



DOGSTHORPE INFANT SCHOOL

Behaviour Policy




Ratified by: Full Governing Body

Date: 6th March 2019

Minute: 12.3

Review Date: Every 2 Years

Welcome to our school family where children are...

-  **inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**
-  **nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**
-  **little stars who deserve to shine.**

Policy Overview.

What is the policy for?	This policy is for all members of the Dogsthorpe Infant School family to ensure that there is a common and consistent understanding of what we expect from our children.
Who has devised and contributed to this policy?	This policy has been devised by the SLT in consultation with staff.
How will this policy be communicated?	The policy is available on the school website and a copy is available from the school office. The Whole School Recipe is displayed around school and in each classroom.
How will this policy be monitored?	Governors will monitor this policy through the half-termly Headteacher reports and through Governor visits/days.
Which other policies are linked to this policy?	All Safeguarding policies, with specific links to Anti-bullying. Home School Agreement and Code of Conduct.

Our School Vision & Values.

Welcome to our school family where children are...

- ❖ inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
- ❖ nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
- ❖ little stars who deserve to shine.

 **Our Values will make us SHINE!**  
  

Succeed – determination, perseverance, ambition

Happy – confidence, empathy, respect

Independent – resilience, responsibility

Nurture – kindness, caring, co-operation

Enthusiastic – curiosity, imagination, motivation

At Dogsthorpe Infants we aim to:

Establish positive relationships and behaviour within a safe, secure and caring environment.

By using age appropriate strategies, we emphasise the ways in which we can foster a positive atmosphere stressing the need for mutual respect, tolerance and understanding. By talking and listening to each other, adults and pupils can know how others feel and empathise with them. In this way we can learn to understand and respect different beliefs, attitudes and cultures.

All parents/carers will be made aware of this Policy before their child is admitted to the school through the Home-School Agreement and via the website. All staff and governors work hard to foster effective communication between home and school. We acknowledge that a child's behaviour can be influenced by a variety of factors and contexts.

The most effective schools are those that have created a positive atmosphere based on a sense of community and shared values.

Whole School Approach.

All pupils, staff, governors, parents/carers and visitors are expected to adhere to our school values. These values are displayed around the school. There will be opportunities during Collective Worship and PSHE sessions to explore what these statements mean and considering what we should expect to see and hear around the school when they are being followed. All staff are expected to support all children.

Whole School Support.

Positive behaviour and values are promoted through effective classroom management, PSHE sessions, Collective Worship and incidental class discussions in response to daily activities and issues. Staff are expected to model and reinforce a high standard of behaviour consistently through non-verbal and verbal encouragement, use of our class reward system and shared celebrations such as Shine Times.

We have a Pastoral Team of dedicated members of staff who are trained to deal with behavioural issues and support in the home environment. Our Child Well-being Champion, Mrs Carol Creasey, supports children who are experiencing “barriers to learning” (SEMH/behavioural). Children identified by the class teacher as requiring additional support will participate in a variety of activities. Our Family Well-being Champion, Mrs Sara Hibbert, offers support to parents and families, for example advice about parenting skills and setting clear boundaries and rules within the home.

Whole School Behaviour Strategy.

Pupils have contributed to a whole school set of rules through class discussions.

Our Recipe for a Fantastic School!

We will use our manners.

We will listen to all adults in school.

We will look after our school.

We will have kind hands and feet.

We will say kind words to each other.

We will sit quietly and show we are ready to learn.

We will move around school calmly and quietly.

We will always have a go and try our best in everything we do.

These rules are displayed in each classroom and in shared areas to remind all staff and pupils of our expectations.

Our school staff will support children to be successful in following these rules by:

- Creating a positive, supportive and secure environment.
- Developing an ethos of mutual respect.
- Encouraging pupils to have ambitions and aspirations.
- Recognising and praising positive behaviour (verbal recognition, stickers, certificates etc).
- Providing challenging and stimulating learning opportunities.
- Giving responsibility whenever possible.
- Keeping calm; listening to our children.
- Being positive role-models through their manners and appearance.
- Being firm, but fair.
- Being consistent and following sanctions through as soon as possible
- Explaining to children why their behaviour is unacceptable
- Investigating problems to their conclusion.
- Saying sorry if the need arises.
- Managing and teaching about conflict and confrontation appropriately.

- Recognising potential problems AND addressing them quickly so they do not escalate.
- Recording and reporting incidents consistently, accurately and quickly to enable appropriate intervention and support to be given.

If a member of staff has concerns regarding a child's behaviour they must speak to their Learning and Teaching Manager.

Our school approach to the use of different sanction strategies is detailed in the appendix.

WORKING IN PARTNERSHIP WITH PARENTS.

