

# Lindley CE Infant School

## Behaviour Policy

November 2017

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
N Beaumont	June 2013	June 2014
	June 2014	June 2015
	February 2016	November 2016
	December 2016	November 2017
	November 2017	November 2018

## Learning Together: Achieving Together

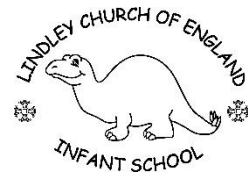


Respect  
Friendship  
Trust

Our school is an inclusive community.  
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

### Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



## **INTRODUCTION**

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

## **EQUAL OPPORTUNITIES**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

### **1. Aims and expectations**

As a Church of England School our aims are founded on our Christian ethos of valuing a caring, family atmosphere. This aim is supported by the educational partnership between staff, parents and Governors. The School's Core Christian values of:

**RESPECT      FRIENDSHIP      TRUST**

underpin the whole school policy for promoting positive behaviour so that all members of the school can live, learn and work together in a supportive way. The school expects every member of the school community to behave in a considerate way towards others both within school and the wider community.

Our staff work hard to create a positive, happy and safe environment which nurtures the development of children's self esteem and their ability to co-operate with others. Emphasis is placed on achievement and well-merited praise, to enable each child to develop his or her God-given talents to the full.

The school promotes and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our aspiration is that children will become responsible global citizens that are able to manage their feelings and empathise with others.

### **2. Equality (*See equality policy*)**

At Lindley CE Infant School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

### **3. Pupil Voice**

The School Council meets approximately every two weeks. The School Council consists of children from Reception to Year 2. As part of their duties the School Council discuss particular rules and their implementation.

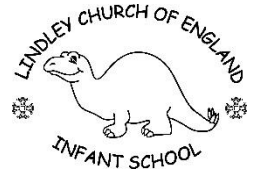
## **4 Rewards and Sanctions**

### **4.1 Rewards:**

The school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Rewards recognise effort, achievement, enthusiasm and help build self-esteem. Behaviour which is noticed and rewarded is more likely to be repeated. Staff and parents promote the Butterfly Approach of behaviour management. Children learn by seeing other children being rewarded for appropriate behaviour.

We praise and reward children in a variety of ways:

- Encouragement.
- Verbal praise.
- Tangible recognition, for example in the form of stickers, treasure tokens, certificates.



- Informing parents – notes, phone calls, 'chats' at home time, progress books, postcards home
- Commendation during collective worship time.
- Visiting the Headteacher with 'good work' and good news.

#### **4.2 Sanctions:**

Our aim is to encourage good behaviour through the use of positive, well-merited praise. Children should have a clear understanding of expectation of behaviour and any sanctions should be consistent to all.

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The sanctions are as follows and are progressive:

- Planned ignoring
- Support from an adult to modify behaviour
- A verbal reprimand given quietly and firmly.
- Withdrawal from the situation\* (thinking time)

(Any withdrawals from playtimes are centrally recorded by the appropriate member of staff.)

- Withdrawal of privilege.
- Contact with parent via class teacher.
- Referral to the Headteacher.
- Contact with the parent via the Headteacher.
- Contact with outside agencies.
- Instigate a Single Assessment with parental consent

At every stage children are given the opportunity to make the right choices and modify their behaviour. If there is a need for a sanction to be imposed, the main priority is to keep the child and other children safe.

\*Children would always be supervised by an adult in the event that they are removed from the situation.

#### **4.3 Class Dojo**

In Year 2 children receive Dojo points through their personal avatar for showing positive learning behaviours in line with the school's expectations of behaviour. Points are awarded by the class teacher through the Class Dojo website and can be awarded to individuals or groups.

Each year 2 parent/carer is given an individual login which helps to further develop lines of communication between home and school. Children are encouraged to self-manage their behaviour and parents can track their child's individual points through the Class Dojo app or website. We encourage parents to log on regularly so that we can work together to support the children in consistently demonstrating positive behaviours in school.

Whole class and group Class Dojo points are transferred into 'treasure' to compliment the Butterfly approach.

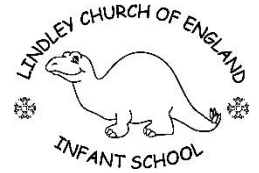
### **5. Children with Additional Needs**

#### **5.1 Individual Behaviour Plans**

Children whose social, emotional or behavioural difficulties cause sufficient concern will have an individual plan set up for them. It may become necessary to refer them to outside agencies if external support is required. This will usually be agreed by the Headteacher or Special Needs Co-ordinator in agreement with the parents. The class teacher and support staff will monitor the plan on a daily basis.

#### **5.2 Team Teach**

On rare occasions trained staff may have to physically remove a child from a situation using Team Teach strategies but only if:



- The child is in danger of hurting themselves or others;
- The child is in danger of damaging property;
- The child is preventing the education of other children from taking place.

