



BEECHES INFANT
SCHOOL
BEHAVIOUR POLICY

Date Adopted: October 2018

Review Date: October 2019

Chairperson's Signature:

Beeches Infant School Behaviour Policy



Vision Statement

HAPPINESS is at the heart of Beeches Infant School. We create a relaxed environment in which each individual child is happy.

We believe everything follows from happiness. Children are more receptive learners when they're happy; they're more caring and respectful when they're happy; and they're more likely to fulfil their potential when they're happy.

Of course, we'll challenge each child through our inspirational teaching.

At BI we promote responsibility and independence whilst offering opportunity and support. We strive for our children to be the best they can be.

At Beeches Infant School we believe that the child's social and emotional development is of central importance and underpins all teaching and learning opportunities in school. The Behaviour Policy is based on the principle of positive attitudes in whole school, curriculum and classroom management in order to encourage the development of mutual respect and self-esteem.

We seek to promote positive behaviour through our whole school ethos. We aim to celebrate children's positive behaviour and achievement through the use of praise and reward with clear consistent sanctions.

Every adult in school has a 'duty of care' for every child in the school and is responsible for acting upon any issue they encounter at any time, even if the child is not in their class or under their supervision at that time. This can include reinforcement of positive behaviour or responding to a child who shows signs of distress in any way.

All children, regardless of gender, race or ability have opportunities to develop socially and emotionally and develop appropriate behaviour strategies, which enable them to become effective members of the community. We aim to develop a culture that helps the child to make better choices when dealing with conflict rather than a culture of blame that may lead to negativity and low self esteem. The policy involves all school members both adults and children, and relies on the support of a home/school partnership where everyone has both rights and responsibilities in the success of its implementations.

AIMS

- To create an environment which promotes and maintains emotional well-being, self-esteem, self-discipline and positive relationships.
- To create an environment which promotes and maintains positive behaviour.

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- To model care for self and others using acceptable standards of behaviour through circle time, assemblies, the PATHS curriculum and successful learning behaviours e.g. Mindset training.
- To develop skills and attitudes to enable the children to develop effective conflict resolution.
- To encourage consistency of response to maintain positive pastoral care.
- To encourage the involvement of both home and school in the implementation of this policy.

The School uses Promoting Alternative Thinking Strategies (PATHS) to promote social and emotional learning through teaching children key messages and skills. The PATHS curriculum provides practical, effective strategies to teach children how to label their feelings and apply self-control strategies, leading to significant improvement in coping skills, classroom behaviour and verbal fluency.

These skills include:

- Recognising and managing our emotions.
- Developing how to show care and concern for others.
- Establishing positive relationships.
- Making responsible decisions and handling challenging situations constructively and ethically.

These are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully and make ethical and safe choices. PATHS will help children acquire the skills of self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Emotional development

To promote emotional well-being, staff develop positive relationships with all of the children. Our Pastoral team meet regularly to share case files and plan future actions to support children and their families. Some children may be identified as needing extra support within school and this may be provided through:

- Social skills groups
- Circle of friends groups
- Mentoring
- Support to play
- Nurture room sessions (SEE POLICY)
- PATHS including Child of the Day
- Individual Behaviour/ Pastoral Plans

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REWARDS AND SANCTIONS

Praise and rewards are designed to make it clear to the children how they may achieve acceptable standards of behaviour. Golden behaviour is expected at all time from all pupils, marbles will be collected in a jar to recognise adherence to whole school expectations. (Listed below)

Proximity praise is particularly powerful. Relationships with pupils can be strengthened by recognising where a pupil is making effort to follow an expectation they clearly find challenging. Each class with a marble filled jar will be rewarded half termly with a planned golden time reward (Friday pm)

A Golden child from each class is chosen each week to celebrate their good behaviour. They receive a head teacher's award as part of our weekly celebration assembly.

Treasure points

We celebrate positive learning behaviours through our treasure point system.

In KS1 children need 15 points and in EYFS 10 points to earn treasure prizes. **These points are awarded for effort.** Where a child receives 2 effort ticks within a lesson they will receive a treasure point. Treasure points can be awarded for all identified learning behaviours.

(See Appendix 1 attached) In EYFS reference to the characteristics for effective learning will be referred to. It is essential that this is displayed next to the treasure point system.

Children earn their treasure as soon as they get the required amount and then can begin collecting them again.

Traffic lights:



green - complying – all children's names on green at start of each session.



amber - child needs to think about their behaviour (1 minute/5minutes)
If on amber and they improve their behaviour they may go back to green.



red -A child's name moves to red if the behaviour does not improve.

