



Churchdown Village Infant School Behaviour for Learning Policy

Introduction

Churchdown Village Infant School endeavours to provide a safe, healthy and stimulating environment where children, parents and staff are partners in learning, ensuring enjoyment and pursuing excellence, to enable every child to reach their full potential.

Everyone in school is encouraged to respect each other; show tolerance; be fair and honest; help each other in a sharing, caring way that enables success for all.

This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Aims

At Churchdown Village Infant School we aim to:

- Establish a systematic approach to good behaviour for all children and adults*
- Develop positive approaches to discipline
- Enhance the ethos of the school
- Develop pride and respect for each other
- Set high standards in behaviour and work
- Promote healthy relationships
- Send out positive messages to the local community
- Help pupils develop self-esteem, self-discipline and self confidence
- Allow pupils to take responsibility for their own actions, appropriate to their age and maturity

Systematic Approach

- Establish a set of clearly defined roles with children
- Be consistent in applying the rules to ensure they are kept
- Positive reinforcement to prevent unacceptable behaviour creeping in
- A warning should be given before sanctions are enforced
- Sanctions for persistent rule breaking:
 1. Time out apart from the group
 2. Time out of the class
 3. Miss playtime
 4. Go to the Headteacher

N.B. To deal with severe and persistent inappropriate behaviour we will write a Risk Plan that is specific to the child.

Objectives

To ensure that all children behave in a way that allows other children to remain safe and happy.

This is achieved by:

- Having a clear set of rules that apply across the school
- Developing good behaviour through the effective organisation and management of the curriculum
- Developing good behaviour through the effective organisation and management of the classroom
- Communicating clearly to all members of the school community, a code of conduct which incorporates certain crucial principles
- Promoting high levels of attendance and punctuality
- Promoting a close partnership with parents
- Utilising the services of appropriate outside agencies when required

Developing good behaviour through the effective organisation and management of the curriculum

At Churchdown Village Infant School a range of teaching methods are used, that matches carefully with the variety of learning styles of the children. The curriculum is organised into half termly topics that are stimulating, challenging and enjoyable. Exciting resources are utilised to enthuse and support the children's learning and different cultural messages and values reflect upon the diversity of the population as a whole. The school uses Spiritual Moral Social and Cultural (SMSC) and the Philosophy for Children scheme in assemblies, circle times and PSHE to help children reflect on their feelings and behaviours and to teach the behaviours expected.

Developing good behaviour through the effective organisation and management of the classroom

Lessons are carefully planned to meet the needs of each child and differentiated to ensure enjoyable and challenging activities.

Children are grouped appropriately for each task for whole class, group, pair or individual work. Children are supervised at all times, although independence and responsibility are encouraged. The classrooms provide displays that value the achievements of the children and are interactive to enhance learning. All children are encouraged to care for their learning environments both inside and outside and keep them tidy.

Staff will consider the needs of pupils with specific targets for behaviour when considering the organisation and management of the classroom.

Pupils are to move around school in an organized and considerate manner and follow the Corridor Rules at all times.

Communicating clearly to all members of the school community. a code of conduct which incorporates certain crucial principles

Each class has the same high expectations of good behaviour and the Teacher creates class rules with the children at the beginning of each school year. These are displayed in each classroom for parents and children to clearly see.

Verbal praise is used to award and encourage children and a variety of reward systems are used to ensure children feel valued and their behaviour and achievements are celebrated. Children are also given certificates at the Headteacher's Assembly each Monday which reflect the values for the term.

Firm but fair discipline is established throughout school with all staff taking responsibility for talking to children if they see them misbehave. Sanctions for unacceptable behaviour are enforced if necessary, (see Appendix 2).

There is close liaison between the Lunchtime Supervisors and the Class Teachers. If needed, children will be sent to the Headteacher and if appropriate, sanctions such as losing playtime will be enforced. The Headteacher and/or Class Teachers will keep parents informed of any behaviour from their child that is causing concern and work with them to reiterate the school rules at home.

Any incident of bullying is dealt with by the Headteacher immediately. The use of exclusion as a sanction may be used in the most serious of cases.

An overview of this policy is available to parents in the School Prospectus which is published on the School Website. We ensure that children have a clear understanding of the behaviour expected of them, the reasons for their reward or punishment and of the impact that their behaviour has - be it good or bad - on other people.

Promoting a close partnership with parents

At Churchdown Village Infant School parents are encouraged to recognise their responsibilities in promoting the good behaviour of their child. Parents are welcome to be involved in all areas of school life and are invited into school to work with their children and take part in special events regularly. Information is shared weekly through class newsletters, the Headteachers weekly newsletter, website, twitter, blogs and parent notice boards. Parent expectation meetings take place in the Autumn Term alongside Maths and Literacy workshops and consultation evenings take place 3 times a year. A written report is also given at the end of the year, which includes comments about achievements, behaviour and attendance. The school promotes an Open Door Policy where Teachers and the Headteacher are available at the beginning or end of school for parental discussions, or specific appointments can be made for longer more private discussions.

The Headteacher and Deputy hold surgeries the first Thursday in every month to allow parents to voice any queries or concerns.

Outside Agencies

Churchdown Village Infant School liaises and works closely with:

- The Educational Psychology Service
- The Special Educational Needs Support Service (SENSS)
- The Behaviour Support Team and Alternative Provision Services, (GFAPS)
- The Advisory Teacher Service
- Inclusion Team
- Families First Team
- CYPS
- Casework
- Occupational Therapist
- Physio
- Speech and Language

Roles and Responsibilities

The role of the Governing Body

The Chairman of Governors has the overall responsibility of ensuring that all non-curriculum policies including the Behaviour Policy is implemented, to maintain a safe and effective school and of reviewing its effectiveness.

