



Springfield Infant School & Nursery

Behaviour Policy

Policy date: October 2023

Review date: October 2025

Related policies & documents: Anti-Bullying Policy, Teaching & Learning Policy, SEN Policy, PSHE Policy, Education Act 2011

Signed:

Date:

(Headteacher / Chair of Governors / Chair of GB committee)

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Springfield Infant School and Nursery.

Principles

We believe good behaviour is an essential condition for effective teaching and learning to take place.

At Springfield Infant School and Nursery we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported. High self esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline.

It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is

- Careful, kind, honest and tolerant of each other and towards the school's resources.
- Polite and friendly.
- Helpful and considerate to each other.
- Quiet and hardworking.
- Respectful towards adults.

Aims of the Policy:

- To manage behaviour effectively throughout the school.
- To build self esteem, positive attitudes and a feeling of belonging.
- To communicate the ethos of the school.
- To clarify the expectations of behaviour for all members of the school.
- To make the rules clear, explicit and easily understood.
- To communicate each individual's role in support of the management of behaviour.
- To reward good behaviour through positive reinforcement.
- To encourage children to be the best they can be.
- To promote the British Values of: Democracy, Tolerance, Rule of Law, Mutual Respect and Individual Liberty.

Intended outcomes of the Policy:

- The positive management of behaviour is consistent and fair.
- Our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- Staff, children and parents to value good behaviour.
- Children develop self discipline.
- Children to feel good about themselves and others.
- Children co-operate with one another and with adults in the school.
- There is a positive and stimulating learning environment
- There are high expectations of children's behaviour as well as their work.
- We work in partnership with parents to encourage our children to develop socially, personally, academically and morally in preparation for a positive role in society.

Our School Promises:



How we will explore these with the children:

- Kindness encompasses looking after things as well as people and being kind to yourself (self-esteem, asking for help). Thinking before you act and considering the feelings of others. Treating others as you would like to be treated yourself.
- Never Give Up – growth mind set, perseverance and stickability.
- Rise to the challenge – encouraging children to have pride in everything they do and to do their best so they can be proud. Taking responsibility for your own actions.

These apply in all situations throughout the school. Each class may also have an agreed set of class rules, regarding organisational routines for that class. The School Promises are reinforced in Circle Times and Assemblies.

Our Learning Buddies:

As well as our school promises we also have 7 learning buddies who remind children about how to be good learners. They are referred to in every classroom to encourage and motivate children and are re-introduced to children at the start of each year to promote good habits right from the start.



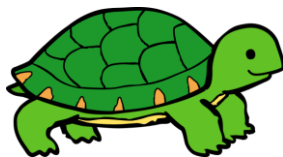
I am Oscar the Owl.
I manage my distractions
and stay focused on the
task.

I am Mandy the Meerkat.
I share and cooperate. I
collaborate and work with
my partner or team.

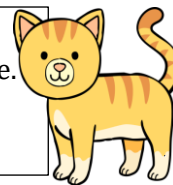




I am Geoffrey the Giraffe.
I rise to the challenge. I am confident and not afraid to make mistakes.



I am Terry the Tortoise
I am resilient. I persevere and never give up even when I find things hard.



I am Connie the Cat.
I am creative and imaginative. I am a resourceful and independent learner.



I am Dixie the Dolphin.
I think carefully about what I want to say. I listen to others and speak clearly and confidently.



I am Percy the Peacock.
I take pride in the presentation of my work. I always use my best handwriting and wear my uniform with pride.



I am Ollie the Octopus.
I am able to name my feelings and emotions so I can think about how they affect my behaviour.

Stickers are given to children who display these qualities anywhere in the school and cuddly toy characters sit in every classroom as a visual reminder.

Promotion of the policy:

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community, reinforced through each class displaying the School Promises and reminders of good learning behaviours.
- Constructive whole school planning for PSHE.
- Appreciating and following the school promises
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take care of and have respect for their own and each others belongings.
- Encouraging everyone to take pride in our environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child.
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, and differentiation are addressed.

