

# **BEHAVIOUR POLICY**

**Adopted and Approved: September 2019**

**Next Review Date: September 2022**

## BEHAVIOUR POLICY

The Governors and all staff at Haddenham Community Infant School are resolved to maintain our high standards of good behaviour and discipline. Our fundamental belief is that if our community is to function effectively, we must all work together, following the same principles. Using our school vision, we have devised a set of key principles for behaviour. Our behaviour policy is based upon these principles.

All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

### **School Aims**

We aim:

- To recognise the individual needs of all children and make the best provision for them, by offering a broad, balanced and relevant curriculum
- To recognise and adopt values of tolerance, citizenship and patience
- To create a happy, healthy, working environment where everyone can achieve their full potential, where every member of the school community is valued and equal opportunities are available for all
- To encourage a sense of independence and responsibility
- To foster respect for moral and spiritual values
- To develop an understanding of others regardless of race, religion and differing ways of life
- To build on each child's experience at home in order to develop skills, attitudes and knowledge
- To encourage parents to work with us in all aspects of the development of our school
- To extend the children's learning beyond the classroom into the school grounds and on into the local community and wider world
- To welcome visitors into our school
- To ensure that continuity and progression are maintained throughout the school and that effective records are kept of each child's development
- To eliminate discrimination, harassment and victimisation
- To advance equality of opportunity
- To foster good relations

The School Behaviour Policy will provide a framework and agreed guiding principles within which all members of the school may work in order to achieve these aims.

The staff and governors have set out guidelines for pastoral care and discipline in the school prospectus.

They are:

- Each teacher, supported by the headteacher and the governors, is responsible for the children in their class
- We seek to promote a positive atmosphere and attitude throughout the whole school so that each member feels valued and respected. We encourage all children to take an active and caring interest in the life of this school and the community.

- The children are expected to take responsibility for the care of our school, for their work and for each other. Older pupils are encouraged to take extra responsibilities and are expected to set a good example and show a caring attitude towards the younger pupils.
- The school does not tolerate bullying or any form of bad behaviour. We use praise and commendation to reward and promote high standards of behaviour. If problems do arise, appropriate action is taken and parents consulted, if necessary.

The behaviour Policy and code runs in conjunction with the schools values.

Values for the year 2019-20 are: *Kindness, Teamwork, Independence, Responsibility, Honesty, Respect, Creativity, Resilience, Compassion, Enjoyment, Self belief*

These Values will:-

- underpin the core behaviour expectations throughout the school and are relevant to all members of the school community;
- be focused on within assemblies and class teaching to ensure all children and staff understand how they are relevant to them and what they can do to keep them;
- be written on posters, with visual cues as to what they mean, and displayed in each classroom as well as the Hall as a constant reminder to all;
- be used to both explain and explore the clear expectations of positive and unacceptable behaviour standards in and around school and these expectations will be reinforced by a procedure of rewards and sanctions.

Our Behaviour Principles and School Values seek to be inclusive of all children and adults regardless of their 'Protected Characteristics' such as age, disability, gender reassignment, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, gender or sexual orientation.

The fundamental reward for children is that school is a happy, safe and caring environment where they are able to make progress both academically and socially.

### **Whole School:**

"Acts of Kindness"

At Haddenham Community Infant School all the members of our school community are 'Secret Spies for spotting "Acts of Kindness", anyone can nominate someone who they have witnessed who encompasses our school values and be able to feedback how the nominee has fulfilled the school values. These children are then added to the Acts of Kindness board in the main corridor for everyone to see.

Every Monday in assembly the children who have been added to the acts of kindness board are celebrated in assembly.

Rewards:-

Key Stage 1 Individual specific rewards include:-

*Verbal Recognition*

*Praise Stickers*

*Rainbow Ladder*

### **Rainbow Ladder**

The rainbow ladder is our class based positive praise system in EYFS and KS1 The Rainbow Ladder comprises of:

**Violet** - Make Better Choices,

**Indigo** - Think About it,

**Blue** -Ready to Learn,

**Green** -Good Choices,

**Yellow** - Great Job,

**Orange** - Role Model

**Red** - Outstanding.

Each child has their name on a label which is moved up when positive choices are made.

Each morning all of the children begin on Blue - Ready to Learn, their pegs are moved up/down through the day to reinforce positive behaviour and choices.

The first child to reach Good Choices is the first child in the class to go out to break.

Every child who reaches Role Model will be given a sticker, and every child who reaches Outstanding will be given a certificate to take home on the day, listing the positive choices that they have made.

Any child who gets 10 Outstanding Certificates in a half term will be able to get a lucky dip from the treat bag.

**Written comment** – Recorded on work which has impressed the class teacher or assistant.

This can be shared with the year group teachers to commend progress.

**Values Awards** – Children are given a Values sticker from their teacher or another member of staff when they have achieved one of the School Values. Every half term, parents of children receiving awards are invited to a Values Celebration Assembly to see their child receive a Values Certificate from the Headteacher.

**Public Recognition** – Teachers select work from children within their class to be displayed on the Celebrations Board in the main reception area for all parents and visitors to see.

