff at Glenfield Infant school under the supervision of the Inclusion Leader who is responsible for monitoring discipline and behaviour. We will ensure close liaison with parents, and where appropriate with the agreement of parents, external agencies (Child and Mental Health service, Educational Psychologist, Family Support Worker, Outreach) may be referred to as areas of expertise to further meet the needs of the child.

## **Other relevant policies**

Equal opportunities/race discrimination  
SEAL, PSHE  
SEND (Special Educational Needs and Disabilities)  
Anti Bullying  
Health and safety  
Restraint Policy

## **Governors Statement**

We fully support the school and its staff in meeting the needs of this policy. We expect all children to behave well and contribute positively to the school and local community. As governors we fully understand the importance of a positive, caring and safe environment for pupils and staff, where everyone can experience success and learn.

**Liz Carrie Co-head/Clare Bradshaw Inclusion Leader  
July 2017**

**Review date: July 2019**