- At Dogsthorpe Infant School we believe that positive home-school relationships are vital for children's success. Any serious or persistent incidents of inappropriate behaviour will be discussed sensitively and confidentially with parents/carers. For the school's policy to be effective we need parents/carers to co-operate in matters of discipline and reinforce the school's aims at home. A Home/School Book will be set up to monitor behaviour if required.
- When joining the school, parents will be required to sign our Home-School agreement which details the expectations for themselves, their child and the school.
- We respectfully ask that parents/carers keep the class teacher updated on any issues which may affect a child's behaviour in school (e.g. home problems, bereavements etc).
- Parents/carers must also adhere to the Governors, Staff and Visitors Code of Conduct which is displayed in the Main Entrance:

'Abuse will not be tolerated and the Head Teacher and Governing Body will exclude any parents/carers from the school premises should they behave inappropriately towards staff, other parents or children'.

CONCLUSION.

Problems are normal where pupils are learning and testing the boundaries of acceptable behaviour. The success of our policy can be measured not only by the reduction of incidents and issues but by the way we deal with them. Positive behaviour is a key foundation of effective learning and we will ensure our school is a safe, happy place for children to learn and thrive.

It is our aim that all adults working in school feel happy and safe. When serious behavioural incidents arise, once informed, the SLT will provide support and advice for staff.

We expect all adults in the School, Staff, Governors and Parents/Carers together with the Pupils to be partners in the implementation of this policy.

APPENDIX 1 – REWARD SYSTEMS.

Individual Reward Systems.

- Each class uses the online 'Do-Jo' system.
- This online system allows children to earn points based on a range of criteria (e.g. getting changed quickly for PE, tidying up well etc).
- Points can be earned **and** also taken away.
- At the end of each half-term, the 3 children in each class with the highest number of Do-Jos win a special treat.

Class Reward System.

- Each class uses TEAM TIME.
- Children work together as class to build up points/pebbles/cubes to earn a special TEAM TIME experience.
- Team time will take place when the class have achieved 20 'points'. This could be weekly or take longer.

What will it look like?

- Each class will have a way of gathering points – pebbles/marbles/cubes in a pot, pictures on a chart etc.
- The class will decide which reward they are working towards and this can be used as an incentive throughout the week. **The reward must be something worth aiming for!**
- Points can be earned throughout the day. **They must not be taken away from the class.**
- Based on the principle of earning 4 points a day the aim will be to collect 20 by the end of the week.

Rewards:

Construction, board games etc

Creative activities – craft, music

Outdoor play session – parachute, trim trail, den building

DVD

ICT equipment – iPads, beebots/constructabots, remote control cars etc

Cooking activity

Class party/disco

Teddy Bears Tea Party (or similar)

What if a child is persistently making incorrect choices? Should they be allowed team time?

Some children may need to have a separate reward system to encourage positive choices. This will take the form of a reward chart earning points to gain team time independently of the class reward system. This reinforces, in a positive manner, that making the correct choice has a positive impact. This is intended to be a short term measure.

Therefore, if a class teacher has a child who struggles with his/her behaviour they should set up a chart where they have to earn 3/4/5 (start low and increase) pictures in a day. The focus should be on adding pictures to **their** own chart.

APPENDIX 2

PROCEDURES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR.

What if a child displays ‘low level disruptive behaviour’ (e.g. talking, constantly interrupting, fidgeting, lack of work etc)?

- a) The class teacher will warn the child that they are not following school recipe. The child will be informed he/she has a choice i.e. “*if you continue to behave in this way you will lose a do-jo.*”
- b) If, after **1 warning** the low level disruptive behaviour continues, the child will lose a do-jo. This is an instant sanction and will allow the child to consider and correct their behaviour choices.
- c) If the deduction of a do-jo does not have a positive impact on behaviour choices, then the child will lose playtime/lunchtime minutes. The child will use this time for ‘reflection’ or to complete work that should have been completed in learning time.

NB. Unless the situation requires it, it is NOT advisable to keep the child in the whole playtime and a teacher or Teaching Assistant must supervise the child at all times.

- a) If the issue occurs in the afternoon, then the child must be given ‘time out’ to reflect on his/her behaviour or complete work they have missed due to their behaviour. Again, this is an instant sanction so that issues are dealt with on the same day.

Consideration should be given to whether other strategies are required (e.g. an individualised reward chart, use of ‘The Five-Point Scale’ etc) in order to support the child to improve his/her behaviour. This should be shared with the parents/carers.

What if ‘low level disruptive behaviour’ develops into ‘whole class disruptive behaviour’ (e.g. refusal to complete work, verbal/physical abuse, constant disregard for rules etc)?

At this stage a warning should have already been given and the child has lost a do-jo and minutes from playtime/lunchtime. Therefore, the next steps are:

- a) Move the child away from the rest of the class (with a Teaching Assistant where possible) so they can complete activities without disturbing others.

(NB – Children must not be sent outside the classroom on their own)

- b) Send child to another teacher for some ‘time-out’. The child must be sent to the other classroom with either another child or an adult. This must be timed and the child should not be out of class for any longer than 10 minutes. If appropriate, work should be sent with the child to complete. **ALL time-outs should be recorded in the ‘Time Out’ log in each classroom.**
- c) Class teacher to liaise with parents/carers and, if inappropriate behaviour persists, invite the parents/carers in for a meeting to discuss strategies such as a home-school behaviour book, individualised reward systems etc.

