

Crofton Hammond Infant School
BEHAVIOUR POLICY



Policy approved:	July 2023	FGB
Signed:	<i>S Hosmer</i>	Headteacher
Signed:	<i>P Hodges</i>	Chair of Governors
Date of next review:	May 2024	Annually
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PRINCIPLES

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo, Connecting Parenting.

All pupils and staff have the right to be treated with kindness and respect. Pupils and staff should feel they are valued members of the school and should be involved in decision making in school where appropriate. Staff are expected to model respectful behaviour and kindness towards each other, to the children and their parents and to act as role models at all times.

AIMS

- To ensure that the school values are reflected in the behaviour of the children
- To encourage all members of the school community to model standards of behaviour that reflect consideration, kindness and respect for others
- To make expectations of good behaviour explicit to all pupils and adults in school to encourage a positive climate for learning
- To ensure all staff implement the procedures in this policy to maintain a positive, consistent approach
- To maintain a balanced and appropriate system of rewards and consequences and to ensure that children have a chance to put right any wrong they may have done, and then to articulate how they would do something differently another time
- To ensure all school staff, including lunch time staff, are aware of specific behaviour plans for individual children
- To involve parents as partners in promoting good social and emotional behaviour, and where necessary, sign-posting them to appropriate support

PRACTICE

General Practice

- Our curriculum is designed to be ‘irresistible’ to the children so that they are fully engaged in their learning
- Good behaviour is a ‘non-negotiable’ expectation at our school. When instances of poor behaviour occur the children will be involved in discussions about what has happened, asked to consider how they might ‘put right’ what has happened, and then asked to think about how they would behave differently next time. Principles of ‘restorative practice’ will be implemented.
- Classroom rules should be negotiated and agreed at the start of each school year, and all members of the class, including adults, should sign them to demonstrate their commitment to uphold them.
- Any reward for good behaviour should be intrinsic – that is not in the form of a sticker or a physical reward. Children may be rewarded with praise, sharing what they have done with another member of staff or the Headteacher, or copying their work to share at home.
- When a child displays challenging behaviour the reasons for the behaviour should be investigated and addressed to ensure that the emotional needs of the child have been met. Parent should be engaged at earliest possible time to ensure a consistent approach is being used.
- When appropriate parents can be referred to Lisa Noice, our Family Liaison Officer, who can support with parenting skills and other agencies.

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- The Behaviour Support Team can also be called upon to work with both school and the family when solutions cannot be found within school.
- Exclusion from school would only be considered if the behaviour caused concern for the safety of the child or of others as a last resort. Other solutions will be explored first. If an exclusion occurs, then the correct procedures for such an exclusion should be followed precisely. The Local Authority should be informed as part of this process. The Chair of Governors should also be informed at the earliest opportunity if the decision is made to exclude a child.

Emotional Support and Well Being

- Children who display challenging behaviour often have underlying social and emotional problems which may need to be addressed before they can move forwards. Time needs to be spent talking with these children and their parents to find out what can be done to support them.
- It may be appropriate to involve the school ELSA who is trained to work with children with emotional needs, or our Family Liaison Officer, may be asked to work with the family. Alternatively, a referral can be made to CAMHS or the Behaviour Support Team.
- If a child's behaviour continues to be a barrier to their learning they may be referred to be part of a Nurture Group. When considering this as an option a Boxall Test may be done to make a secure judgement about their needs.

Playground and Lunchtime Procedures

- Children must walk into and around school at all times, including lunchtimes.
- Any child injured and requiring medical attention should be sent with another to the first aid point in the playground. If the incident appears to be serious, another adult should be sent to the Office to summon assistance.
- Children requiring the use of the toilet should be allowed to go in through the front door to the Year 2 facilities by Rooms 1 and 2 during playtime.
- No child should be left to work in the school building during playtime or lunchtime unless supervised by a member of staff.
- Lunchtime staff should be encouraged to lead playground games with small groups of children. Suitable activities include skipping, and teaching of games using playground markings, ring games, etc. Boxes of activities for use at playtimes are stored in a shed in the playground.
- Two minutes before the end of play or lunchtime a message will be sent to the office to notify the office to ring the buzzer in the staff room. At the end of play the adults will raise their arms as a signal for the children to begin WALKING into their classes.
- During wet lunchtimes a box of activities, which will have been selected by the class teacher, will be available for the children to use.
- Children who struggle with lunchtimes, or become over excited, may need to stay with a Lunchtime Supervisor for a few minutes to calm down. Then the incident should be discussed to find out what went wrong, what can be done to make amends and what lessons could be learned for the future.
- In order to promote good behaviour during handover at 1.05 pm, Supervisory Assistants will pass on any positive comments and due praise, relating to the pupils' behaviour during lunchtime.
- The Supervisory Assistants will also pass on any concerns relating to general misbehaviour, or that of an individual to the class teacher. These concerns will be monitored by the Senior Supervisory Assistant and discussed with the class teacher and/or the Headteacher when necessary.

Communication and Consistency

- All rules to be applied consistently so that staff and children are working towards the same goals. Consistency should be maintained by keeping new staff, temporary staff and parent helpers informed and by viewing and updating our rules through staff meetings.
- A list of school, safety and classroom rules should be kept on display in each classroom.
- All pupils and adults should be encouraged to report any behaviour they see or hear that could be deemed to be bullying or racial abuse.
- Parents will be made aware of the school rules and the policy for dealing with behaviour problems at the pre-school parents meetings and will be consulted if their child misbehaves regularly so that a shared approach can be adopted.
- A copy of this policy will be displayed on the school website and signposted to parents when their child first starts school.

Rewards

Rewards for good behaviour may take a number of forms:

- Verbal praise of either a child's work or their attitude to learning
- Share work with other teachers and children, thus encouraging children to acknowledge and value each other's efforts, and also take work home to share with parents.
- Each year group has its own version of the behaviour reward system which is relevant to that class.
- Work or details of behaviour that shows a particular achievement may be sent with the child to the Headteacher for further praise.
- Once a week will be a Pride Assembly, when staff will nominate children who have demonstrated positive learning behaviours, to receive an Achievement Certificate.
- Each term a class will negotiate a 'class reward' which they work towards together. When a class has shown collective good behaviour a class token will be awarded and when the required number have been achieved a class treat will be shared and a weekly 'Crofton Cup' is awarded to a class for good behaviour.

Consequences

- Consequences should be applied consistently where appropriate and should in line with the incident.
- Wherever a consequence is used the focus should be on the behaviour and not on the child.
- If possible, discussions with the child should include a message about what the child should do in the future to modify their behaviour.
- Consequences are generally more effective when given immediately.
- The parents of children whose behaviour is of concern should be invited into school for a discussion at the earliest possible stage to agree on a consistent approach. Communication should then remain open between parents and the school.
- If, in exceptional circumstances, physical restraint has to be used it there should always be more than one person present and the Restrictive Physical Intervention Policy should be adhered to.

This policy should be read alongside other policies including Antibullying, Attendance and Restrictive Physical Intervention.