

- Foster a sense of community in which staff, governors, parents and children all play an active part and accept responsibility for behaviour
- Catch children doing the right thing and recognise that if the behaviour is unacceptable, it is the behaviour and not the child

Aims

Our School is a happy and inclusive learning community where all are valued. As a community we all work together to allow our young children to grow and learn so that they flourish in our care. Our Christian ethos is underpinned by our 6 school values that are lived out by all every day. We know that there will be times that things go wrong and children struggle to make good choices and we are ready to notice and support them when that happens.

School Vision
'In God's Hands We Learn and Grow'

Newdigate Endowed CE Infant School



BEHAVIOUR POLICY

September 2022

In God's Hands We Learn and Grow



Good behaviour is constantly expected and rewarded.

Busy Bee assembly & sticker

Marvelous Me badges Recognise sports achievements

Star of the week certificates
 Wonderful work on wall

Show work to Headteacher (Headteacher award stickers)

Whole class rewards

Playground stickers

Praise postcards



Thumbs up

Smile and encouragement

Copy work to take home

Group rewards

Show work to another teacher

Lunchtime stickers

Stickers

Verbal praise

Celebration of work or behaviour in class, assembly or in the playground.

Rewards

Responses to Challenging Behaviour

For example: calling out, rudeness, answering back, verbal aggression, inappropriate language, refusal to cooperate, violent behaviour.

The response should always be appropriate to the child's age, needs and level of challenging behaviour.

Good choice stops

Disapproving look or glance

Reminder of appropriate behaviour

Another opportunity to make a good choice

Amber traffic light shown + "THINK"
 Positive expectations reinforced

Verbal warning—1:1 conversation to explain the need for thinking

Red traffic light + "STOP"
 Possible removal to another class
 (parents are informed if this is persistent)

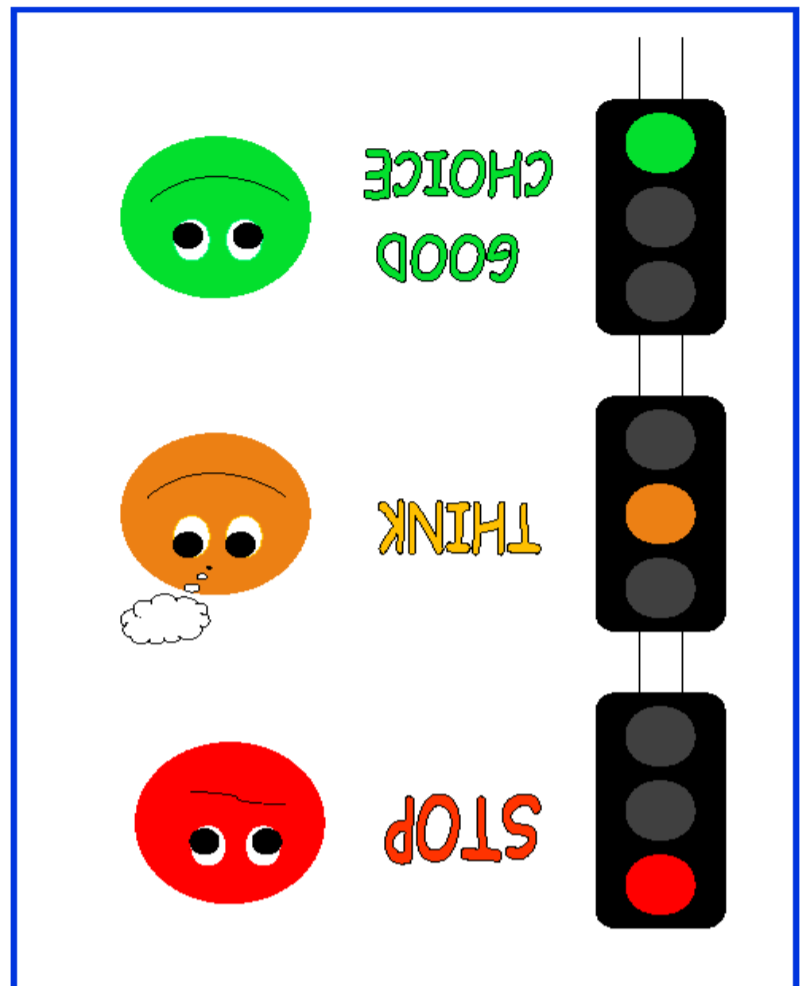
Removal to Headteacher
 (Meeting with parents arranged, outside agencies informed and ILP/Behaviour log set up if appropriate)

These steps can be jumped when extreme behaviour is witnessed. This is up to the teacher's discretion.



