



Bagshot Infant School

Behaviour Policy

Aims

Our aims for behaviour are that the children will;

- Act appropriately and keep the core values of Respect, Kindness, Pride, Collaboration and Motivation.
- Be tolerant and understanding of the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards the inclusive school community.
- Achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a pride and interest in caring for their environment.
- Show positive learning behaviours in school.

Principles

- Every child has a right to learn and no child has the right to disrupt the learning of others.
- The establishment of a positive ethos is essential to purposeful learning. It depends upon trusting relationships and a process of co - operative team work. The school welcomes the involvement of the governors, parents and all others involved in the school community in the building of a happy, secure and orderly school.

Responsibilities

All members of the school community work towards the school's aims by:

- Respecting the rights, values and beliefs of all children and adults.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures. (See Equal Opportunity Policy).
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all conduct involving bullying or harassment. (See Anti Bullying Policy).
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for and taking a pride in the physical environment of the school.
- Keeping the school core values of Respect, Pride, Kindness, Collaboration and Motivation.
- Working as a team, supporting and encouraging one another.

The management team (Headteacher, senior staff and governors) work towards the school's aims by;

- Taking a lead in the establishment of a positive, inclusive school ethos.
- Taking responsibility for implementing the Teaching and Learning Policy which acknowledges its influences on the children's behaviour and motivation.
- Monitoring and reviewing behaviour throughout the school and evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Promoting the school core values and ethos.

- Ensuring that expectations and strategies that are implemented are consistently used by all members of staff.
- Recording and monitoring attendance and punctuality and responding firmly when either is poor.(See Attendance Policy)
- Taking active steps to ensure that buildings and grounds are secure and well maintained.
- Ensuring that any child on an individual behaviour plan are supported appropriately.

Teachers work towards the school's aims by;

- Providing a challenging and stimulating learning environment designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning behaviours.
- Encouraging children's independence and confidence in using the language of learning.
- Ensuring that learning is progressive and continuous.
- Being good role models - punctual, well prepared and organised.
- Using circle time sessions weekly to promote the schools core values and SEAL.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with a shared philosophy and commonality of practice.
- Providing individual behaviour strategies for specific children, where necessary.

Parents work toward the school's aims by;

- Ensuring that children attend school in good health, punctually and regularly. (See Attendance Policy).
- Providing prompt notes explaining absences.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in their children's learning by giving due importance to hearing reading, assisting in learning of spellings or in any other homework.
- Allowing their children to take increasing personal and social responsibility as they progress through the school.
- Accepting responsibility for the conduct of their child at all times.

Procedures

For ensuring involvement of all members of the school community;

- Regular meetings of teaching and support staff and midday supervisors to review behaviour issues.
- Provide opportunities for staff to attend courses on behavioural issues.
- Monitoring of behaviour in the school by governors and staff
- Involving the children in the development and review of the school's code of behaviour through assemblies / classroom discussions / school council.

For developing good partnership with parents

- Opportunities for informal contact with classroom staff before or after school.
- Good channels of communication including letters from the school and from the Friends of Bagshot.
- Termly curriculum afternoons, parents' evenings and termly reports.
- A programme of school events, and Friends of Bagshot fund raising events.
- A booklet for new parents of reception age children entitled " Starting School at Bagshot School" outlining early years curriculum and school arrangements.
- Welcoming parents into the classroom both on a regular basis (e.g. to help in classrooms) and for occasional demonstrations (e.g. celebrations from other religions).

- Welcoming other parental contributions such as organising resources, playground friends, accompanying educational visits etc.
- A clear policy on Parent Involvement in school and a Parent helpers / volunteers code of conduct.
- A clear policy for children with special needs involving parents (see Special Needs Policy).

For providing children with opportunities to discuss appropriate behaviour;

- School Core Values adopted throughout the school promoting Respect, Kindness, Pride, Collaboration and Motivation. These will be promoted in the classrooms, around the school and through circle times and whole school Assemblies.
- A programme of Personal, Social and Health Education designed to promote mutual respect, self discipline and social responsibility (see P.S.H. E. Policy).
- A programme of Religious Education which includes ethical and moral issues (see R.E. Policy).
- The Core Values to be displayed and followed in the classrooms, playground and in all areas of the school.
- To apply the Core Values out of school at school events and class trips.
- Circle time sessions weekly promoting appropriate behaviour and nurture groups where necessary.

