



## Tweseldown Infant School Behaviour Policy

### 1. Introduction

This policy will be reviewed annually.

### 2. Mission Statement

Tweseldown Infant School provides a caring, secure and stimulating environment in which the individual needs of each child are recognised and developed. We provide challenging learning experiences that encourage high expectations ensuring every child succeeds.

### 3. Aims

We aim for pupils

- To achieve their full potential in terms of self-esteem, relationships and aesthetic appreciation
- To develop positive attitudes and be tolerant and understanding towards others.
- To be polite and to respect and consider others.
- To develop skills of self-control
- To be self-motivated
- To develop a responsible and co-operative attitude towards work.
- To take pride in caring for their environment.

### 4. Code of Conduct

We would expect children to:

- strive to achieve their best
- help and encourage each other to do their best
- respect the right of others to learn know and use appropriate behaviour
- respect and work within mutually agreed boundaries of behaviour in the classroom
- take turns
- co-operate and share with each other
- treat everyone gently and with care
- show appreciation of the efforts of others
- respond sensitively to the needs of others
- be polite and well-mannered
- always tell the truth

We have the same expectations of all children. Some will need more support and encouragement than others to achieve them.

## **Framework used in school to promote positive behaviour**

### **1. Self Esteem**

It is important that all children have a positive image of themselves so that they feel accepted for who they are and valued within the school community.

We aim to achieve this by:

- Celebrating all children's achievements, including effort and attitudes to others.
- Fostering a sense of pride in all individuals.
- Developing activities to help children feel better about themselves.
- Giving all children opportunities to undertake tasks of responsibility.
- Valuing contributions from every child.
- Displaying examples of work from all children.

### **2. Promoting effective relationships**

Positive and mutually supportive relationships promote inclusion and a happy, healthy environment. Everyone needs to take the time and effort to

- greet and be greeted
- speak and be spoken to
- smile and relate to each other
- listen and respond
- talk about feelings
- show that they care

### **3. Rewards**

We aim to use rewards rather than sanctions to promote and maintain desired behaviour. Some of the rewards that are used widely in school include:

- Teacher praise
- Teacher rewards (stickers, certificates, house points)
- Peer praise
- Celebration assembly (children are praised for achievements in any areas of school life)
- Opportunities for showing work to wider audience
- Display of good work
- Showing work to the Head Teacher
- Additional responsibilities
- Governor's Award for perseverance
- Hot chocolate with the Headteacher
- Golden letters sent home

### **4. Sanctions**

It is important that all those involved in school (staff, parents and pupils) are aware of the rewards and sanctions system that may be used if necessary (see attached sheet). Dealing with unacceptable behaviour is not straightforward. Children respond differently to different approaches and teachers sometimes need to use a range of sanctions. Isolated minor incidents that are dealt with satisfactorily in school will not always be referred to parents. Teachers will inform parents of important incidents that are causing problems in school so that parents can reinforce positive behaviour at home. If a pattern of unacceptable behaviour does appear, the class teacher will inform the child's parents so that they can work together to help and encourage the child to behave more appropriately. It is usually possible to resolve problems when staff and parents work together to support the pupil. If there are occasions when children behave inappropriately the class teacher will make sure that the child is aware of the undesirable behaviour and will give them the opportunity to change it. The following actions may take place

- "time out" which may include some time in another class.
- Loss of playtime.
- Work sent home to be completed.
- The loss of a privilege.
- Parents informed.

If the behaviour continues to cause concern the class teacher will then inform the year group leader and then ultimately the Deputy or Head Teacher. They may use a range of strategies to deal with unacceptable behaviour and may ask to meet the parents if the behaviour is serious. Incidents of unacceptable behaviour will be recorded to ensure a consistent approach through the school.

Copies of the rewards and sanctions system are in all classrooms to ensure continuity in practice on occasions when there are supply teachers in school.

Children with IBPs (Individual Behaviour Plans) targets will be set with class teacher, SENDCo and parents.

Parents may wish to seek additional support in the management of their child's behaviour. Where appropriate, the Head Teacher can assist parents in contacting support agencies for example the PSA (the Parent Support Advisor) and our HSLW/ Home School Link Worker. We may also suggest getting the BST (Behaviour Support Team) involved.

Tweseldown Infant School has the power to use 'reasonable force' to restrain a child if they are a danger to themselves, other children or staff or damage to property. All restraint will be for the minimum amount of time and force. Parents will be informed when this has been the case and a detailed report written, attached to HCC's (Hampshire County Council's) accident/ incident reporting form). This will be shared with parents. Staff and parents will be asked to sign these forms.