Time-out logs are monitored on a monthly basis by the Learning and Teaching Managers and information is shared with the Headteacher and Governors. It is the responsibility of the L&T Manager to identify any patterns in the logs i.e. certain days/subjects etc and take appropriate action to address these.

What if a child displays ‘Unacceptable Behaviour’ (e.g. constant whole class disruption, continual abusive behaviour, persistent refusal, disregard for people and property, bullying, racism etc)?

In the case of such incidents the class teacher should do **ALL** of the following:

- a) Send the child to the Learning & Teaching Manager in the first instance. If this is not possible, then the teacher should call for assistance using the red disk. If the child becomes physically violent that the red disk **MUST** be used to request help from a member of the SLT.
- b) The Learning and Teaching Manager will then decide whether the child needs to be sent to the Deputy or Headteacher.
- c) Inform parents/carers - this can be at the end of the day or, if necessary, a telephone call made immediately after the incident. If the event is serious the parents/carers will be asked to come to school immediately in order to discuss the situation. Where possible, the parents will meet with the class teacher, Learning & Teaching Manager and Deputy or Headteacher.
- d) Complete an incident form on the same day. The severity of the incident will determine how this is recorded.

As far as possible all sanctions will be given straightaway (e.g. loss of do-jos, playtime or lunchtime, time-out during the afternoon session). Once the sanction has been carried out the child **must be given a new start**. Carrying over sanctions to the following day should be done sparingly; every day needs to be a fresh start for all pupils.

SCAN group.

If a child continues to display concerning behaviour despite strategies being put into place, then a referral to the SCAN group may be required. The group meet half-termly to discuss the needs of individual children and create action plans to support child/parents.

Positive Handling.

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control. Six members of staff have completed ‘Team Teach’ training and are authorised to use the restraint techniques:

Mrs Becky Waters
Mrs Emma Marks
Miss Toni Gattuso
Mrs Jo Marshall-Sully
Mrs Rachel Jordan
Mrs Sara Hibbert

At least one of the above members of staff will be involved in all situations where use of positive handling is deemed necessary. Where only one of those named above is involved, this person will take the lead and be supported by another member of staff. All incidents of positive handling will be recorded on the appropriate forms and shared with parents.

What if unacceptable behaviour persists or if a serious incident occurs?

In the most serious of cases, internal seclusion will be arranged for the child by the SLT. However, this should only be considered **AFTER** the class teacher has spoken to the parents about their child’s behaviour and strategies such as a behaviour book, reward chart etc have been tried. As far as possible, a seclusion warning should be issued to the child and parent by a member of the SLT before this sanction is used.

In the event of inappropriate behaviour persisting after time in internal seclusion, then **fixed-term exclusion** may have to be considered. Continuation of unacceptable and inappropriate behaviour after these measures have all been taken could lead to **EXCLUSION** at the discretion of the Head teacher and the Chair of Governors.

Dogsthorpe Infant School acknowledges that a few pupils (e.g. children with SEND) may present particular challenges and will need to be given particular behaviour modification programmes. All staff and pupils should learn to appreciate that the starting points for these pupils are different and hence the sanctions may be different too.

Abuse (physical or verbal) from pupils towards adults will not be tolerated. If this occurs, parents will be informed and appropriate procedures followed (e.g. seclusion, reporting to Local Authority etc).

PLAYTIMES & LUNCHTIMES.

Teachers, Support Staff and MDS' on duty assume responsibility for all pupils.

They will:

- a) Maintain a high profile - be visible – allocate an area of the playground for each member of staff to patrol.
- b) Deal with any problems as they arise - to ignore them is to condone them.
- c) Seek out pupils who may experience difficulty in socialising appropriately and talk with them briefly.
- d) Be aware of potential challenging situations and try to diffuse them before they start.
- e) Report any unacceptable or concerning behaviour to the class teacher and write up a report.

If a child is observed breaking the 'Recipe rules' during playtime/lunchtime then staff should do the following:

1. Speak to the child in a calm, but firm manner. Inform the child that if they continue to choose to behave in the wrong way they will have to stay with an adult.
2. If inappropriate behaviour continues the child must walk round with an adult.
3. If poor behaviour persists then the child should be taken to the class teacher or a Learning and Teaching Manager.

If a child needs to stay inside during playtime or lunchtime because of their inappropriate behaviour, it is the teacher's responsibility either to monitor the child or arrange monitoring.

NB. The teacher must adhere to the Child Protection guidelines (e.g. Safer Working Practice Guidelines) if staying inside with a child.

Children should not miss the whole playtime unless it is deemed necessary as this can have a detrimental impact on afternoon learning.

If the teacher receives several reports of a child being continually disruptive during playtimes/lunchtimes, he/she must:

- a) Consult with the Senior Midday Supervisor about the incidents.
- b) Seek support from their L&T Manager in the first instance.
- c) Inform the parents/carers of the lunchtime behaviour.

If the problems persist, the parents/carers will be invited in for a meeting and advised to make alternative lunchtime arrangements for their child. In the most serious cases, a lunch time exclusion will be enforced.