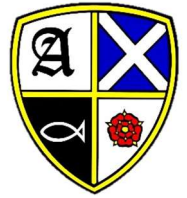


St Andrew's C of E Infant School



Good Behaviour, Care and Respect Policy

'Learning, caring and growing together in Faith.'

Our Behaviour and relationships policy and system is based upon 3 school rules:

Be Kind
Be Honest
Do Your Best

Aims:

- To provide a stimulating, nurturing and secure environment where the contribution of every child is valued and celebrated.
- To create a positive learning environment where effective and enjoyable learning can take place.
- To have high behaviour expectations which are shared and understood by all.
- To reward achievements and exemplary behaviour of pupils.
- To implement clear, consistent and fair procedures which enable children to rectify their behaviour.
- To support children in managing and communicating their feelings.
- To support children in understanding their mistakes so that they may learn from them.
- To encourage the children to restore relationships with those they have upset.
- To establish and maintain effective communication between home and school.

In order for good behaviour to happen it is important that staff:

- Recognise that all behaviours are a form of communication and whilst some children may 'communicate' inappropriately these children are treated with love and compassion.

- Set high expectations for pupil behaviour and act as positive role models in their professional relationships with each other and the pupils within their care.
- Recognise and reward good behaviour in a variety of forms.
- Avoid any negative use of language which stereotypes or labels pupils.
- Use language of choice to identify alternative actions and ultimately teach positive responses to challenging situations.
- Demonstrate self-control and do not allow emotions to interfere with their treatment of a situation. It is understood that shouting at pupils, as an emotional response, should be avoided in our school.
- Monitor any behaviour concerns and where appropriate work closely with home to support children struggling with aspects of their behaviour in school.
- Act to prevent unkind behaviour/bullying incidents by talking about issues between pupils which might provoke conflict. Support children in developing good relationships where they respect one another.

In order for good behaviour to happen, it is important that pupils:

- Aim for the highest standards of personal behaviour, and understand that they are responsible for their own behaviour both inside school and out in the wider community.
- Value the reward system and have the opportunity to celebrate and share their success with others including fellow peers and parents.
- Understand that they will be forgiven and given a second chance in the event of a misdemeanor.
- Understand that they will be treated fairly, supported and listened to by an adult in school.
- Know they can ask for help.
- Know that they can report any unacceptable behaviour to a member of staff.

- Understand that behaviour choices which put other people at risk or harm will not be accepted

Our Traffic Light System

Following the agreed whole school class system for rewards and sanctions, children will begin each day with their name on the **green** circle. Name cards will be linked to class names e.g. written on a butterfly for Butterflies class.

If behaviour within a lesson causes concern an initial warning is given. A member of staff will calmly and discreetly remind the child of the rule they have broken. We do not wish to publicly shame the child in front of their peers. The expectation is the child will rectify their behaviour. If this is not the case the child will move their name to **amber**. Once their name is on amber, they must demonstrate good behaviour for their name to move back to the **green** circle. This could happen within the same lesson, or later on in the day. A member of staff will calmly and discreetly explain what the child needs to do to move their name back to **green**.

If behaviour does not improve and the child's name is on **amber**, they will be given a further warning and support to help them make the right choice. If inappropriate behaviour continues then the child's name will move from the **amber** to the **red** circle. If a child's name is on **red** circle, they will miss 10 minutes during the next playtime. During this time, they will be expected to complete a reflection form. This might be completed independently or with the support of an adult (this will be dependent on the age and stage of the child).

Throughout this process staff members who are responsible for the child's class (e.g. teacher, teaching assistant, HLTA) are expected to use de-escalation strategies. Staff must be proactive in acknowledging the child's attempts to change their behaviour, moving them back up the system as soon as possible.

Staff are required to record incidents of negative behaviour on CPOMs, our electronic record keeping system. On rare occasions, it may be necessary to move a child's name straight from **green** to **red**.

Rewards:

Class Dojo - At St Andrew's we use an electronic reward system called Class Dojo. This allows children to earn dojos for a number of positive actions linked to our school rules:

Be Kind
Be Honest
Do Your Best

Children can earn rewards dependent on the number of dojos earned and these points will reset each half term.

25 points: prize from the special box

50 points: extra 5 minutes of play time

100 points: hot chocolate with Mrs Woan or Miss Glassbrook

150 points: child can come to school wearing their own clothes for the day

200 points: take part in a dojo reward day (the next scheduled reward day)

Celebration Worship - Every Friday the whole school comes together to celebrate achievements. Certificates will be given for:

- a child in each class who has demonstrated behaviour linked to the half termly Christian value.
- a child in each class who has been a shining star by demonstrating behaviours such as resilience, improved attitude to learning, perseverance, trying new things

There will also be a chance for children to win a prize if their name has stayed on the **green** circle for the whole week. In each class, for the children who have stayed on green all week, and their names will be put in a prize draw and brought to celebration assembly. From this, a name from each class will be picked from a prize draw and this child will win a prize.

BOB book - a child that produces excellent work or demonstrates an exceptional attitude may visit Mrs Woan to share their good news. Their name will go in the BOB book (book of brilliance) and they will ring the special bell. Their name will also be read out from the book during celebration worship.

Class pupil of the week - At the end of each week, a child from each class will receive an award e.g. 'Kingfisher of the week'. This child will take home a bag with a teddy, book, activity and certificate in it to celebrate their achievement. This will be brought back the following Monday.