In extreme circumstances or as a last resort when all other strategies have been tried, the HT and the school governors do have the power to make a temporary or a permanent exclusion. The inclusion officer and the Chair of Governors will be informed of exclusions. This has a direct link to the school's Exclusion Policy.

## **5. Parental involvement**

The education of children depends on a successful partnership between school and home. To strengthen this partnership we always share our aims with parents and share the responsibility for their successful implementation. We would hope and expect that parents support these aims and reinforce them at home. If there is any cause for concern about a child's behaviour in school, this should first be discussed with the class teacher. A decision will then be made as to whether information needs to be shared with others and/or referred to the Head Teacher. We do hope that parents will keep staff informed of any problems at home. Sometimes children may share concerns that they have with parents at home rather than with their teacher at school. If a parent has any specific concerns about their child then we would always ask them to come to talk to their child's class teacher.

The following is how we involve parents

- Visits to school prior to the child starting in Reception/home visits.
- Induction meeting for parents of Reception children
- Additional visits/ talks with SENCo if children have additional needs
- Reception packs and questionnaires.
- Comprehensive entry pack.
- Home/ School Agreement demonstrate the commitment of both parties to a child's education.
- Weekly newsletters. Paper copies can be requested. .
- Open evenings (including parent interviews and curriculum evenings).
- Annual written reports.
- Bring an adult (M/F/Grown-up) BAGM – Because all grown-ups matter
- Informal contact with staff on a daily basis at pick up and drop off times
- Curriculum days
- Themed assemblies
- Curriculum Workshops
- Performances
- Coffee mornings
- Attendance at pancake races/ reindeer runs/ sports days

## **6. The playground**

Playtime should be an enjoyable time for children to relax, have fun, meet old friends and make new ones. All children should be able to play safely without interference or disruption from others.

We would therefore expect children to:

- Realise that there are many others in the same space as them and show care when moving around.
- Show consideration to others (e.g., going around a game that is in progress)
- Play positively.
- Respect any quiet areas in the playground.
- Seek assistance from an adult if a problem cannot be resolved amicably.
- Show respect and care for the environment (buildings, equipment, trees and plants).

We would expect adults in the playground to:

- Encourage positive play by initiating and participating in games.
- Promote consideration for others.
- Mediate in cases of conflict. The member of staff on duty should report any serious incident to the class teacher and Head Teacher if appropriate.
- Ensure that quiet areas are respected.
- Be aware of, and where possible, give support to children who may have difficulties in coping with playtimes.

## **7. Lunchtime**

Lunchtime should be a pleasant and social occasion. Children are encouraged to use the appropriate skills when eating. Lunchtime Supervisors are responsible for caring for the children at lunchtime under the direction of the Head teacher. Lunchtime Supervisors are consulted over school policies and are offered training opportunities. The Deputy Head and Senior Leadership Team meets Lunchtime Supervisors regularly to discuss the care of the children and to monitor the atmosphere in the dining hall and playground along with additional training. Our Senior Lunchtime Leader organises meetings for the team and draws up timetables half termly to ensure all supervisors get the opportunity to play games with the children.

We have a play leader who organises two structured games each lunchtime. Children are also trained in being playground buddies to assist others and instigate games at lunchtimes.

### **Responsibility for the Implementation of this policy**

The Head Teacher has the overall responsibility for the development and implementation of this policy.

All members of the school community will be responsible for delivering this policy.

### **Monitoring**

The Head teacher will monitor the behaviour policy.

## APPENDICES

### **A – Practical strategies**

At the beginning of the academic year, staff and children will agree class rules, which should be phrased positively to promote desired behaviour. These will be displayed and referred to frequently. Classrooms will be organised to encourage independence and co-operation, with labelled containers, set places for equipment, clear routines and an expectation that taking care of the classroom is a joint responsibility.

Children are encouraged to consider others when moving around the school and teachers will ensure that a class is quiet before moving the class around the school. Our Golden Rule is displayed in prominent places throughout the school.

#### **Positive praise**

Good behaviour and attitudes are praised and we are specific about the particular aspects that are being praised, ensuring that the children know what “good” means.

#### **Teacher rewards**

Stars/ stickers/ house points can be awarded for good work, particular effort, thoughtfulness, etc.

### **B - Circle Time**

Circle Time is an opportunity for children to improve their communication and co-operative skills.

Children and staff use games, activities and discussion to share their reactions to people and situations. The aim is to help children feel positive about themselves and to help them identify their own abilities and strengths and also those of their classmates. They learn to accept their emotions and express them in a constructive way, identify feelings that others may have and accept the validity of different emotional responses to the same situation.

