

ST JAMES C.E. INFANT SCHOOL

POLICY FOR

Behaviour 2017

The following stakeholders were consulted in the process of drawing up this policy:

- Governors
- Staff
- Parents

It was approved/ratified by the governors' pupil committee

on

Signed:

Edward Peacock

Committee Chair

Melanie Shackleton

Headteacher

Date of review: January 2019

Member of staff responsible: Headteacher

ST JAMES' CE AIDED INFANT SCHOOL POLICY FOR BEHAVIOUR 2017

RATIONALE

At St James' CE Infant School we uphold and nurture our Christian ethos by encouraging the values of friendship, thankfulness, forgiveness and trust.

We foster a secure and happy school community. We value all members of our community, encouraging everyone to treat each other with respect and consideration, co-operating thoughtfully to benefit everyone in the school.

In addition, each teacher has their own vision of what they want their class to achieve. This should be shared with the children and an agreed set of class rules and rewards drawn up accordingly at the start of each year.

Aims of our Behaviour Policy

To create a community where everyone feels valued, happy, safe and secure.

To promote mutual trust and respect so that everyone can work together in a supportive way.

To encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour.

To promote models of good behaviour to develop an ethos of consideration and co-operation.

To ensure that all children are treated fairly and in a consistent manner by all members of staff. We acknowledge our legal duties under the Equality Act 2010 and in respect of children with Special Educational Needs and Disabilities. Therefore we will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this by regular monitoring and evaluation of the policy.

Children's Responsibilities

- ❖ To respect everyone's right to a safe environment.
- ❖ To alert a member of staff of any inappropriate behaviour towards another child.
- ❖ Treat other children and adults with respect.
- ❖ Speak politely to other people.
- ❖ Behave in a manner that is conducive to both their learning and that of those around them.
- ❖ To follow the agreed class rules.

Staff's Responsibilities

- ❖ To treat each child equally and with respect and consistency.
- ❖ To be a good role model.
- ❖ To follow the school's code of conduct.
- ❖ To create a safe and pleasant environment, physically and emotionally.
- ❖ To recognise that each child is an individual and be aware of and respect their needs.
- ❖ To form a good relationship with all parents and carers so that the children see that the key adults in their lives share a common aim.
- ❖ To see each day as a fresh start for every child
- ❖ To ask for every side of the story where there is a dispute or an accusation
- ❖ To speak to a member of the leadership team if they are unsure of how to act and keep SLT informed of any issues with behaviour.

Parents/carers' Responsibilities

- ❖ To work in partnership and support the school to benefit the child's welfare and education.
- ❖ To inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing.
- ❖ To make their child aware of appropriate behaviour.
- ❖ To encourage independence and self-discipline.

Children's Rights

- ❖ To be respected and valued as individuals.
- ❖ To be listened to.
- ❖ To feel safe at school.
- ❖ To have a voice in deciding the behaviour that is expected at school.

Staff Rights

- ❖ To work in a safe environment.
- ❖ To be respected and valued.
- ❖ To be listened to.
- ❖ To receive professional development.

Parent/Carers' Rights

- ❖ To be informed.
- ❖ To be listened to.
- ❖ To be respected as the child's first educator.
- ❖ To be involved with the solving of their child's inappropriate behaviour.

The following behaviour from children or adults is not acceptable:

- ❖ use of rude or unkind language
- ❖ hitting, kicking, biting or other such physical responses
- ❖ disruptive or distracting behaviour in class
- ❖ remarks related to race, religion or culture
- ❖ sexist remarks
- ❖ damage to property
- ❖ damage to the environment

Complaints Procedure

The complaints procedure can be found on the school's website or may be obtained from the school office.

STRATEGIES FOR REINFORCING GOOD BEHAVIOUR

- ❖ Work out class rules with the children.
- ❖ Outline rewards for desired behaviour.
- ❖ Encourage quiet voices and a working atmosphere in the classroom.
- ❖ Look out for children who are behaving well and give recognition and praise.
- ❖ Provide achievable targets/stimulating work/challenges.
- ❖ Avoid raising the profile of children that are behaving inappropriately (eg. names will not be recorded on a wall chart)
- ❖ Give consistent and thoughtful feedback.
- ❖ Use Circle Time to discuss behaviour (e.g. using the six steps to conflict resolution).
- ❖ Good teacher/pupil/parent relationships.
- ❖ Teachers and teaching assistants support each other and work as an effective team.
- ❖ Send to another teacher or Headteacher for recognition and praise.
- ❖ Use individual reward charts with children who have behavioural problems.
- ❖ Pupils will be given up to two warnings about poor behaviour after which they may be sent to another classroom or to the headteacher.

SIX STEP STRATEGY FOR RESOLVING CONFLICTS OR DEALING WITH POOR BEHAVIOUR

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- **Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- **Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it. Use any appropriate methods such as drawing, cartoons, picture cards

- **Restate the problem:** “So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.
- **Ask for solutions and choose one together.** Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Adults respect children’s ideas for solving problems, even if the options they offer don’t seem fair to the adults. What’s important is that children agree on the solution and see themselves as competent problem-solvers.

Collective Worship, Assemblies and R.E. Lessons

Daily acts of worship, assemblies and classroom R.E. lessons make use of Bible and related stories to help the children to cope with their emotions and everyday experiences.

