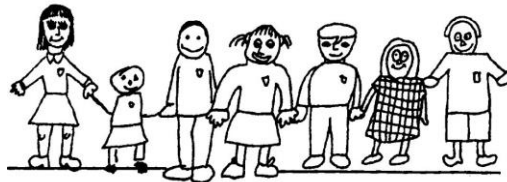




# Behaviour Policy



## **Safeguarding Statement**

At Thorpe Acre Infant (TAI) School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, TAI School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **GDPR Statement**

The school has arrangements in place to ensure that all personal data records held by the school are obtained, processed, used and retained in accordance with the eight rules of data protection (based on the Data Protection Acts).

Agreed by Governors:

Reviewed: June 2021

## INTRODUCTION

At Thorpe Acre Infant School we believe all children have the right to learn in a happy, supportive/nurturing and secure environment. Good behaviour underpins effective teaching and learning, the delivery of a stimulating curriculum and positive relationships between staff and pupils help foster our expectations.

We encourage and challenge all learners to:

- ✓ develop a love for learning
- ✓ fulfil their potential
- ✓ be inspired to explore the wider world

Staff and pupils work together to help children develop as responsible, caring and successful members of our own and the wider community. Through this policy, we aim to provide a clear framework in which the children understand how they are expected to behave in and around school.

## AIMS AND OBJECTIVES

***Through this policy we aim to:***

- model the behaviour we expect from our pupils, through promoting mutual respect between all members of the school community
- cultivate children's self-esteem within a caring ethos, by noticing and praising positive efforts and behaviour
- enable children to develop long term strategies for the future
- provide opportunities for Parents and Carers, children and the school, to work in partnership, including with appropriate outside agencies where necessary

***In order to achieve these aims we believe that:***

- It is important to share clearly our expectations for behaviour in school – rewards and sanctions
- A consistent approach to managing behaviour is necessary
- Children, Parents and Carers and staff have the right to expect a learning environment which is not disrupted by unacceptable behaviour
- The best way to motivate children to behave well is through positive praise and encouragement

## OUR EXPECTATIONS (the 'School Rules')

***In school, we talk to the children about making the right choices... by:***

- following instructions the first time
- listening carefully, without interrupting others
- keeping their hands and feet to themselves
- remembering their manners and using kind words when speaking to each other
- trying their best in everything they do
- showing respect for each other's work and belongings

These 'rules' are now encompassed within our 5 values/ stars:

- |                      |
|----------------------|
| ✓ be determined      |
| ✓ be proud           |
| ✓ be kind and caring |
| ✓ be independent     |
| ✓ reach high         |

As a '**Route to Resilience**' accredited school, we also promote the following additional focus vocabulary, as *our* important character muscles:

Curiosity	Concentrate
Love of learning	Listening
Enthusiasm	Friendship
Respect	Teamwork
Self-control	Confidence

## REWARDS

***Children may receive:***

- immediate verbal praise
- written feedback in their workbook/ on the piece of work
- a wider (visual) recognition of praise, e.g. 'Monster points'
- receive a 'star' sticker (see five values above)
- [be able to] visit the Headteacher to show their work or share an achievement
- a note of praise to share with their parent(s) or carer(s), and/ or a text home
- be nominated for the weekly All Stars assembly

*Children may also receive time for activities of their choice at certain special times of the week.*

## SANCTIONS

***If and when a child does not behave in an acceptable or appropriate manner they may then:***

- receive a verbal warning
- be asked to sit out (or to one side, e.g. lunchtime) for a period of 5 minutes
- lose time from their break, lunch and/ or 'choose' time (depending upon the time of day and day of the week), at the teacher's discretion
- be removed to a different class for a period of 10 minutes
- be taken to the Headteacher – *depending upon the nature and seriousness of the incident, the family/ carer(s) of the pupil may then be contacted*
- be placed on temporary or permanent exclusion from the school.

In more extreme circumstances when a child puts themselves or others in danger, or when behaviour is immediately very challenging, some of the above steps may be omitted and/ or the child may move immediately to the final two stages.

### ABUSIVE BEHAVIOUR - **Peer on peer**

We recognise that children sometimes display harmful behaviour towards others and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated or passed off as "banter" or "part of growing up".

This abuse could, for example, include inappropriate sexualised behaviour (deemed to be harassment), "upskirting", all forms of bullying and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc) experienced by both boys and girls. However, girls are more likely to be the victims and boys the perpetrators.

There are different school and local authority or Safeguarding Children Partnership guidance and policies which detail school's procedures to address and minimise these concerns – this policy works alongside our safeguarding/ Child Protection Policy, which states:

Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL or Headteacher. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written for the children involved and help offered

## PROMOTING GOOD BEHAVIOUR

This policy reflects a concern for others and recognises that the issues addressed in it need to be discussed by teachers, governors, parents and more importantly the children themselves.

### The roles and responsibilities of children

#### ***All children are expected to:***

- Follow the school rules
- Settle quickly and avoid distractions when moving to and from an area or activity
- Accept the consequences which follow if they choose to break a school rule
- Remember that expectations of behaviour are the same in every classroom, when moving around school, on the playground or school grounds, at break and lunchtime, in assembly and on visits
- Be aware of and show consideration to the feelings and values of others, even when they are different from their own

### The roles and responsibilities of staff

All staff have a shared responsibility to be aware of children's behaviour throughout school and to deal with it in accordance with this policy.

#### ***All staff will aim to:***

- Set positive examples of behaviour
- Plan an innovative curriculum to meet individual needs
- Organise the school environment, classroom space and displays
- Structure routines and activities to enable children to behave in an appropriate way
- Be explicit in ensuring children know what is expected of them in the way they behave
- Discuss concerns with the SENDCo and if appropriate, plan and implement an individual 'pastoral plan, which is regularly monitored and reviewed
- Inform parents about their children's behaviour – *letters/ notes home must be approved by the Head/Deputy*
- Work co-operatively with outside agencies
- Implement individual risk assessments
- Keep positive handling training up to date
- **Let children know that each day is a new start**

All staff have a responsibility for their own personal safety and the safety of others. If a child's behaviour is likely to cause harm to themselves or others then trained staff have a duty of care to apply positive handling techniques/ Team Teach practices.

The management team and SENDCo will provide advice to colleagues, lead staff training where required and ensure the policy is implemented, monitored and reviewed regularly

### The roles and responsibilities of parents and carers

The school recognises that parents and carers have a key role to play in supporting the school and their child's behaviour. Parents are expected to attend meetings in school to discuss unacceptable behaviour and attend reintegration interviews following an exclusion. Parents need to be aware of this policy, the school rules and the rewards and sanctions that may be applied.

### RECORDING AND MONITORING

Instances of poor behaviour may be recorded on a tracking sheet to enable Teachers, Learning Support Assistants and Lunchtime Supervisors to monitor a child's progression through the system of sanctions and the frequency with which they are choosing to ignore the school's expectations.

In terms of rewards - beyond initial verbal praise, each subsequent level of incentive, also provides a record of a child's achievement.

At the stage where the Headteacher (or DHT in his/ her absence) has become involved, it may be felt that a parent/ carer must be contacted.

The Headteacher will record and report exclusions to the Local Authority and report on key issues to the Governors as required. The Governing Body is responsible for monitoring the effectiveness of the school's policies and actions.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Reviewed \_\_\_\_\_

### **NEXT REVIEW DATE**

This policy will be reviewed annually