



Robert Miles
Infant School

Behaviour Policy.

Behaviour Policy

Introduction and Aims

This policy primarily relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff.

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure.

This policy aims to help children become positive, responsible, and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some children will always behave in such a way);
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to notice and celebrate good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Rights and Responsibilities

Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- follow instructions (Work hard)
- use positive language- including body language (Be kind)
- keep hands, feet and objects to themselves (Be kind)

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships - 'noticing and celebrating' pupils behaving well is vital ensuring that the pupil understands why they have been praised. Staff must also ensure that they do not become complacent in carrying out this praise.

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise for most children is very powerful), making explicit why: what rule they have followed, or what choice they have made.
- follow our warnings system, making explicit why a warning is being given: always state what rule they have broken, and always record incidents.
- display in the classroom the consequences of their choices using the 'Good to be Green' system (both positive and negative; see consequences, below) - this can help when an explanation of why praise or a warning has been given.
- be consistent with all consequences.
- treat each child fairly and with respect and understanding.
- apply these principles, roles and responsibilities with their own class and around school.
- be a positive role model by demonstrating positive relationships with everyone in school.
- keep a record and any relevant notes if a child misbehaves.
- having followed regular procedures and consequences, seek help and advice from a colleague (eg member of the Senior Leadership Team) if progress is not seen.
- liaise with external agencies, as necessary, to support and guide the progress of each child.
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Support Staff

It is the responsibility of teaching assistants, office staff, midday supervisors and all other adults in school to support the Executive Head / Head of School and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good**

behaviour (including following school rules) and positive relationships. All staff should be proactive in 'noticing and praising' pupils behaving well.

Executive Head / Head of School

In addition to the above, it is their responsibility to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its impact
- ensure the health, safety and welfare of all children in the school
- maintain records of all reported serious incidents of misbehaviour
- issue fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Head may permanently exclude a child.

Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour - this includes if a child is regularly receiving warnings or is regularly in the timeout book.

We expect parents to:

- be aware that we have school rules and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or the Executive Head and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Working together for good behaviour in schools is a helpful document for parents, available on the following website (reference to this will be made to parents / carers when appropriate):

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Head and the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Consequences

Positive consequences

Each teacher uses the 'Good to be Green' system and can develop their own systems of reward and praise, based on the overall school principles set out in this policy. We aim to raise the profile of making the right behaviour choices and rewarding the children who make those choices. This will include at least individual and class rewards and may include group rewards to promote inter-personal relationships.

Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers or other small prizes / treats
- certificates: achievement certificates for good work and behaviour;
- Earning 'Golden time' for being 'Green' all week.

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Negative consequences

Staff employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three school rules:

- We follow instructions
- We keep hands, feet and objects to ourselves
- We use positive language including body language.

We have a series of consequences if someone breaks a rule:

1. A reminder is given about behaviour and choices
2. If behaviour persists the child's card changes to **amber** and five minutes is taken from a break time - either in the classroom with the class teacher or in Time Out

3. If behaviour still persists the child's card changes to **red** and they miss the whole of break in Time Out. Parents are informed of red cards by the class teacher
 4. If behaviour still persists pupil sees Head of School
 6. Pupil returns to work with own class or alternative class
 7. Pupil works with Head of School and parents are informed
- Once a child has changed to amber/red that card stays for the whole day, but children should then be praised for other correct choices during the day. Once a red card has been given the child misses their 'Golden time'.
 - This system is also used by the Midday Supervisors at lunchtime.
 - Serious misbehaviour (eg swearing, disrespect to staff, fighting) is very rare at Robert Miles. Such behaviour would mean warnings are automatically by-passed and a red card is given and the child sees Head of School/SLT.
 - Any pattern in warnings or consistent warnings/red cards means parents are contacted to keep them in the picture and to discuss ways to respond and ensure a consistent message between home and school.
 - We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature, i.e. we aim to remove the personal judgement so children understand and accept the school rules.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.
 - 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.
 - The class teacher discusses the school rules with each class, and also creates a Classroom Charter at the beginning of the year. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
 - The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
 - All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to 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.

Monitoring

- The Head monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; a log of children having time outs is kept to identify patterns. We also keep a record of serious incidents that occur at break or lunchtimes.
- The Executive Head keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- Racial incidents must be reported to the local authority; homophobic incidents are also recorded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal opportunities

- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Appendix

The Language of Choice - 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

- **Never** ask a child **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it - they just need to **stop** it!
- After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.
- Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate - thank you.

- Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.
- *Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.*

Step 3 Statement of choice

- If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

- Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.
- Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

- Ignore them stomping around or grumbling as they do the right thing - the most important thing is that they have made the right choice!
- Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**
- Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to yourself' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.