

Tuel Lane Infant School

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Behaviour Policy

Some statements:

Teachers have a right to teach, and children a right to learn in an environment free from disruption.

Most of our pupils are very well behaved most of the time.

Some of our children have behaviour blips that are dealt with effectively. This is perfectly normal!

A very small number of children can display more persistent challenging behaviour.

The school's work has some very strong features. These include pupils' positive attitudes to learning and their good behaviour. Good relationships and the effective management of behaviour underpin the good quality of teaching. The vast majority of parents and carers say that the school is very caring. Pupils are happy to go to staff with any concerns. Children's personal development and behaviour are good. They have warm, friendly relationships with adults and they play together happily. Even very youngest children demonstrate sensitivity and care towards one another. OFSTED 2010

We all want children to be happy in school and enjoy their time here.

Children are not angels and staff are not saints.

All children will have lapses of behaviour and all staff will lose their temper at some time. We have high but realistic expectations. We do our best.

An agreed policy helps to make it clearer for everyone.

Our expectations

This is what we expect from children:

- ✓ They follow instructions given by the teacher, teaching assistant or lunchtime supervisor- any adult in school. They do as they are told.
- ✓ Children do their work.
- ✓ They are caring towards other children.
- ✓ They can share and take turns.
- ✓ They have good manners and speak to all adults respectfully.
- ✓ They look after toys and equipment and respect living things
- ✓ They learn to resolve arguments and conflict by talking and listening, sometimes compromising
- ✓ They learn right from wrong and that all actions have consequences.

This is what we expect from staff:

- ✓ They are excellent role models
- ✓ They give clear instructions that children understand
- ✓ They plan work, lessons and activities that suit the children
- ✓ They **teach** good behaviour, good manners, ways of solving problems and managing anger
- ✓ They are as positive as possible with each child nurturing happiness, self-confidence and self esteem
- ✓ They allow children time to talk and listen to children
- ✓ They explain issues and incidents to children
- ✓ They explain rules and reasons
- ✓ They manage their own feelings, they try not to lose their tempers and shout
- ✓ They follow the agreed school behaviour management strategies

This is what we expect from parents:

- ✓ Support school. If your child is having problems, work with us.
- ✓ Be honest with school. We don't judge. We work for a solution for your child.
- ✓ Let us know if something is happening at home that may be causing a change in behaviour
- ✓ If you have a problem with another child or family, tell school and let us handle it. Children should not have to listen to arguments between parents on the school steps.
- ✓ Recognise the link between behaviour and attendance- children who are late take longer to settle and cause disruption. If they are off school a lot, they struggle to remember rules and to establish relationships with staff and children. They start to think school is not important and they stop trying.

Rewards

- ❖ **Praise** ~as much as possible to as big an audience as possible
- ❖ **Showing work** to another adult or other children
- ❖ **Sharing good news** with parents
- ❖ **Certificates and stickers**
- ❖ **Counters in the jar, the class accumulator** ~ helps individual children contribute to a whole class effort and share a treat
- ❖ **Extra playtime** or extra time on a particular piece of equipment as a treat
- ❖ **Special duties/responsibilities**
- ❖ **Golden Time Minutes**
- ❖ **Stars and stickers, star of the day/week awards**

Sanctions

- **Ignore unwanted behaviour, praise those children who are conforming to set a positive example** ~ a very effective strategy but sometimes hard to continue.
- **Disapproving look** ~ works well when the child wants the adult's approval.
- **Discussion and telling off** ~ Children **MUST** discuss what has happened with an adult, understanding why their behaviour is unacceptable and how they can make amends/ change the way they are behaving. The discussion should end with a positive image of the required behaviour; the child needs to leave with a clear understanding of what is wanted (not what is not)
- **Discussion with more senior staff member** ~ as above, the discussion must end with a clear description of the required behaviour.
- **Practice of the required skill** ~ e.g. walking quietly down the corridor
- **Apology and making amends** ~ Children will always be expected to apologise to the people affected and pick up/ put right any equipment they have moved.
- **Loss of privilege/ removal from more enjoyable lessons** ~ this needs to be applied carefully, children have a curriculum entitlement to all areas of our curriculum.
- **Loss of playtime** ~ this may be the loss of part of the play time, standing on a spot on the playground for a few minutes, walking around the playground with the teacher or complete loss of the playtime- sent to the Hall, supervised by staff member, given chance to make amends
- **Loss of Golden Time minutes-** powerful if given high status and used very consistently
- **Being seated alone, away from others for some time**
- **'Time Out' of the classroom**
- **Being sent to work in another class**
- **Involvement of parents** ~ to be used by class teachers or the headteacher only. The initial stage may be a meeting between the class teacher and parents. This may be very brief. Daily reporting to parents may be introduced.
- **Formal letter to parents** ~ this may only be written by the headteacher and would involve a formal meeting with parents in most cases.
- **Control by physical intervention.** If behaviour is: a threat to their own or another child's safety or causing significant disruption or damage, staff have the right to remove the child from the situation and in some cases hold the child until they are safe/ calm. Nobody likes doing this but it may be necessary. Staff use only approved methods for the physical restraint, moving or lifting of children. If a staff member has not been trained in these skills they cannot apply them. Staff should always work together and let another adult know if they need to hold/ lift a child for everyone's safety.
- **Involvement of Behaviour Support Team or Educational Psychiatrist**
- **Exclusion** ~ to be used in the last resort for persistent, serious anti-social behaviour or for a significant assault on another pupil or member of staff.