For promoting desirable behaviour;

- All staff act as role models and promote the school Core Values..
- All staff offer praise and encouragement to children.
- Classroom organisation encourages independent working.
- Collaborative work within classrooms which helps to develop co - operation and good relationships.
- A merit award system which involves the distribution of star stickers and certificates for good work and behaviour.
- The use of class 'Golden Books' with golden cards distributed in Celebration Assembly once a week as rewards for following the Core Values.
- Star of the week medals and certificates promoting good behaviour and achievement.
- Whole school behaviour cup celebrating good behaviour.
- School Council
- As a school we have the view that all children are keen to please, and that they respond well to the positive recognition of good behaviour.

For eliminating undesirable behaviour;

- Clear guidelines on responding to behavioural issues which have been developed by and have the full commitment of all the staff.
- A schedule of sanctions for undesirable behaviour
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial harassment. (see Anti Bullying Policy).
- A readiness to tackle persistent behavioural problems through the special needs procedures (see Special Needs Policy)
- A rota of timetabled activities for use by the children in the playground at lunchtimes.
- Organised activities for use by the children in the classrooms and hall at wet lunchtimes

Every class has established a Class Charter system that is based on the Core Values and breaks them down into specific behaviours. They are fair and consistent and can be easily understood by all the children in every class.

Our focus will be to praise and reward positive behaviour and sustained effort. To support this, the children will be encouraged to keep the Core Values and will be rewarded for doing so, by receiving star stickers, 'Star of the Week' certificates and playtime and lunchtime stickers.

Each class will have a 'Golden Book' where children's names are entered in recognition of sustained positive behaviour and effort, e.g. 10 stars on their classroom chart. At a weekly 'Celebration Assembly' each class will bring in their 'Golden Book' and a special 'Gold Card' will be awarded to each child who has been entered in it.

The Core Values will be displayed clearly, and every effort will be made to help the children understand the need for keeping these values. Reminders will be given at all times. The school uses a behaviour system consistently across the school. This involves the use of a sun, partial cloud and full cloud. If a child shows inappropriate behaviour, their name will move from the sun to the partial sun and ultimately to the cloud. If the inappropriate behaviour persists then the following sanctions will be implemented.

- To receive a warning
- To have to sit on their own for a short period
- To have 'time out' away from everyone
- To be kept in for part of lunchtime or playtime
- To miss part of their "Golden Challenges"
- To go to a member of Leadership Team
- To go to the Headteacher, where their name, behaviour and action taken will be recorded in the school behaviour log.

If a child consistently misbehaves, including disrupting other children's learning and is proving to be a safety risk then internal exclusion will be instigated.

- Parents will be informed and outside agencies will be contacted
- A discussion will take place with Governors

Anti-Bullying

Bagshot Infant School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti bullying can be found in the Anti Bullying Policy.

Use of Force

At Bagshot Infant School staff are discouraged from touching pupils because this may be misinterpreted, but it may also be appropriate from time to time to lightly touch a pupil's upper body in order to guide or reassure. We aim to provide a supportive environment in accordance with the Education and Skills Act 2006. All staff may on occasion need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

Staff have received Positive Options and Positive Touch training and In the event of a situation requiring anything other than a light touch to the upper body, an Incident Report Form will always be completed and parents informed. Three members of staff are MAPPA trained. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. (For more information see DfE Guidance)

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline/power-to-use-reasonable-force>

Exclusions

Bagshot Infant School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. However where behaviour is totally unacceptable parents will be contacted immediately and the child may be subject to exclusion.

The school seeks to use Fixed Period Exclusion extremely rarely believing that rewarding poor behaviour with a 'day off' is counter productive. Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion). From Day 6 of exclusion, pupils will be expected to receive additional school provision which will be decided on a case by case basis alongside LA guidance. In the unlikely event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process. Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Monitoring of Behaviour

Governors

Monitoring of the behaviour in the school will be carried out at regular intervals by the Behaviour Governor.

Areas for monitoring will include;

- Behaviour in the playground.
- Behaviour in the dining room.
- Consistency in application of rewards and sanctions.
- Behaviour in classrooms.

Staff

- Daily monitoring by all staff.
- Specific half termly monitoring by Senior Leadership Team.

June 2014

Signed by:

Chair of Governors: Date:

Headteacher: Date: