



Together we love to learn
and learn to love

St. Mary's CE Infant School

Behaviour Policy

St. Mary's Infant school is committed to inspiring every child. We embed the Christian value of love across school life because we believe that a child who feels loved, secure and happy is a learning child. We encourage our children to achieve their potential, develop their talents, celebrate their uniqueness, and rejoice in their relationships with others.

The Behaviour Policy underpins the vision and mission statement of the school.

It must be used by all staff to ensure that children feel happy and secure and therefore able to learn.

Aims of the Policy

- To establish a culture of respect for each other.
- To enable children to feel secure and happy to learn.
- To develop children's self-confidence.
- To ensure children's behaviour is treated consistently.
- To ensure high standards of behaviour.
- To provide children with life skills.

Promoting Positive Behaviour

To promote positive behaviour adults need to:

- establish positive and respectful relationships with children
- treat children fairly and consistently
- build children's confidence and self-esteem
- value children's ideas and opinions and make time to listen to what they have to say
- use a consistent approach at all times.

Enabling Positive Behaviour

For children to be able to learn to use positive behaviour they need to:

- feel that they are loved
- feel secure and happy
- feel they are being treated fairly
- have respect for adults and other children
- feel they are respected
- have the confidence to speak
- know the importance of good listening.

Ensuring Positive Behaviour

There needs to be a consistent approach using rules, rewards and sanctions. So adults must:

- use praise to reinforce good choices
- give stickers and certificates to celebrate good choices
- use pompoms to reward positive behaviour
- have clear and well-established routines
- have a well-organised environment and resources.

Happy School Rules

Children must know the school rules and adults must continually refer to them.

- **Be kind**
- **Be helpful**
- **Listen**
- **Take turns**
- **Be welcoming**

Teaching School Rules

For children to know and understand the school rules they must be taught them regularly and reminded frequently or whenever necessary. So adults will:

- use Circle Times
- use some assembly times
- use PSHE lessons.

Using School Rules

For children to learn positive behaviour adults must continually refer to the rules and use the correct vocabulary. So adults need to:

- model the 'Happy School Rules'
- be relentless in ensuring that good behaviour is positively reinforced throughout the school
- ensure children know the consequences of their behaviour choice
- ensure a pleasant working environment.

Using Praise

Staff should consistently use the school reward systems. For behaviour management to be effective it must be reinforced with constant praise. So adults will:

- reward good choices with verbal praise, smiles and/or stickers
- repeat the Happy School Rule when praising a good choice
- use class rewards to apply peer pressure for making good choices
- 'Catch them Being Good' – Where possible praise good choices as some children only get acknowledged for bad choices
- use 'close proximity praise' – Praise the children making good choices next to those not
- refer to the Mission Statement when praising positive behaviour.

Using Sanctions

When a child has not followed a Happy School Rule adults will consistently use the following.

- A reminder: Repeat the Happy School Rule with the reminder. *'I am reminding you to....The rule is....This is your reminder.'*
- Time out on 'calm down' cushion.
- Loss of some or all of playtime.
- Behaviour incidents will be recorded on 'Notes on a Pupil' and kept on the child's file.
- Parents may be phoned.
- Only staff trained on positive handling will remove the child.

Supporting Behaviour

The behaviour programme may not work for children with particular needs. So adults will:

- write an Individual Behaviour Plan with rewards and sanctions
- provide additional individual support where appropriate
- regularly inform Parents/Carers
- regularly review behaviour progress.

Working with Parents/Carers

To ensure that the relationship with Parents/Carers is effective in supporting behaviour, parents will be informed of the 'Happy School Rules' during Parents' Welcome Meetings, in the school newsletter and via the home/school contract.

- Give stickers to celebrate children's good choices.
- Use certificates to praise positive behaviour.
- Inform Parents/Carers of concerns.

Behaviour policy

- Meet with Parents/Carers for children not responding to the school's behaviour policy.

Guidance Supporting Behaviour

Classroom Management

- Happy School Rules must be displayed in the classroom.
- Adults should be positioned so that they can monitor the class and have good eye contact with the children.
- A child not making good choices could be put next to a child who is making good choices to act as a positive role model.
- All adults must be consistent with all children.
- Using a range of resources including the interactive whiteboard and different teaching strategies will help to keep children engaged.

Class Routines

- Class rules and routines must be clearly established to support behaviour management.
- The children should be regularly reminded of these rules and routines and praised for following them.
- Adults must insist all children follow class/school routines

Learning Environment

- The learning environment must be well organised to support routines.
- Children should be taught to keep learning areas tidy.
- Resources should be labelled and organised so that children can use them independently.

Playtimes and Lunchtimes

- All playground supervisors are responsible for behaviour.
- All adults can award pompoms for good behaviour.
- Lunchtime supervisors award certificates to reinforce good behaviour.
- If behaviour gives cause for concern the child will spend time with/next to the playground supervisor.
- The playground supervisors may inform the Class Teacher if a child has not made a good choice.
- Serious incidents are reported to the Headteacher or Deputy Head.

Racist Incidents

- A racist incident can generally be identified when a child has been victimised for membership of an ethnic or religious group.
- The victim is supported and the child displaying racist behaviour given sanctions.
- Parents are informed of incidents.
- Racist incidents are not tolerated and there is a procedure for reporting to Governors.
- There are regular assemblies and planned RE, PSHE sessions devoted to respecting different religions, ethnicities and cultures.

Inclusion

- Children should respect others irrespective of their race, gender or disability.
- If the behaviour policy is not supporting a child, the behaviour should be discussed with the

Behaviour policy

Headteacher.

- A child with a particular need may be given an individual behaviour plan so that they can be included in the school setting.
- There will be a meeting with Parents/Carers of a child on an individual behaviour plan.

Parental Involvement

- Parents/Carers are informed of this policy through Parents' Welcome Meetings.
- Parents/Carers may be informed if a child is sent to the Headteacher.
- Parent/Carers will be informed if their child has an individual plan.

Exclusion

- On some occasions the individual behaviour plan will not meet the needs of a child with very challenging behaviour.
- On these occasions a log will be kept of incidents causing particular harm to others or damaging property.
- The Headteacher will meet with Parents/Carers to inform them of the log and appropriate sanctions.
- If the serious incidents continue the child may be excluded for a fixed period of one day in the first instance.
- The Chair of Governors will be informed.
- Parents/Carers will be given a letter identifying the time and reasons for the exclusion.
- When the child returns there will be a meeting with the Parents/Carers and Headteacher.
- The child will be reminded of acceptable behaviour at school.
- Permanent exclusion runs against the school's commitment to inclusion and is reserved for the most serious cases. Permanent exclusion will therefore be used sparingly and only in response to serious breaches of school policy or law.
- Detailed guidance regarding the procedure for permanent exclusions is set out by the DfE and will be adhered to fully in the event of any permanent exclusion.

Positive Handling

- A child with very challenging behaviour may need to be restrained.
- The Headteacher will ensure that staff receive positive handling training.
- Only trained staff will hold a child.
- The Parents/Carers will always be informed.