The governors support the Headteacher in adhering to these guidelines.

There is a statutory Pupil Exclusion Committee panelled by non-parent Governors or Headteacher.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Management Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, (see also the Health and Safety Policy).

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, (Scholar Pack and Admin Folder - Incident and Accident Folder).

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

These actions are taken only after the School Governors have been notified.

The role of the Class Teacher

It is the responsibility of Class Teachers to ensure that there is effective management of the curriculum and organization of resources to encourage their classes to behave in a responsible manner during all times. The Class Teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability, (with appropriate support were necessary).

The Class Teacher treats each child fairly and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents. In the first instance, the Class Teacher deals with incidents themselves in the normal manner and seeks help and advice from the Headteacher/SENCo/Mentor.

The Class Teacher liaises with external agencies, as necessary, to support and guide the needs and progress of each child.

The Class Teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy.

The Class Teacher will request any training they feel will support the individual needs of pupils in their class.

The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of Teaching Assistant

It is the responsibility of all the TA to support the teacher to ensure that there is effective management of the curriculum and organization of resources to encourage their classes to behave in a responsible manner during all times.

Teaching Assistants share responsibility with Teachers for the management of pupil's behaviour, when they are on duty in the playground.

Lunchtime Supervisors have responsibility for the management of pupil's behaviour at lunchtime.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

The school rules are explained in the school prospectus and at new parents meetings and we expect parents and carers to know them and support them.

A supportive dialogue is set between homes and the school and parents and carers are informed immediately if there are any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the Governors. If the issue is still not resolved, a formal grievance or appeal process can be implemented.

The Behaviour for Learning Policy is available on the School Website.

Record Keeping

The Class teacher and SENCO records incidents which may be used as evidence to present to outside agencies such as the Educational Psychologist if appropriate.

Lunchtime supervisors keep records of any incidents that happen at lunchtime and share these immediately with the appropriate Class Teachers.

The Headteacher keeps a record of more serious incidents that may incur a fixed-term or permanent excluded.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher will also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Governing Body to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention that no child is treated unfairly because of race or ethnic background.

- Any incidents of a racist nature will be reported to the Local Authority as requested.
- A copy will be presented to staff and will be available on the website.

Review

The Governing Body will review this policy annually.

They may however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy was completed in October 2016

Appendix 1 – Rewards

At our school all adults welcome the opportunities to praise individuals, groups and whole classes for positive behaviour, helpfulness and effort as well as academic achievement. We are committed to recognising positive behaviour in a variety of ways, from individual praise to public recognition. Children can expect to be rewarded for good work or behaviour.

Daily rewards

- Smiles.
- Non-verbal recognition (thumbs up).
- Verbal (specific praise).
- Positive comments about work and behaviour
- House points
- School House Rewards

Weekly rewards

- Celebration assembly, (certificates and house point winners, see below*)

Special Events

- Children who consistently have high standards of behaviour and effort will be rewarded by receiving a termly treat depending on which house that has the most house points.

Implementation

Display Area

Each classroom will have a designated reward area. This area will be in an accessible and prominent place in the classroom. It will include House Point Charts and School Rules. At the start of each term staff are expected to revisit the rules and procedures with their children.

Circle Times

These sessions are to discuss emotions and responsibilities. They allow every child to share how they are feeling and what expectations for behaviour should be.

School Council

The School Council acts as the voice of the children to establish rules and expectations.

House School Links

The Behaviour Policy is available on the school website for the parents to read. A Code of Conduct is sent to all parents and an agreement is signed by parents on entry into Reception and returned to the school office.

Appendix 2 - Sanctions for Unacceptable Behaviour

Positive reinforcement methods are used to prevent unacceptable behaviour

Children are expected to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or are asked to sit on their own.

Children are expected to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands them. If a child misbehaves repeatedly, the child will take "time out" from the rest of the group or class until they calm down and are able to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session, removing them if necessary. If it is unsafe to move the child the rest of the child will be moved to another room to continue lessons until such time as it is safe to return to the class.

Staff will physically separate pupils if found fighting.

If a pupil refuses to leave a room when they have been instructed to do so, and they or others are unsafe, then they can be physically removed.

In the event that someone has been hurt the child will go to the Headteacher and parents will be notified. As a consequence the child will miss Playtime/Lunchtime.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of unkindness has taken place, we act immediately to stop any further occurrences of such behaviour. Our children are very young and we do everything in our power to ensure that all children attend school happy and free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Only members of staff that have a certificate from the Team Teach Positive Handling course will physically remove or restrain children.

We will remove a child to a safe space known as the Dolphin Room and Cosy Cub room if we feel that a child's behaviour requires them to be kept safe, or other children need to be kept safe, or in our opinion, the child would benefit from withdrawal from the class and a reduction in stimulation. At least one adult will stay within the Dolphin Room to support the child as necessary. This will be done in exceptional circumstances and the parents will be informed if this has happened. This is not used as a disciplinary action. We will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Appendix 3

Use of Reasonable Force

See Department of Education Advice for Headteachers, Staff and Governing Bodies.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 4 Exclusion Policy

Fixed-term and permanent exclusions

If the breach of the rules is severe, or recurring, then Fixed Term or, if necessary, Permanent Exclusion procedures will be implemented in line with current statutory and/or DfE guidelines.

At Churchdown Village Infant School we have never permanently excluded any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Exclusion from maintained schools, Academies and Pupil Referral Units in England (2015).

Only the Headteacher with the full backing of the Governing Body has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has an Exclusion Committee which has three members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

