



Crofton Infants' School **Positive Behaviour Policy**

Aims

We aim to create an environment, which expects and promotes positive behaviour as the basis for effective learning.

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- To raise children's self-esteem and
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.

Here at Crofton Infants' School we believe that all the children and staff have rights. However, with these rights come responsibilities.

Rights

You have the right to:

- Feel safe in school, emotionally and physically
- Be treated with respect
- Be treated fairly
- Have your opinion heard
- Learn without interference from others
- Expect an apology when you are treated unfairly

Responsibilities

You have a responsibility to:

- Make others feel safe in school, emotionally and physically
- Treat other people with respect
- Be fair in how you do things
- Look after borrowed equipment
- Ask when you need to borrow something to do your work
- Listen to others when they express their opinion and consider their point of view
- Express your opinion calmly and politely
- Abide by the decisions made by adults in charge
- Let everyone else learn without interference from you

- Understand and accept that all people make mistakes
- Apologise when you treat others unfairly
- Give your best effort and be ready to learn at all times

School Golden Rules

The school rules are there as a framework for the Rights and Responsibilities

The School's 6 Golden Rules for all the children are:

1. We are gentle; we do not hurt other people
2. We are kind and helpful; we do not hurt others' feelings
3. We work hard; we do not waste ours or other people's time
4. We look after property; we do not damage things
5. We listen; we do not interrupt
6. We are honest; we do not cover up the truth or tell lies

Routines

At Crofton Infants' School we believe it is important to recognise the difference between rules and routines. The rules (as listed above) provide a positive framework to foster school spirit and develop effective learning. Routines however help our school to run on a day-to-day basis and help the children to know how things are done.

At Crofton Infants' School it is important that all teachers, teaching assistants, Lunchtime supervisors and helpers follow the School's Golden Rules and have the same expectations of children. It is however also important that certain routines are upheld by all.

These include:

- At the end of lunchtimes and playtimes, all children to stand still and quiet when the whistle blows and walk quietly into their class or into line when told.
- Accessing water bottles – All staff to allow access to water bottles, using discretion so that it does not disrupt learning. Water bottles to be filled by children in their own time.
- Meeting and greeting children after break/lunch – all adults (both teacher and teaching assistant) to be in the classroom to say hello and greet children (except for wet play/lunchtimes). Lunchtime supervisors line the children up to be met by either the teacher or support assistant.
- Toilets during lesson time – at the teachers' discretion.
- Lunchtime supervisors' communication with teachers about lunchtime incidents - to take place briefly and not to impact on teaching and learning time.
- Children accessing/using resources – children will always tidy up after themselves and put resources where they belong. Adult in charge to check this has been done correctly.
- Children getting changed for PE – Reception and Key stage 1 to change quietly in the classroom.
- Movement around school – We all walk.

Rewarding good behaviour / work (Positive Consequences)

At Crofton Infants' School we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

We use the following positive rewards: -

- All staff congratulate and praise children on a regular basis and children are encouraged to praise each other.
- In Early Years and Year 1 the children are rewarded by putting their name on the rainbow, which moves to the pot of gold if their behaviour is outstanding. If they move to the pot of gold the child receives a prize. In Year 2 the Rainbow may be changed to an age appropriate display.
- Good work will be celebrated in class and the child may show their work to another teacher or the Headteacher.
- Each week we celebrate effort and achievement in the school's celebration assembly. Children in each class receive certificates for good work or behaviour, or to acknowledge acts of kindness or good manners.
- The school acknowledges all the efforts of children, both in and out of school, during celebration assembly.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be taken into account and measured against their previous performance rather than against that of other children in their class. Progress in children's behaviour should be acknowledged.

Sanctions (Negative Consequences)

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours. However, if a child is choosing to display a negative behaviour, we use the language of choice. This makes it clear to all children and adults the consequences of their choice and the next steps if they choose to keep displaying a negative behaviour.

Language of Choice

1. Describe what you see to the child (often they might not even realise they're doing it!) and **remind** them of the behaviour you expect.
 - Peter you're talking and I'd like you to sit up, look at me and listen
 - Anna you're fiddling with a pencil and I'd like you to turn to your talk partner and discuss the question on the board.
2. If they continue to do something they shouldn't give a verbal **warning**:
 - Peter you're talking, you have had a reminder this is now a warning if you continue you will leave the classroom and go to the parallel class.
 - In Early years and Year 1 the child will move their name to the 'cloud' as a visible reminder
3. If the behaviour continues the child will be removed from the classroom and work in the parallel class for a short time. Interventions will be put in place for persistent negative behaviour patterns. In Early years the child will move their name to the sad cloud and have three minutes 'time out'.

Bullying

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. At Crofton Infants' School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. All incidents are treated seriously and the appropriate action taken to deal with the bully and help for the victim. The school follows the Waterton Academy Trust Anti-Bullying Policy.

Serious incidents

In the case of repeated and continual bad behaviour, especially that which may cause serious disruption or the child, staff and other children to become unsafe the following may be considered:

- A meeting between parents and the Headteacher
- The child may be placed on a behaviour log to closely monitor and attempt to improve behaviours
- In exceptional circumstances the child may be excluded from activities or an off site visit where we cannot guarantee the appropriate and safe behaviour of the child. Where a child does not go on an educational visit they will still be expected to attend school.

In the rare event of extreme, persistent or unacceptable behaviour which may put the safety of staff and other pupils at risk, the procedure for exclusion may be put into operation. **(See Waterton Academy Trust Exclusion Policy).**

The role of the class teacher/ support staff

- It is the responsibility of class teachers and support staff to ensure that the school rules are adhered to and that their classes behave in a responsible manner during lesson time.
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each individual child fairly, and implement the classroom code consistently. Staff treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class or when in a supervised group, there should be dialogue between the teacher/ member of support staff and the class teacher should keep a record of all such incidents. 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 Deputy Headteacher and Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the behaviour and progress of each child. The class teacher may, for example, discuss the needs of a child with other agencies as part of termly provision planning meetings

During parent/ teacher interviews, the class teacher periodically reports to parents and carers about the progress of each child in their class. The class teacher may also more frequently contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We outline the school rules on the school website and when appropriate on newsletters informing parents of any changes. The school expects parents and carers to read and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We aim to provide a supportive dialogue between the home and the school, and we will inform parents and carers immediately if we have any serious or sustained concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If this is not resolved the school Governors can be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 Headteacher in adhering to these guidelines.

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

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public

place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he 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 concerning incidents of misbehaviour. The class teacher may records minor classroom incidents. The Headteacher may keep note electronically of those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing body reviews this policy every two years. 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.

Signed: C Holloway
Headteacher

Date:September 2021