Two members of staff should always be present where a team teach intervention is needed. Where additional support is required a red card should be sent to the office. Where a team teach strategy has been used, this must be recorded in the Green Serious Incidents book which is kept in the students file drawer in the main office. When an incident has been recorded, parents must be notified before the end of the day unless doing so would result in a safeguarding concern.

## **6 Roles and Responsibilities**

### **6.1 The role of the Headteacher**

It is the responsibility of the Headteacher to:

- Lead the implementation of the school behaviour policy consistently throughout the school.
- Support staff in the implementation of the policy.
- Report to Governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Keep records of all reported incidents.
- Give fixed-term exclusions where the safety of themselves, staff or other children has been compromised.
- It may become necessary to permanently exclude a child.

The school Governors will be informed of any exclusions

### **6.2 The role of Staff**

The staff recognise the importance of their own behaviour and attitudes to children, parents and visitors in setting the tone of the school. The staff acknowledge the need to behave professionally, be tolerant, patient, courteous, warm and friendly.

It is the responsibility of all staff:

- To ensure that the school rules are consistently enforced.
- To ensure that children behave in a safe and responsible way.
- To inform the Headteacher of any concerns.
- To treat all children fairly and with respect.
- To inform parents about the social and emotional progress of each child.

(The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child on a more regular basis.)

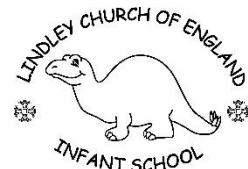
- Create a positive, supportive and secure environment for children to learn.
- Plan stimulating lessons which will generate good behaviour patterns and earn mutual respect.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in Section 93 of the Education and Inspections Act 2006: *The Use of Force to Control or Restrain Pupils*.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **6.3 The Role of Pupils**

With the support of all staff in school and their parents, the children are responsible for setting high standards of behaviour. Managing behaviour in school has been inspired by the School's Core Christian Values, UNICEF Rights Respecting School Values/United Nations Charter Rights of the Child and Investors in Pupils. Each child contributes to their Class Rules.



## **Children's Responsibilities**

1. To show respect to other children.
2. To keep themselves and others safe.
3. To be polite, kind and friendly to others.
4. To achieve to the best of their abilities and share their talents.
5. To act as good role models for others.
6. To try their best and work hard to improve.

We expect children's behaviour to reflect our core Christian Values at all times both on and off the school premises. For non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, staff will investigate the behaviour and communicate this with the children's parents. When relevant, we will monitor the situation in school and deal with any repercussions in school following the usual school's policies and procedures. This may include:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **6.3 The role of Parents**

Parents can expect to feel welcome in school to discuss their child's progress in a positive atmosphere. They can feel confident that their children will receive support when they need it and are encouraged to share with the school any issues which may affect the child's behaviour. All staff work together with parents to enable them to support their child's learning and to co-operate with the school. We expect all parents to support this policy when signing the home/school agreement. We expect all parents to respond to a request for support when a child has recurrent or serious behaviour problems and show a commitment to reform this behaviour by working in partnership with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

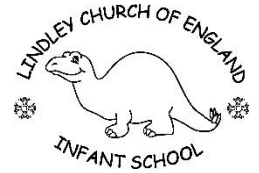
Teachers and the Headteacher take all reports from parents about challenging behaviour very seriously and act on it swiftly. Parents are offered follow up appointments in school or phone calls to ensure that they are satisfied with the way in which the issue has been dealt with.

If parents have a concern about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem a formal complaints process can be implemented.

<http://www.lindleyinfantsch.org.uk/content/pages/documents/1487323510.pdf>

### **6.4 The role of Governors**

The Governing Body has the responsibility of setting down guidelines on standards of behaviour and supporting the Headteacher in carrying out these guidelines.



The Headteacher has the day-to-day authority to implement the School Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about behaviour.

## **7. Fixed-term and permanent exclusions**

These are regarded as the last resort when other strategies have been exhausted. An exclusion may be fixed term or permanent.

Exclusions will be given if:

- A child persistently breaks school rules.
- A child puts other children or staff in danger of being hurt or threatens to harm them.
- A child causes actual harm to other children or staff or damages property or the fabric of the building.
- A child frequently stops other children from learning.

Only the Headteacher has the authority to exclude a pupil from school.

A Deputy Headteacher (or a senior member of staff if the deputy is absent) may act on behalf of the Headteacher in the Headteacher's absence and if possible with the Headteacher's permission.

The parents will be notified by telephone and a formal letter will follow within one day. The Headteacher will inform the LA of every exclusion.

## **8. Anti-Bullying**

The school does not tolerate bullying of any kind. The school community deals firmly with any incidents of racist comments and bullying - see Anti-bullying Policy.

<http://www.lindleyinfantsch.org.uk/information/policies/>

## **9. Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis and at all times throughout the school.

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.

## **10. Review**

The Governing Body reviews this policy every year. The Governors may 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.