



POLICY FOR BEHAVIOUR MANAGEMENT



RATIONALE

College Park Infant School is an inclusive school and identifies that, in accordance with our agreed aims and objectives, a sense of community should be developed within the school ethos to promote good behaviour. Good behaviour is necessary for effective teaching and learning.

Positive behaviour requires the learning of complex skills. We recognise that all behaviour is communication and we try to understand what behaviours are telling us so that we are best placed to support the child in the most effective way. We are committed to Restorative Practice and to encouraging children to take responsibility for their behaviour by thinking through the causes and behaviours.

PURPOSES

As a school, we promote a restorative and positive approach to behaviour management. We fully believe that teachers have the right to teach and that pupils have the right to learn in a school free from disruptive behaviour – a school that both reflects good behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish. Therefore, we will do our utmost to:-

- Create a climate where all children are able to learn
- Ensure that all pupils feel that they are valued members of the school
- Develop a sensitivity to the needs of others
- Foster courtesy and respect
- Promote self-discipline
- Encourage pupils to take responsibility
- Engender a living and thriving community within the school
- Prevent discrimination, harassment and bullying of any kind.

To create this learning environment we have established Golden Rules that clearly define the limits of acceptable and unacceptable behaviour and Learning Values that embody our vision and practice.



Golden Rules



(introduced in response to the Covid-19 pandemic)

Learning Values

These are displayed prominently throughout the school and shared with the whole school community.

- ✓ All staff have the right and responsibility to teach pupils to consistently follow these rules/expectations and directions throughout the school day and school year.
- ✓ All staff have the right to ask for assistance from parents and senior staff when support is needed in handling the behaviour of pupils.

- ✓ All pupils have the right to staff who will provide them with consistent encouragement to motivate them to behave.
- ✓ All pupils have the right to know what behaviours they need to engage in, that will enable them to succeed in the classroom.
- ✓ All pupils have the right to staff who will take the time to teach them how to manage their own behaviour

In addition to our whole school 'Golden Rules' and 'Learning Values' each class will have a set of agreed and negotiated class rules/expectations.

PROCESSES TO SUPPORT THE RATIONALE AND PURPOSE

- The school follows our own PSHE and mental health and wellbeing curriculum in line the statutory regulations and guidance 2020.
- Within the school all pupils will be encouraged to follow the agreed rules/expectations
- All pupils will be treated with respect and as individuals with feelings, rights and responsibilities.
- The teaching methods and the curriculum planning will be constantly matched to the pupils' needs and abilities.
- Appropriate behaviour will be recognised, praised and rewarded.
- Disruptive behaviour will not be permitted to impinge on the education, safety or well-being of others.
- Parents will be kept fully informed of the behaviour of their child and will be involved in any behaviour programmes deemed to be necessary.
- The school promotes full attendance and punctuality.
- Playtimes will be supervised at all times by staff who will ensure that behaviour is not harmful to other pupils or to members of staff.
- Lunchtime supervisory assistants will be trained and made aware of the school rules. The Lunchtime Play and Welfare Manager will have responsibility for the behaviour at lunchtime before having recourse to the teaching staff, Assistant Headteacher, Head of School and Executive Headteacher.
- Movement within the school will be in a controlled and quiet manner.
- Bullying will not be tolerated nor will any form of racial or other harassment or discrimination be permitted in line with Section 89 of the Education and Inspections Act 2006. (See Anti Bullying Policy and Equality & Diversity Objectives in particular).
- Members of the School Council and Teach Peace Mediators will set an exemplary model of behaviour and may assist members of staff in upholding good behaviour.
- All staff will aim to follow the principles of Restorative Practice when dealing with or following up poor behaviour.

THE USE OF REASONABLE FORCE

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among the pupils receiving education at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

- This applies where a member of staff is on the school premises and elsewhere at a time when, as a member of school staff, that adult has lawful control of the children concerned, for example, on a school trip.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

*For further details please see the school's Policy Statement for 'Positive Handling'.

THE SCHOOL USES A BALANCED SYSTEM OF REWARDS AND SANCTIONS INCLUDING:-

REWARDS: - We use a range of rewards including:-

Use of Praise, both public praise and quiet praise

Stars to reward good work and behaviour

Stickers & stamps to reward positive attitudes, behaviour & upholding learning values

Class Reward and Special Privileges for meeting behaviour targets (e.g. extra time on playground equipment, Top Table.)

Lunchtime Award

Reading Bears – Nev & Doris

Swimming Awards

Sharing achievements with parents

Mention in half-termly school newsletter

Opportunities for greater responsibility in school

Recording achievements in Record of Achievement File

A golden leaf on the school's Golden Leaf Tree in the hall.

We recognise that there will be occasions when there will be problems with behaviour for many reasons. We always try to understand the reasons for misbehaviour, so that we can deal with it most effectively. When dealing with problems, it is always important to label the behaviour and not the child or reinforce behaviour that we would like to see instead

We aim to take a restorative approach to resolving conflict and preventing harm that encourages children to take responsibility for their behaviour thus aiming to have a positive effect on behaviour over the long-term. It is important that we are consistent in dealing with misdemeanours, however for some children who have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time.

SANCTIONS: - We use a range of sanctions:-

For minor infringements

A verbal rebuke from any member of the school staff

Repetition of task, if not done satisfactorily

Loss of privilege ‘Time out’ system (e.g. having to sit apart from the rest of the class)

Verbal referral to senior leader

If appropriate, liaison with parents* (e.g. Frequent minor infringements, out of character behaviour)

For more serious contraventions of rules and all instances of really “unacceptable behaviour” e.g. violence, bullying, harassment, vandalism etc.

Verbal referral to Assistant Headteacher or Head of School or

Loss of privilege ‘Time out’ system

Removal from place of problem for a longer period

Contact Parents*

Individual Behaviour Plan

Behaviour Programme for those children who find difficulty in conforming for any length of time.

(Although this is a sanction it will often involve a sticker card or folder which rewards improved behaviour)

Referral to External Agencies depending on the child’s needs.

Referral to Educational Psychologist for further advice and support

Pastoral Support Programme for child at risk of exclusion

Fixed-term Exclusion

Permanent Exclusion

(These last two sanctions would only be used when every other way had been tried and as a very last resort). In the rare cases where a pupil is at risk of exclusion, this confidential information will be shared with an identified member of the Governing Board.

* High priority is given to establishing positive links with parents, as this is crucial in maintaining the necessary standards of behaviour.

REVIEW: Annually by Staff and the LGB

AGREED: March 2021