| Behaviour | Immediate consequences |
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| Refusal to do work set | Work through playtime Send work home to be done by the next day |
| Spoiling own work Spoiling other children's work | Do the work again Seated away from others or sent to another class Missed playtime/ Golden Time |
| Disrupting lessons/ interrupting | Seated away from others or sent to another class Missed playtime/ Golden Time |
| Refusal to follow instructions or do as they have been told | 1 warning Missed playtime/ Golden Time |
| Cheeky, rude to adults in school, bad manners | Missed playtime/ Golden Time/ loss of privileges |
| Refusing to share, taking things off other children | Equipment given to others Missed playtime/ Golden Time |
| Swearing/ verbal abuse | Staff write down swear word and show it to parents at home time. |
| Hurting: pushing, hitting, kicking, nipping, throwing things- isolated incidents | Seated alone or sent in from playtime Taken from classroom/ sent to another class Senior member of staff informed Apology Missed playtime/ Golden Time |
| More serious: causing serious injury or significant disruption, fighting, biting- children or staff | Sent to the HT Parents sent for- behaviour plan drawn up Possibly sent home/ fixed term- exclusion |
| Bullying: repeatedly targeting other children- verbally or physically | Sent to the head Parents informed- behaviour plan drawn up Possibly sent home/ fixed term- exclusion |
| Running out of classroom | Sent to the head Parents informed Out of class 3x in 1 day, parents phoned to come into school immediately |
| Refusal to speak to adults about incidents | Missed playtime/ Golden Time until ready to speak |
| Name calling | Apology/ make amends |
| Racist comments, comments/ actions of a sexual nature | Apology/ make amends Incident report completed/ sent to Local Authority Both sets of parents informed |
| Leaving the school building or playground. | Parents phoned immediately |
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In addition:

In the hall

Staff should ensure that children are calm and orderly prior to entering the hall. They must be lead by an adult.

The teacher who is leading assembly should be there and music should be playing as the children come in. Staff should be well prepared for assembly and resources should be made ready before hand. The children may talk quietly as they enter and leave the hall. Once the music stops all children should be silent and listening. Supporting adults should be vigilant, ensuring children listen and show good manners.

Children should be lead out of the Hall by an adult.

In the corridors

Children are expected to walk in school. Children are expected to treat the school property carefully, be aware of displays and be aware of other people. Individuals and small groups should always give way to class groups by moving carefully out of the way. Groups of children should always be lead by an adult. All staff should be vigilant and intervene if children are running.

At lunch time

Children should behave consistently at lunchtime. Our expectations are the same.

The lunchtime staff will monitor behaviour and rewards and sanctions will be the same as those used in school. We work as a team. Teachers are responsible for ensuring children in their class treat support assistants, lunchtime supervisors, students and visitors with respect.

Developing a common language

It is helpful if staff use similar phrases and words to describe behaviour. Our focus is on giving children a positive, clear image of how we would like them to behave.

Use of the word "friendly" has been practice in nursery for some years and is familiar to many of the children. For example, intervening with Wayne as he is raising his feet aggressively during outside play: "Is that *friendly* play, Wayne?" The staff member will go on to tell Wayne that feet are for running, hopping, skipping, walking and pedalling. This avoids saying, "Stop kicking!" or mentioning kicking at all, which would reinforce the kicking behaviour.

Remember - we must leave the child with the positive image of how we wish them to behave.

Staff responsibilities

All staff are expected to provide an excellent example to children by demonstrating high standards of punctuality, appearance, dress, commitment, attitude, manners and in particular, the way we speak to each other and to children.

All staff have a responsibility to reinforce the good practice of their colleagues. In particular, teachers have a responsibility to monitor classroom and support assistants' management of children; good practice should be complimented.

Conversely, staff should be aware that persistent contravention of agreed school policy and strategies in respect of behaviour management may initiate competency procedures and may be considered to be a disciplinary matter.

Even when 'off duty' staff will intervene to reinforce good behaviour and challenge poor behaviour. Staff will always support their colleagues who are applying agreed policy and strategies. Staff will discuss with colleagues how they are managing particular situations and involve senior staff for guidance and support ~ there is no criticism implied in asking for help, but to carry on doing the wrong thing or allowing it to continue without intervention is unhelpful and could be damaging a child's experience of school.

At the heart of the education of children is **personal, social and health education** (PSHE), it is central to all our teaching. This is complemented by **spiritual, moral, social and cultural education** (SMSC). Children need to be explicitly taught good behaviour and good manners.

Behaviour management is the shared responsibility of everyone in the school. It can be wearing, demoralising and upsetting if a child is not responding. We must support each other in every way we can and manage behaviour in a calm, consistent, proactive way.

All staff will have access to relevant training and support in dealing with challenging behaviour.

Headteacher responsibilities

The headteacher will monitor the implementation of the behaviour management policy. The headteacher will regularly report to the Governing Body via the Curriculum and Pupil Support Committee.

Monitoring may include pupil and parent surveys and classroom/ playground observations. The headteacher is responsible for involving external agencies if situations develop which require such an approach. This would be the case if the strategies have been used over a period of time but there is no improvement in the behaviour of an individual or group of children. In such a case the headteacher will hold meetings with parents or carers in parallel with consultation with external agencies.

In the last resort the headteacher may implement the exclusion policy of the school.

Special educational needs

Some children with SEN may have unusual or challenging behaviour because of their particular needs. Staff should be sensitive to the needs of these children and consider that adjusted standards, expectations and approaches might be more appropriate. The

Individual Education Plan or 1 Page Plan (IEP/IBP) for children with SEN will give targets and guidance

If in doubt staff should seek advice from the special educational needs co-ordinator.

Health and safety

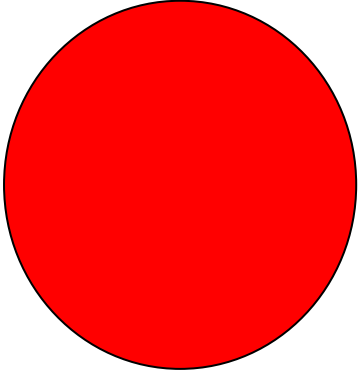
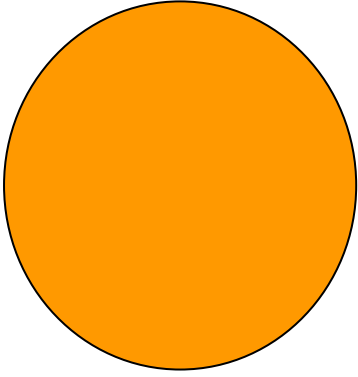
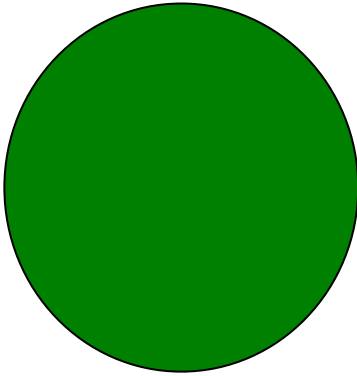
Health and safety issues in respect of behaviour management of children should consider the safety of all parties. Teachers should tell children of the health and safety issues in relation to their behaviour e.g. if you run down narrow corridors/ wave scissors around/ leave the building.... Children should be taught about risk to health and safety and how good behaviour can reduce these risks.

The headteacher must be informed of any significant issues in relation to health and safety.

In the case of an accident or injury the incident must be recorded on an incident form.

The Behaviour Policy will be reviewed annually by C&PS.

Traffic Light Behaviour

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| <p>Your behaviour is red if:</p> <ul style="list-style-type: none"> • You are hurting people- bullying • You are fighting • You are running out of the classroom or away from adults • You are refusing to do your work or join in • You have not improved your amber behaviour after a long time • You will not talk about the problem |  | <ul style="list-style-type: none"> • This means: • You might lose your playtime or Golden Time and be given more work to do • You might be sent to work in another class • You might be sent to Miss Shaw • Your parents might have to come into school |
| <p>Your behaviour is amber if:</p> <ul style="list-style-type: none"> • You are being unkind • You are shouting • You are interrupting • You are stopping other children from learning • You are not using equipment in the right way |  | <ul style="list-style-type: none"> • This means: • You might lose your playtime or Golden Time and be given more work to do • You may have to sit on your own • You might have equipment taken off you |
| <p>Your behaviour is green if:</p> <ul style="list-style-type: none"> • You are sorting your problems by talking • You are showing good manners • You are ready to learn • You are finishing your work and your jobs • You are working well in a team with others • You are helping others |  | <ul style="list-style-type: none"> • This means: • You might be able to show your good work or talk about your good behaviour to another class or to Miss Shaw • You might get a certificate or sticker • An adult might tell your parents how good you have been • You might get an extra treat in your classroom! |