### **C – Key points when dealing with incidents**

- Treat each incident as a new one. A child’s history should not be taken into account when investigating what has happened.
- Talk to child/ren privately.
- Be very clear that it is the behaviour that is unacceptable and not the child/ren, e.g. “That was unkind behaviour.” not “You are unkind.”
- Ask everyone involved to give their own version of events in turn.
- Listen to all those involved and show that you’re listening. Ask the others involved to listen and to point out the importance of listening to each other.
- Check to see if it was an accident.
- Remain calm and encourage the child/ren to stay calm.

- End with suggestions for a solution. See if child/ren can suggest a solution initially.
- Leave the incident behind the next day, unless a pattern has been identified and is being monitored.

#### **D – Mediation procedures**

In the case of a dispute between children, an adult should mediate as follows:

- Ask each child what has happened.
- Ask each child if he/ she thinks it was an accident.
- Ask each child how he/ she feels and what he/ she would like to happen.
- Ask the each child if he/ she agrees.
- Check with both children that they are feeling comfortable with the situation and happy with the outcome.

#### **Physical aggression or verbal abuse between children**

- Sympathise with the injured child.
- Ask if the injury can be seen if appropriate.
- Assess the injury if appropriate
- Ask the injured child what happened.
- Ask the injured child if he/ she thinks it was an accident.
- Ask the other child what happened.
- Ask the injured child, in the other child's hearing, how he/ she feels.
- Ask what would help him/ her to feel better.
- Negotiate a solution that is fair and helpful.
- Inform class teacher, Head teacher and/or parents as appropriate.

#### **Anti-Bullying**

Any form of bullying is not tolerated at school. Parents will be informed of any incident that may be judged as an act of bullying. An act of bullying can be perceived as when a child or adult intentional hurts, harms or humiliates another person or person by physical, verbal and/ or emotional means. Definitions are different and individuals have different experiences but in summary it is:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless

Any form of Bullying is taken extremely seriously and sanctions will be applied (see section 4). Children are taught the acronym STOP (Several Times On Purpose) is bullying and taught that it is not acceptable behaviour. Repeated acts of bullying will result in exclusion at the discretion of the Head teacher. This will be in line with the Hampshire policy for excluding children from school. Racial harassment is not tolerated.

### **Child damages property**

- Check to see whether damage was accidental or deliberate.  
Talk about the value of the property, whether sentimental or commercial.
- Let child see feelings experienced because of damage of property.
- Ask child/ ren to suggest way he/ she can attempt to put things right, e.g. a sincere apology.
- In the case of wilful damage, parents can be asked to pay the full amount or a contribution towards repairs/ replacement in line with school's charging policy.

### **Physical or verbal abuse of a member of staff**

- Refer matter immediately to the Head Teacher.
- The member of staff will write an account of the incident detailing events preceding the abuse.
- The Head Teacher will investigate, following procedures as for the verbal abuse of another child.
- The Head Teacher will inform the child's parents and long term strategies will be agreed.

The procedures detailed above should be followed when incidents occur during playtime or lunchtime. If a serious physical incident occurs after the mediation procedure the child may need to spend some of the playtime walking with an adult or sit out for a few minutes.

If a child's behaviour is repeatedly unacceptable or a first incident is held to be very serious then he/ she should be sent to the head teacher.

### **E – Rewards and Sanctions**

- Always link directly to Class and Golden rule
- Emphasise all the positive strategies first
- Rewards which have been earned cannot be removed
- If rules are broken:

#### **Use a look or gesture**

- Remind the child of the rule, and the possibility of a warning
- 1st warning – name moved to warning cloud / rainbow in YrR
- 2nd warning – name moved to thunder cloud. Child misses 5 minutes playtime/holds an adult's hand for 5 minutes at playtime or loses 5 minutes 'explore and learn' time in year R
- Repeated warning visits to another class then year group leader then finally Head or Deputy – class teacher speak to parents
- If behaviour persists, Head speaks to parents

### **F – Playtime Guidance**

- Climbing Equipment
- Not to be used if very wet and slippery
- No restrictions on how children climb on them (as long as they are wearing sensible shoes)
- Repetitive, wilful or persistent
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- Children not to jump from top of play frames, in case of injury to others

Wet Lunch Play- children in their own individual classrooms. Class teachers leave a list of what equipment can be played with

- For example:
- Lego
- 1 additional construction activity
- Reading
- Wet play paper, pencils and crayons
- NOT computers
- DVD
- Equipment to be fully tidied before the end of lunch time or before going outside if the weather improves.

Date of review: March 2018

Date Ratified by Governors: March 2018

Signed by Chair of Governing Board:

Signed by Headteacher:

Next review date: March 2019

Member of staff responsible: Headteacher

Governing Body or Governor(s) /  
Committee(s) responsible: Governing Body