As adults we have a vital part to play as role models, we do this through:

- Demonstrating good manners.
- Practising good behaviour to each other as well as to the children.
- Teaching appropriate behaviour and giving feedback when pupils are behaving well.
- Showing respect for every child as an individual.
- Making every child feel valued.
- Not accepting bullying, anti-social behaviour in school, on any level, at any time.
- Being aware of vulnerable children.
- Being seen to be fair and consistent.
- Responding quietly, calmly, consistently and positively.
- Criticising the behaviour not the child.
- Listening with empathy and tact.
- Handling confidential information with sensitivity.

Rewards:

We encourage good patterns of behaviour, effort and excellent work in the following ways:

- Non-verbal signals, positive verbal comments and praise.
- Positive comments written in books.
- Giving children responsibility.
- Sharing positive aspects with others.
- Awarding certificates and stickers.
- Informing parents via postcards and informal chats.
- House points
- Placed on the shining star
- Learning Buddy Sticker
- Visits to Head Teacher/Deputy Head Teacher.

½ termly -

*** Parents to be invited to a special assembly to celebrate:**

- **Effort Cup** - one child from each class who has shown consistent effort
- **Cloud 9** - two children from each class who have shown exceptional learning behaviours and/or achieved excellent outcomes

Informal Sanctions:

When a child forgets a classroom or whole school promise or breaks it on purpose, sanctions will be used fairly and consistently. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour.

Informal sanctions used may include:

- Planned ignoring and Non verbal signals.
- Verbal warning, reminding the child of our expectations/rules.
- Informal discussions with parents / carers
- Private discussion about why the behaviour is unacceptable, and giving the consequences of further poor behaviour.
- Change of position within the learning environment.
- Separating a child from a group or the class and time out procedures.
- Loss of part of playtime to complete work (in classroom with teacher) or to practice required behaviour e.g sitting quietly in assembly

Formal Strategy:

In the classroom:

Our expectations will be on display:



Children's names will be displayed on a sunshine in the classroom to show they are meeting the expectations:



In Reception children who are given a warning about any unacceptable behaviours will move their name to the warning cloud. *They will move back to the sunshine when they demonstrate good choices.* In KS1 a verbal warning will be given.



Children who continue to make the wrong choices will be asked to sit on the orange chair in the classroom for a time out (5 mins). A behaviour slip will be sent home to parents.



Beyond the orange chair:

- The child will be taken to sit on the orange chair in another staff member's classroom - they are likely to remain in this classroom for the remainder of the session.
- In some cases the child will be taken directly to see the headteacher.
- Where a child has 5 or more slips in a half term they will not be permitted to take part in the ½ termly class treat.

At playtime/lunchtime:

- Children will have a variety of activities to choose from led by teaching assistants / MDS.
- A member of teaching staff will be on duty on both the playground and the field during the lunch hour.
- Our expectations will be on display (as above) and excellent behaviour will be rewarded with stickers / house points.

Children who make the wrong choices will be given a verbal warning. Children whose behaviour is more severe or have already had a verbal warning will be referred to the teacher on duty who will take them to sit in the 'orange zone' for 5 mins timeout. A behaviour slip will be sent home to parents. Children who are asked to sit in the 'orange zone' multiple times will be sent to see the headteacher/deputy.



All movements to the orange chair will be recorded in a class behaviour book which contains behaviour slips (see Appendix A) with a copy slip sent to the parent at the end of the day. More serious incidents which have resulted in injury or significant upset will have a longer incident report completed which will be recorded on the school's online incident recording system CPOMs. Discussions with parents who request to see a school adult with a behaviour related concern will also be recorded on CPOMs.

Special consideration of sanctions may be required when dealing with children with Special Educational Needs who display behavioural difficulties.

When the procedures don't work:

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This will involve the Class Teacher, Head Teacher, and parents. It may also involve others such as SENCO, EWO (Education Welfare Officer), or Educational Psychologist, and behaviour intervention services.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date given.

