



## Bagshot Infant School

### Behaviour Policy

**Responsibility for Document:**  
**Approved by the Governing Body:**  
**Review Date:**

**Full Governing Body**  
**March 2017**  
**March 2019**

#### **Principles:**

- To treat all members of the school community with the utmost respect.
- To create the best learning environment through teamwork and co-operation.
- To value each and every member of the school community as unique and take every opportunity to recognise their achievements.
- To manage unacceptable behaviour with consistency and through interaction with the child.

#### **Aims:**

At Bagshot Infant School we believe that children of infant school age are still learning how to behave appropriately in a variety of social situations. We consider it a fundamental part of our role as educators to help children to become responsible members of the community in which they live. We will make very clear what is expected of them and will support them in behaving in accordance with our core values of: **Respect, Kindness, Pride, Collaboration and Motivation.**

#### **Therefore we provide:**

- A happy, safe, and stimulating learning community.
- Positive adult and peer role models for caring, respectful and co-operative behaviour.
- A system that recognises and rewards achievement and positive behaviour.
- Acceptance by all adults in the school of a common responsibility for maintaining good discipline and promoting this policy.
- A set of **Golden Rules** that are consistently applied and understood by all adults and children in the school.

The **Golden Rules** are:-

*We care for each other.*

*We look after property.*

*We are honest and always tell the truth.*

*We always try hard to do our best.*

A clear system of rewards and sanctions consistently used throughout the school (see Appendix A)

## **High Expectations**

We have high expectations of all children including, but not limited to, that they will willingly:

- Always follow instructions from adults.
- Help and care for each other.
- Be honest and truthful when speaking to both adults and their peers.
- Respect the buildings, grounds and resources.
- Be polite and courteous to peers, members of staff and visitors to the school.
- Be respectful towards others and the property of others.
- Move in and around the school in an orderly and safe manner.
- Be respectful of each other's backgrounds and family life.
- Always put their best into their school work and daily lessons.

## **Implementation:**

The principles of this policy apply equally both inside and outside the school/classroom. All staff, follow the same procedures at all times including wet/indoor playtimes.

## **Recognition and Reward:**

We base our approach to behaviour management on a range of rewards, which are given regularly and publicly, as we believe that the encouragement, through recognition of acceptable and desirable behaviour is the most effective and positive strategy.

We use recognition and praise effectively by:

- Positive reinforcement of good behaviour
- 'Catching pupils being good'.
- Individual class reward systems.
- Celebration assembly awards.
- Headteacher Awards.

## **Response to Unacceptable Behaviour:**

Where children's behaviour does not meet the high expectations that we have as a school, all adults share a commitment to respond in a consistent and graduated way. Responses to unacceptable behaviour include:

1. Verbal warnings.
2. Sanctions, deemed appropriate by the class teacher, including, missing a proportion of playtime, lunchtime break or golden time.

3. In the event of an incident occurring that is unusual or of a more serious nature, children can be taken to discuss it with the Headteacher who then takes appropriate action.

Staff will always spend time talking to the child/children involved to try to find any underlying reason for the inappropriate behaviour.

As members of the school community children have a responsibility to make a positive contribution to the life of the school. In order to create a secure and positive learning environment for all, we expect children at Bagshot Infant School to adhere to the school's Golden Rules (see above).

In the unlikely event of a very serious behaviour incident, which may involve physical harm to other members of the school community, it may be necessary for the Headteacher to consider exclusion as an appropriate sanction.

## **Exclusions**

Bagshot Infant School is committed to providing the highest standards of education and care that offer equality of opportunity and an environment that is socially inclusive to all children.

There are circumstances where it may be necessary to exclude a child for either a fixed period of time or permanently. The school will follow the DfE Exclusion guidance found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf)

A decision to exclude a pupil can only be taken by the Headteacher and will only occur in response to a serious breach of a school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **Avoiding Exclusion**

Wherever possible, a range of alternative strategies to promote inclusion e.g. initiating a pastoral/behaviour support plan and/or involving outside agencies, will have been tried, before exclusion is ever considered. The only exception to this would be the unlikely event of a single behaviour incident of such seriousness that, in line with the principles in DfE Statutory guidance, it was appropriate to consider exclusion.

The following policies aim to ensure that all children are fully integrated into school successfully:

- Behaviour Management
- Anti-Bullying
- Child Protection and Safeguarding
- Supporting Children with Medical Conditions
- Positive Touch
- Special Educational Needs and Disabilities
- Equality of Opportunity

Signed by:

Chair of Governors: ..... Date: .....

Headteacher: ..... Date: .....

## **Appendix A**

### **Reward and Sanctions**

We recognise each child is an individual with individual needs, feelings, and life experiences. We also firmly believe that consistency is a vital contributor in all children's development and therefore, all staff will, as appropriate, respond to children consistently using a graduated approach with both rewards and sanctions.

Professional judgment will always be applied and all staff are expected to reflect on the appropriate reward/sanction to utilise in each individual situation.

#### **Example rewards:**

- Show work to the class.
- Smile or clap.
- Verbal and written praise.
- Stamp or sticker on work or on star chart.
- Marble in the jar.
- Present achievement to another adult in the room.
- Mention to parents/carers.
- Give an additional responsibility as reward.
- Allow to choose an activity, e.g. book/puzzle/jigsaw.
- Certificate in assembly.
- See Headteacher for praise.

#### **Example sanctions:**

- Eye contact.
- Redirect to another activity.
- Talk to the child and discuss what has happened.
- Time out within the classroom/separate child from the others.
- Miss 1 or 5 mins of playtime.
- Loss of privilege.
- Use of (sand) timer for reflecting/sitting quietly.
- Walk around with an adult at playtime/miss most of play.
- Send to the Headteacher.
- Writing a letter of apology.
- Formal talk with parents/carers.