### **Rewards:**

Early Years Foundation Stage Individual specific rewards include:- Lots of verbal recognition Stickers, Praise Class targets – Each class is encouraged to work as a team to achieve their chosen target, each class uses their own ideas to visually display how well they are doing.

WOW Board – In each classroom there is a WOW Board, during the day any child who has for example been helpful, been kind, been sitting and listening, tidied up the classroom, will get a WOW sticker at the end of the day.

**Special Assembly** – Each week, up to 2 children per class receive a Special Certificate within Monday's Assembly. These are special Headteacher's Awards – These children have often been to visit the Headteacher when they have excelled at some aspect within the school which may be work or behaviour/attitude-related. These are the ultimate rewards for the children who strive to receive their special Gold sticker.

These reward individual children for specific actions they have shown during the last week.

These are linked to the Values to show children the range of things that each value encompasses.

**Sanctions (age appropriate)** In the same way as good behaviour is rewarded, negative behaviour is discouraged through the use of sanctions. Through a successful balance of rewards and sanctions the aim is to maintain high standards of behaviour throughout the school. When poor behaviour by an individual or small group threatens the smooth running of the school or the learning opportunity for any child (or group of children), the school may deem it necessary to apply sanctions.

There is an equal need for these to be supported by:- Verbal disapproval and The Rainbow Ladder.

**Parental involvement** – Parents play an important role encouraging good behaviour in their children and it is essential that good communication takes place between the child, home and school. The Home and School Partnership reminds us of the importance of implementing our School Values.

Minor incidents will not be reported to parents as we believe that children learn from their mistakes and need that opportunity to self-regulate their behaviour choices and not repeat careless actions.

In the case of more serious issues, or repeated unacceptable behaviour, where the learning for any child (or group of children) is disturbed, parents will be notified in writing or a meeting with the Headteacher will be required.

Equally if a parent should have a concern, they should speak to the class teacher or ring (01844 291207), email ([office@haddenhaminfant.bucks.sch.uk](mailto:office@haddenhaminfant.bucks.sch.uk))

**Loss of privileges** – Class teachers, or other members of staff involved with the child, may withdraw privileges from a child who has let him/herself down with inappropriate behaviour. The teacher or other appropriate adult will discuss the incident with the child and they may then decide that some loss of privileges is required. This could be losing some minutes from playtime, lunchtime play, or spending some time in another classroom, away from the child's own class.

Internal exclusion from class or exclusion from school – This is for very serious behaviour incidents and, should either option ever be deemed necessary, such exclusions will follow County Guidelines. Parents will be contacted immediately by the Headteacher.

**Additional Support:**– As far as possible, all children with Special Educational Needs and Disabilities or identified as having significant behavioural difficulties will comply with these rules and normal sanctions will be applied where necessary.

However, some children may need more specific support in order to understand the need for self-discipline. In such cases, an Individual Behaviour Plan will set achievable targets for acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher. All staff involved with that child must read the Behaviour Plan, follow the exact instructions and receive an updated version of the document every time it is reviewed, which will happen at regular intervals or as necessary.

The SEND co-ordinator is available to offer advice and support to class teachers and may call outside agencies after discussions with the parents.

### **Lunchtimes and break times**

All children are expected to treat the midday supervisors with the same respect as the teaching staff. The midday supervisors will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise and/or stickers. They will also use our levels system and give verbal warnings and time out for inappropriate behaviour, as follows:- YEAR GROUP MINUTES TIME OUT:

**EYFS** - 3 minutes walking around with staff member – all terms

**Year 1** - 3 minutes in Autumn Term, 5 minutes from Spring term on the designated bench

**Year 2** - 5 minutes on the designated bench

All behaviours will be noted down on post-its – name, date, class and behaviour e.g. kicking –, and placed in the playground behaviour zipped folder kept in the first aid box in the shared classroom.

**Equal Opportunities:-** All children will be treated in the same way irrespective of disability, gender, religion, ethnicity or home background in accordance with the School's Equal Opportunities Policy.

**Reasonable Force:-** The Government Policy: 'Use of Reasonable Force' is known to all staff and if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff, then reasonable force may be used to remove the child from the situation.

**Resources:-** The SEND Co-ordinator and teachers have access to books and resource materials available which may offer suggestions to help promote good behaviour and deal with unacceptable behaviour.

Training can be provided for individual teachers or support staff where needs arise.

Whole school training will be planned into the Continuing Professional Development to ensure the needs of cohorts of children are met. No school can claim to be free from all forms of indiscipline or poor behaviour at all times.

We accept that incidents of bullying may occur.

The purpose of this Behaviour Policy is to ensure that there is an active partnership between children, parents, teachers, staff, governors and the whole school community in order to maintain and enhance our fundamental belief that the best form of discipline is self-discipline. Our role in school is to guide children as far down that path as possible.

### **Behaviour Levels**

Please note:- Foundation Stage children usually will only ever reach a Level One however there may be times when a child has had a particularly bad day and the behaviour has reached a Level Two.

If a child has reached Level Two behaviour, this would mean an immediate time out for 3 minutes

Three Level - Two behaviours within a week would mean a visit to the Headteacher

Should a child reach Levels Three and Four parents will be involved.