Exclusion

In rare cases it may be necessary to exclude a child. At Springfield Infant School and Nursery we consider this to be a last resort and the following criteria will cause this sanction to be considered:

- a) After a serious breach of the behaviour policy and/or
- b) Allowing the child to remain in school would be seriously detrimental to the education or welfare of a pupil, or others at the school.

Exclusions will be recorded on the school's MIS and a record made of events and decisions taken. Any child returning to school following an exclusion, will be required to attend a reintegration meeting with their parent/carer to discuss how they will be helped to behave appropriately.

Conduct outside of the school gate

Teachers have a statutory duty to discipline children for misbehaving outside of the school premises if it has been witnessed by a member of staff, reported to the school, the child is identifiable as a pupil at the school, the behaviour has repercussions for the orderly running of the school, the behaviour poses a threat to another child or member of the public or the behaviour could adversely affect the reputation of the school.

Searching

The headteacher, senior leaders and teachers may search a child or their possessions without consent if we suspect the child may have a prohibited item. Prohibited items are: Knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette paper, fireworks, pornographic images or any item which a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil).

We may also ask a pupil to turn out their pockets or empty their bag, tray etc. if we suspect a child has a banned item in their possession. Items which are 'banned' will vary and it will be made clear in the school newsletter which items these are and the reason(s) why they are no longer permitted in school. Any items discovered in the search will be subject to the confiscation procedure below.

Confiscation of property

From time to time we may confiscate a child's property where it is inappropriate, disruptive or too valuable to remain in the child's possession. Depending on the nature of the item, it will either be returned to the child at the end of the day or handed to the parent as soon as practicably possible. The school accepts no liability for the loss of any object that has been confiscated.

Reasonable Force

All teachers, any person who, with the headteacher's authority has lawful control or charge of pupils for whom education is being provided at the school and any other staff employed at the school who have undertaken recent 'Schoolsafe' training ('recent' meaning their training is up to date) may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of any persons (including the pupil themselves) or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Force, if used, will be reasonable, necessary, proportionate and a last resort. It will never be used as a disciplinary sanction.

Where force has been used (except minor or trivial incidents) a note will be made on CPOMs. A risk assessment may then be undertaken for the child and if necessary further physical restraint training undertaken by designated members of staff in order to support further, on going interventions with individual pupils. (see separate physical restraint policy)


Bullying

Bullying is not the same as poor behaviour or friends falling out, although this may be the catalyst for bullying to begin. Bullying is not tolerated at Springfield Infant School and Nursery and procedures relating to any rare incidences are dealt with in our separate Anti-Bullying Policy.

Monitoring

The behaviour lead will collect class books and review incident reports termly and will analyse patterns, vulnerable groups and persistent offenders who may require additional support to lessen their impact on the remainder of the class. The headteacher will then discuss any issues with the behaviour lead and/or class teachers and report incidents and actions taken to the governing body.

Appendix A

	Springfield Infant School & Nursery	Pupil Name:		Date:
BEHAVIOUR REPORT SLIP		Class:		Time:
Sadly your child has not been following the class/school promises today for the following reason(s):				
Refusal to follow adult instructions		Inappropriate language		
Constant talking when asked not to		Hurting another child		
Saying unkind things to another child		Hurting an adult		
Not completing work to required standard		Destroying school property		
Other/Notes:				
An adult has fully investigated this matter and the following sanctions have been / will be applied:				
Warning given		Spoken to by senior leader / behaviour lead		
Time out on Orange Chair (classroom /playground /field)		Spoken to by <u>Headteacher</u>		
Time out on Orange Chair in another classroom		Fixed Term Exclusion* / Permanent Exclusion*		
Was there any use of approved restraint techniques?		YES* / NO	<i>* A separate more detailed incident report must be completed by all staff members involved</i>	
Next Steps:				
Parent to discuss behaviour with child		Monitor – no further action		
Parent / Carer to meet with class teacher		Parent / Carer to meet with class teacher & member of Senior Leadership Team / FSW		
Personal Behaviour Plan written with SENCo		SIGN & PRINT:		