Other rewards include:

- verbal praise
- thumbs up
- stickers
- stamps
- smiley faces
- handwritten messages home
- seesaw messages

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Examples of De-escalation strategies

- Responses given calmly and using a modulated, low tone of voice.
- Use of simple, direct language.
- Avoid being defensive, e.g. if comments or insults are directed at adults.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you

with your work” becomes “if you return to your seat, I can help you with your work”.

- Providing ‘time out’ strategies. These must be implemented, and supported, by the staff team working with the child, and may involve a child moving away from the main group in the class and/or leaving their class for a short period to calm down before returning to their class. During this time, they must undertake a calming activity where they can be observed by an adult.

Communicating red behaviours with parents

Class teachers or the adult responsible for the class will let parents know if their child has missed their playtime and completed a reflection slip via Seesaw. However parents will be contacted and a formal meeting arranged if a child has completed 3 red slips. This meeting may trigger an ABC chart to identify patterns in a child’s behaviour.

Understanding Behaviour

Where pupils frequently display negative behaviour, we may use the Antecedent-Behaviour-Consequence (ABC) analysis to determine appropriate support. This involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Use of the ABC analysis can help staff identify when the behaviour may occur, and the support that needs to be put in place to minimise consequences and disruption. Staff will try to determine the following to ensure the analysis is most effective:

- Underlying causes;
- When and where the behaviour is displayed;
- Possible triggers;
- Strategies that can be implemented to change behaviour;
- The acceptable behaviours that the child can use to ensure their needs are met.

External a specialist advice may be used at this point e.g. support from GHIST, specialist teacher

Special Educational Needs

Some children with SEND have social, emotional or mental health needs. In such cases they may have their own Individual Behaviour Plan, which may differ from the usual class behaviour management strategies. At this point behaviour will be closely monitored by the SENDCo and HT and specialist support may be sought to support the children and team around the child. Parents will be included any decisions and plans shared with them.

Positive handling plans will be agreed with parents should they be required.

Exclusions

Fixed term exclusions will be used as a last resort; when all other strategies have been exhausted or the child's behaviour is deemed unsafe that is causes significant harm to themselves, other children or staff. At St Andrew's, only the Head Teacher or a person acting as Head Teacher in their absence may exclude a pupil. The Head Teacher decides whether to exclude a pupil for a fixed term or permanently, in line with the school's Behaviour and Exclusion Policies, after taking into account all the circumstances, the evidence available and the need to balance the pupil's needs against the needs of others.

Additional support for parents

We believe that it is important to work in partnership with our parent's and carers to support each other in successful behaviour management. Reception staff will introduce our behaviour system to parents during the induction period.

If parents wish to seek additional support and advice on developing their child's social, emotional and behavioural skills, they can contact Miss Beardwood, our Family Support Worker, who can offer initial guidance and/or signpost parents to other agencies who may be able to help further.

Inclusion

The principle aim of this policy is to develop children who behave positively and are confident, responsible, tolerant individuals with positive self-esteem. All pupils should have access to their education and school life regardless of gender, race, cultural background, ability or any physical or sensory disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

Social, Moral, Spiritual and Cultural development (SMSC)

Our behaviour policy helps to support our children's social, moral, spiritual and cultural development. It is founded in Core British Values, teaching the difference between right and wrong, fostering respect for all, encouraging restorative approaches and promotes both individual and collective efforts towards positive behaviours.

Anti-bullying

The school does not tolerate bullying and takes the issue seriously. Any incidents are investigated immediately and followed by appropriate action. A separate Anti-Bullying Policy is in place to support the aims of the school. These systems are intended to ensure that each child feels happy, safe, secure, positive and valued within the school, so that self-esteem and confidence are built up and productive learning and achievement can take place.

Child on Child Abuse (KCSiE 2022)

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Children and young people may be harmful to one another in a number of ways which would be classified as child-on-child abuse. (Read this in conjunction with our safeguarding and child protection policy.)

Some forms of child-on-child abuse include, but are not limited to;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth produced sexual imagery- popularly known as 'Sexting'
- Prejudiced Behaviour

Any child-on-child allegation must be referred to the Designated Safeguarding lead immediately. Where a concern regarding child-on-child abuse has been disclosed to the Designated Safeguarding lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.

Safe Handling of Children

Where possible staff will not handle children unless they are unsafe or other children are unsafe.

School staff have a legal power to use reasonable force to safely restrain children. Force is usually used to either control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

Should a child need to be restrained, then parents will be informed and if needed, a positive handling plan will be put in place.

Racially motivated behaviour

St. Andrew's C of E Infant School is committed to the equality of all children and adults and behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the Headteacher.

Roles and responsibilities

We expect all staff and pupils to adhere to this policy. We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

Monitoring and Review

We take a collective approach to ensuring our behaviour expectations and standards are maintained. Regular review of practice takes place with all teaching staff and support staff. Welfare staff are included

in this process to ensure positive behaviour is encouraged during the lunchtime period.

If you require further information, please do not hesitate to contact school.

Appendix I Unacceptable Behaviour

- Deliberately damaging property
- Name calling / hurtful words
- Intimidating behaviour - using verbal /physical means
- Deliberately hurting another person e.g. hitting, kicking
Stealing Swearing Fighting Verbal abuse.