



Thurcroft Infant School

Promoting Positive Behaviour Policy

Date: September 2020

Review Date: September 2021

INTENT

It is our intent that every member of our school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It intends to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

The school treats all children fairly and applies our behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

We establish and maintain good behaviour by:-

- Praising children for positive behaviour using green cards. Green cards are given for incidents where the child has displayed aspects of very positive behaviour in FS2 and Key Stage 1. Teachers/TAs will record what the green card was awarded for on the back. Ten green cards result in the child being given a reward by the head teacher.
- Encouraging older children to set examples for younger children by helping them at lunchtimes etc.
- Expecting children to treat all adults and children with respect (both in and out of school)
- Sharing achievements in school via Special Mentions assembly
- Following 'Our Golden Rules' and a written home school agreement.

- All staff having a quiet, calm approach, voices which are rarely raised and this common approach constantly promotes positive behaviour in school.

In many instances, restorative practise is followed as opposed to sanctioning. However, in circumstances where sanctions are deemed necessary, or have been agreed during the restorative conversation, they must be in proportion to the action and appropriate for the needs of the **individual** child. It should also be made very clear that it is the **behaviour** that is unacceptable and any sanction should address this and not be made personal to the pupil.

Sometimes it is necessary to employ a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. These are used as a last resort and with clear explanations to the child of the reason why. Should a child break a rule then a verbal warning will be given. After two warnings the child will be given a red card which results in missing part of play time. This incident will be recorded in the 'Red Book' which will be kept in Mrs Harper's office, and the red card will be annotated on the back and shared with parents. Once a child has received a red card then the parents will be informed by the class teacher to discuss positive steps forward. Following ten red cards the parents will be asked to attend an appointment to discuss the situation with the head teacher/ Learning Mentor and this would be recorded on the school 'Safeguard' system.

The school expects children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.

The school expects children to always try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, staff isolate the child from the rest of the class until she/he calms down and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Any low level behaviour incidents are recorded within the class '**Orange Book**' e.g name calling, breaking equipment etc.

If a child threatens, hurts or bullies another pupil (refer to description in Anti Bullying Policy), the pupil would need to collect the **Red Book** from the Head Teacher and take it to the class teacher who records the incident. **An immediate red card** would be given and the child misses part

of their playtime. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The Learning Mentor monitors both the 'Red Book' weekly and the class 'Orange Book' half termly and talks to any child who has had their name recorded about their behaviour and reflect on how it needs to improve for the future.

The class teacher discusses the school code of conduct with each class referring to 'The Golden Rules'. In this way, every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour. (Refer to description in Anti Bullying Policy)

Some pupils exhibit particular behaviours based on early childhood experiences/trauma, and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use staff who are specially trained in trauma- informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'Positive Handling Plans' and will access enhanced packages of support through the inclusion team, as directed by the SENDCo. When dealing with an episode of extreme behaviour, a pupil **may** need to be restrained if they or another person is, or could be, in danger of harm. This will only be used as last resort and all teaching and support staff are fully trained in team teach strategies.

All members of staff are aware of the regulations relating to the use of reasonable force to control or restrain pupils. Staff only intervene physically to prevent injury to a child, other children or adult; if a child is in danger of hurting him/herself or wilfully damaging property. The actions that are taken are in line with government guidelines on the restraint of children. The majority of staff in school have undertaken 'Positive Handling' training to support the safe restraining of pupils. This is carried out, where necessary, for the safety of all concerned in line with an individual child's behaviour management plan where applicable.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules/code of conduct are enforced in their class and that their class behaves in a responsible manner during lesson time and in other areas of school.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the school/classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents within the '**Orange Book**'. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Inclusion Team.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the social worker or LA services but this would be in consultation with the parents/carers, in line with the school Inclusion Policy.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour in the '**Red Book**'.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the head teacher may permanently

exclude a child. Both these actions are only taken after the school governors have been notified.

The role of the parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The school code of conduct is explained in the school prospectus and parents are expected to read this and support the school in promoting it. We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions for a child, parents should support the actions of the school as agreed in the home/school agreement. If parents have any concerns about the way that their child has been treated, they should contact the head teacher. If the concerns remain, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We also expect all parents to behave appropriately and show respect for all people whilst on our school grounds. School will not tolerate any staff being shouted at, swore at or made to feel intimidated/threatened by any parent/carer. This will result in the parent/carer being escorted from the school grounds.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents within the 'Orange Book'. The Head Teacher/Learning Mentor monitors negative behaviour through both the Red Book and Orange Book.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. For more information on exclusions please see the JMAT Exclusion's Policy on our website .