Sanctions for inappropriate behaviour choices follow the Traffic light system.

If a child's name has been moved down to red they miss playtime (the length is to be decided by the teacher and the teacher must supervise the child). If a child hurts another child they will miss their next playtime.

Children always move to green at the start of the next session.

Other strategies include giving a child space to calm down, time out in the class for reflection or time in a partner class can also be used.

Children with IBPs may have specific assigned areas for completing their work and if not completed satisfactorily it will be sent home.

WHOLE SCHOOL EXPECTED BEHAVIOURS

At our school you will see:

- **Good manners and respect from all adults and children.**

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- **In our School my expected behaviour is to:**
- **Show good listening**
- **Use kind hands and feet**
- **Be gentle with my friends**
- **Sit cross legged**
- **Wait quietly**
- **Raise my hand**
- **Give compliments and use kind words**
- **Walk around school**

Pupils are regularly reminded of the school's expected behaviours these are continually reinforced in themes, assemblies, and circle time. Photographs with captions showing the whole school expected behaviours including a blank compliment sheet are displayed and referred to in every room. All adults reinforce these expected behaviours which apply throughout the school including in the dining room and the playground.

Lunchtime Supervisors will follow the school expected behaviours and give one compliment a day and use positive language. All Lunchtime staff will receive training and a copy of the Behaviour Policy during their Induction. It is important that all staff continually remind children of the choices they may make and of their rights and responsibilities. **(See Appendix 2 attached)**

UNICEF

Rights Respecting School Award (level 1)

IN A RIGHTS-RESPECTING CLASSROOM;

- Pupils and Teachers negotiate and agree a classroom code of conduct; a class charter.
- Pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons.
- Pupils are fully involved in the assessment of their own learning and the evaluation of their own work, there is supportive evaluation of their peer's work.
- Behaviour for Learning is good as everyone recognises and respects the rights of all to their education.
- Teachers and Teaching Assistants listen positively to pupils' views and show respect for their opinions. They give clear reasons for use of sanctions.
- Pupils respect and value each other's similarities and differences.
- All pupils make progress to the best of their abilities.

Anti-Bullying

As part of our pastoral approach we actively promote our children's right to feel safe, secure and happy in school. Children are taught that they have the right to feel safe in school and have a responsibility to look after each other. This is discussed during Assemblies and circle time etc. It is unacceptable for any child to experience behaviour (physical, verbal, or indirectly) that is deliberately hurtful over a period of time (i.e. bullying). This includes all forms of bullying e.g.

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cyber, racist, homophobic, gender and gang related bullying. Ref: BI Child friendly Anti Bullying Policy.

All adults in school actively promote this right and are alert to signs of bullying children being upset or of changes in behaviour that may indicate distress. All staff are aware that children with SEND and /or differences/perceived differences are more susceptible to being bullied/victims of child abuse. They take reports of any incidents seriously and clear written accounts are logged on My Concern and lunch time supervisor records. These records are monitored by the deputy head teacher. A central behaviour book is kept for serious incidents including bullying. This is monitored on a regular basis. Children are always encouraged to report any incident to an adult. Staff deal with incidents immediately.

Support for children involved in incidents where they have been hurt or upset

- It is vital that children are given an opportunity to discuss what happened with an adult.
- The child needs to feel reassured and supported.
- Self esteem and confidence need to be restored.
- Parents will be informed.

Support for children who have hurt or upset another child

- The child will be given time to talk about the incident and discuss ways to improve behaviour.
- They will be given a chance to put it right and apologise.
- Parents will be informed and encouraged to work in partnership with school to address the behaviour issues.
- Individual behaviour plans may be written and implemented.
- Internal exclusion with a member of SLT to de-escalate following an incident and complete their learning
- Fixed Term Exclusion/Permanent Exclusion may be considered as appropriate.
- Behaviour Support Service advice may be sought from external agencies.

Systems in place to support children

We seek to support pupils by:

- Meeting with parents/reviews.
- Liaison with feeder nurseries and Beeches Junior School during transition periods by the Inclusion manager and DHT.
- Setting up Individual Behaviour/Pastoral Plans. IBPs are written by the DHT with input from both parents and teaching staff. These are reviewed at least each term and will be adapted to reflect the changing needs of any individual child. These plans may include daily behaviour logs or sticker charts.
- If a child does not respond to the IBP targets they will be reviewed and if appropriate the advice of outside agencies will be considered. The DHT is available so that teachers may discuss behaviour management issues at any time.

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In the case of severe verbal, physical or racial abuse or aggression to staff or another child the Head Teacher or in her absence, the DHT or senior leader will be informed. As a result these actions may be taken:

- Fixed Term Exclusion
- Permanent Exclusion.
- Internal Exclusion.
- Involvement of outside agencies
- A structured plan agreed with parents which may involve a reduced timetable with a planned reintegration to achieve success for the child.

Exclusion

If there are continuous or serious breaches of this policy, including a serious one off incident, school may issue a fixed term or permanent exclusion.

In order to prevent risk of harm to self or others and prevent damage to property our staff are trained to deliver Team Teach (positive handling) strategies. Ref: Care and control policy.

Policy discussed with staff and Agreed by Governors September 2018

To be reviewed and shared with staff annually next review cycle September 2019

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APPENDIX 1:

Learning Powers (Synthesis of Claxton, Costa, Quigley and Clarke)

Concentrate (Stay on task)	<ul style="list-style-type: none"> Manage distractions Get lost in the task Do one thing at a time Break things down Plan and think it through Draw diagrams, jot down thoughts or things which help you think
Don't give up (Persevere)	<ul style="list-style-type: none"> Work hard Practise lots Keep going Try new strategies Ask for help Start again Take a brain break
Be cooperative (Work together)	<ul style="list-style-type: none"> Listen to others Say when you don't understand Be kind when you disagree Explain things to help others Be tolerant
Be curious (Find out about things)	<ul style="list-style-type: none"> Ask questions Notice things Look for patterns and connections Think of possible reasons Research Ask 'What if...?'
Be confident (Have a go)	<ul style="list-style-type: none"> Have a growth mindset Don't worry if it goes wrong Learn from your mistakes Be excited to try new things
Be imaginative (Think of new ideas)	<ul style="list-style-type: none"> Be creative Let your imagination go Think up new ideas and questions
Keep improving (Challenge yourself)	<ul style="list-style-type: none"> Keep reviewing your work Identify your best bits Improve one thing first Try to be better than last time Don't compare yourself to others, only yourself! Take small steps
Be enthusiastic (Enjoy Learning)	<ul style="list-style-type: none"> Feel proud of all your achievements Feel your neurons connecting! Imagine your intelligence growing by the minute! Use what you have learnt in real life Know you can do it if you have input and you practise

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APPENDIX 2:

Lunch time supervisors follow systems in line with the School's Behaviour Policy. They praise and reward positive behaviour and respond calmly to a child who shows distress in any way.

In the playground

- Lunch time supervisors have a laminated traffic lights card and white board pen for their class.
- For year two and foundation stage this is placed on classroom windows for easy access and for year one on the wall in the quiet area.
- A child's name is written on amber if the child needs some time to think about their behaviour after a warning. If behaviour does not improve the child's name will be written on the red traffic light and the child asked to walk round with the lunch time supervisor for 5 minutes.
- NB Traffic light cards must be taken into class at the end of lunch times.

In the classroom

- Lunch time supervisors use the laminated traffic lights card and white board pen for their class in the same way
- Amber for thinking time after a warning about behaviour,
- Red if behaviour does not improve – asking the child to sit out of an activity or sit in the chill out zone for five minutes

The senior supervisor is the first contact to assist with any behaviour incidents

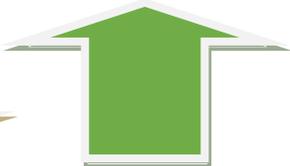
Class teachers should be informed of any serious incidents at the end of lunch times but lunch time supervisors are asked to hand the class over with a positive comment about behaviour to help reinforce good behaviour.

In the event of an emergency when behaviour escalates (or for first aid):

- **On the playground come in and request help from the office and return to the playground. Office staff will find a member of staff to assist**
- **In the classroom – classroom phones can be used for emergency purposes only - again contact the office and a member of staff will assist.**

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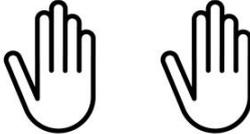
Reception Behaviour Consequences

1.		1st verbal reminder
2.	  	Move to amber. Behaviour corrected move back to green.
3.	   	2 nd verbal reminder, move to red. Behaviour corrected move back to green.
4.		Time out in class (1,2,5 minutes)
5.	  	3 rd verbal reminder
6.	 Sent to a partner class for timeout 	
7.		See SLT

KS1 Behaviour Consequences

1.		1st verbal reminder
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2.		Move down to amber.	 Behaviour corrected move back to green.
3.			 2 nd verbal reminder, move to red. Behaviour corrected move back towards green.
4.		Hurt child - MISS PLAY (2,5,10 mins)	
5.			Sent to a partner class with work. 
6. See SLT			