Collective worship provides a daily opportunity to enhance pupils’ spiritual, moral, social, and cultural development. It identifies, promotes and celebrates the Christian values of the school.

Friday Assemblies are a special time of celebration as well as worship and a particular emphasis is placed on rewarding personal and social achievements.

Refer to the Headteacher or Deputy Headteacher

- ❖ If a child is consistently behaving poorly
- ❖ Bullying - verbal or physical (including racial comments)
- ❖ Dangerous behaviour

After investigation the Headteacher may decide it is appropriate to record the incident in a book kept for this purpose in the Headteacher’s Office.

If a pattern of behaviour is starting to emerge, or if a child’s behaviour is generally causing concern, parents will be invited to the school to discuss the situation and work with the staff towards an agreed remedy. With the support of the Inclusion Manager, teachers may also complete an Antecedent-Behaviour-Consequence (ABC) behaviour sheet to monitor developing patterns and to pre-empt problems.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. DfES guidelines 10/98 asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. Staff should be aware of guidance from the DCSF document ‘The use of force to control or restrain pupils’. (In Safeguarding Folder in staffroom)

Racial harassment of any kind will not be tolerated at St James’ and any incident of this nature will result in the headteacher being informed immediately. It may then be necessary to inform parents, governors and KCC of the incident and action taken.

Children with Special Needs

Some children with very specific difficulties find it hard to behave. If a child’s behaviour gives cause for serious concern we will give additional support in school, and we give targeted support to children who have more challenging behaviour. We can also, with the agreement of parents, seek the assistance of Specialist Teacher Support or the Educational Psychologist.

Monitoring & review, policy into practice

We will review this Policy at least once every two years.

In the unlikely event of this policy not working, the Headteacher could invoke exclusion procedures.

This Policy will be working if:

- ❖ children’s behaviour and language towards one another is appropriate
- ❖ children treat one another with respect

- ❖ parents, staff and governors are familiar with the policy and are actively involved in its support
- ❖ staff and governors are consulted regarding review/policy decisions

January 2017

STRATEGIES FOR ADULTS WORKING WITH CHILDREN

PLAYGROUND

Games - Encourage children to;

- ❖ Use games marked on the playground
- ❖ Play traditional type games (adults to help here)
- ❖ Use equipment from outdoor playtime boxes when weather permits.
- ❖ Respect the play equipment.
- ❖ Include other children in their games
- ❖ Look after each other if they are sad/hurt - take to an adult if necessary
- ❖ Be polite to each other and adults

Discourage

- ❖ Rough play of any sort
- ❖ Children lifting each other up
- ❖ Pulling clothes when playing games e.g. 'tag'
- ❖ Organised races across the playground
- ❖ Climbing on fences

Solving disputes - When children fall out, use the six step strategy to help them solve their problems with one another:

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- **Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- **Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- **Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.
- **Ask for solutions and choose one together.** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

AROUND THE SCHOOL AND LUNCHTIMES

Corridors - Encourage children to;

- ❖ Walk quietly about the school keeping to the left hand side
- ❖ Open doors for anyone
- ❖ Say 'excuse me' if people are blocking the way – wait if necessary/walk behind them
- ❖ Give adults priority
- ❖ Adult to lead class when moving around the school

Cloakrooms - Encourage children to;

- ❖ Hang coats and P.E. bags on their pegs and leave the cloakroom tidy

Toilets - Discuss appropriate use of toilets so that children;

- ❖ Use a toilet card when leaving the classroom
- ❖ Take a coloured band when leaving the playground to go to the toilet
- ❖ Flush toilets after use
- ❖ Wash and dry their hands
- ❖ Empty the sinks after use
- ❖ Leave toilets tidy and put paper towels in bins provided

General hints - Don't start speaking until you are sure the children are listening.

- ❖ Organise or join in games with the children.
- ❖ Keep on the move when supervising playground/field.
- ❖ Look out for children who are following instructions and positively reinforce their behaviour -others will see and follow.

- ❖ Project your voice but avoid shouting.
- ❖ When a child needs to speak to you stop what you are doing and acknowledge them.
- ❖ Remember that you are a role model to the children.

Dinner Hall

- ❖ Children to quietly walk into Hall and wait to collect dinner.
- ❖ Appropriate use of knife and fork to be encouraged. Younger children may need guidance/help with cutting up food.
- ❖ Children to be encouraged to eat food but if showing distress refer back to teacher who will consult parent.
- ❖ Talk quietly while at the dinner table.
- ❖ Packed lunch children to put wrappings etc back in their box and ensure that the floor is tidy around their place.

Cloakrooms

Children collect their coats from the cloakrooms when directed to leave the hall.

Wet lunchtimes in classrooms

- ❖ Liaise with the class teacher regarding classroom rules and particular phrase/technique used to gain and hold children's attention.
- ❖ Agree with class teacher materials/games/books children may use at lunchtime.
- ❖ Direct children to tidy up before the end of lunchtime and prepare them for the beginning of the afternoon session by perhaps reading a story to the class or playing a quiet game e.g. 'I spy'.

Children's learning

Midday supervisors have a great contribution to make to the children's learning. By ensuring the children come into school quietly and by carrying out a calm activity, such as reading a story on returning to the classroom, the children will be ready for the afternoon's activities when the teacher returns at 1.15.