- Behaviour Expectations**
- All members of the school community should behave in a responsible manner to both themselves and others, showing consideration, courtesy and respect at all times.
- All pupils should aim to:
- Behave in a sensible and responsible manner
 - Be courteous and respectful to each other and all adults
 - Follow the school Bee rules
- All adults should:
- Praise children for appropriate behaviour
 - Treat children with courtesy, respect and consideration
 - Be aware of individual needs and consideration
 - Be consistent in their reactions to children's behaviour

All staff will use consistent language with the aim of encouraging children to make 'good choices'. Staff will carry 3 colour cards on their lanyards that match the faces on the good choices poster.



Bullying

Bullying in any form will not be tolerated, and is defined as **any behaviour which deliberately and repeatedly causes others to be unhappy.**

1. The matter will initially be investigated by the class teacher who will establish the facts of the complaint from all parties impartially.
2. Minor incidents will be talked through with the parties involved and an acceptance of responsibility or reparation hopefully achieved.
3. Serious or persistent incidents will be reported to the Headteacher who will decide on further action and nature of response.
4. Persistent cases may require a meeting with a wider group of children to explore causes of bullying and to agree remedies.

Parents will be informed whenever the situation remains unresolved or it is warranted by the seriousness of the incident.

Playtime and Lunchtime

- We promote co-operative play and positive behaviour in the playground and around the school
- We have playground buddies and a friendship stop
- Children receive positive reinforcement using traffic lights



Reasonable force will never be used as a punishment.

- At all times the safety and well-being of the children is paramount and staff will, whenever possible, use coercion and positive reinforcement to help children make the right choices. However, at times there may be a need to use reasonable force to keep an individual child or children safe.
- Training will be provided to staff to make sure they are able to do this in the safest manner. Staff may use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Top Tips for promoting good behaviour

- Make a distinction between the child and his or her behaviour. You may be displeased with what he or she has done but you still value them. Maintain self-esteem by remarking that you are disappointed that they have not made the right choice.
- Rather than merely telling a child to do something, encourage them to feedback what he or she is going to do: 'I am going to tidy up the mess on the floor and say sorry to...'
- When a child fails to observe a particular rule. Rather than say 'stop talking' say 'if you listen to me, you will know what to do'. If a child is finding a task tricky, either make it easier or try to remove the threat of failure by a comment like, 'this is very hard but I know you will do your best.' Alternatively take the blame yourself by remarking, 'I'm sorry I didn't explain that properly, let's have another go'.
- Remember to catch a child being 'good'. Praise a child for doing the right thing rather than waiting for them to misbehave. Positive re-enforcement works well.
- Non-verbal cues are supportive; an encouraging smile, nod of the head or a thumbs up often maintains expected behaviours.
- When a child is presenting challenging behaviour, diverting attention can be helpful (run an errand) and it be a form of time out that possibly diffuses the situation.

Behaviour Expectations cont'd

In addition to the traffic light system, we will also use the 'Is It OK?' poster as a visual reminder of how we expect pupils to behave.

The poster reinforces the 'think' stage of our traffic light system reminds children that they should be asking themselves the question, 'Is It OK?' if they are not sure that what they are going to do will be OK with the other child. It also reminds them that they need to listen to the other child and be ready to **stop** if they are told to. We also encourage children to use a clear hand signal to make it easier for others to know they need to **stop**. A 'thumbs up' is the signal for telling another child that it is **OK**.

Adults should refer to the poster and use the language within it when dealing with issues related to children. On occasions they can also reinforce its' use in day-to-day situations e.g. 'Is it Ok if I wipe your knee to clean it?' after an injury, 'Is it OK if I feel your forehead?' (if the child seems to have a temperature) etc

Pupils are aware that the answer to the question may change from day to day with the same child or may vary with different children (unless of course the action goes against the school Bee Rules and is a clear **Red/Stop action!**) This helps children to learn about **consent** at an age appropriate level.

Responding to emotions.

At Newdigate we use **emotional coaching** to guide our responses to children experiencing strong emotions. This means we will first show **empathy** and acknowledge the emotion ('I can see that you are.../I wonder if you are...i know hat I have felt like that/ I can tell that you are...') and then we help them find a **plan** or **solve** the problem either verbally or using comic strips or paper resources. Sometimes children may need help scaling their emotions using visual resources (ELSA room) or a scaling chart (1 to 10).