



KIVETON PARK INFANT SCHOOL

BEHAVIOUR MANAGEMENT POLICY

(including our Behaviour Principles Statement)

Date of Policy approval _____

Date of Policy Review _____

Policy approved _____

Chairperson

At Kiveton Park Infant School we believe that good social and learning behaviours enable teaching and learning to take place to maximum effect. It is our goal to provide a secure learning environment as reflected in our school aims. Children will be encouraged to care for one another, be polite and learn the value of friendship.

Positive behaviour is specifically included in the School Mission as follows:

Our Mission

What we do – our purpose

To build the foundations for the skills, values and knowledge our children will need to function effectively in their future lives as local, national and global citizens.

Why we do it – our values

We believe the following values to be important and need to be taught and demonstrated;

- To always **try your best** in everything you do
- To have **respect** for other, ourselves and property
- To **listen to advice**
- To **support** and look after each other

How we do it – our aims

- To have **high expectations** of our children and ourselves
- To constantly **strive to develop and improve** for the children and for ourselves
- To act as **role models** for the children **and demonstrate our values** to each other

What we hope to achieve – our vision

By reaching our aims and demonstrating our values our children will leave KPI as;

- **Successful learners** – children who enjoy learning, make progress and achieve
- **Confident characters** – children who are happy, secure and healthy

- **Responsible individuals** – children who are considerate of others and their surroundings

Behaviour Principles Statement

A positive atmosphere and caring ethos, good relationships and attitudes throughout the School community are essential in delivering the climate for positive behaviour. Effective support of the children will be provided where there is a consistent approach through partnership between all adults concerned in promoting positive behaviour.

Aims

- ❖ To create and maintain a positive, caring ethos throughout the School and a friendly and calm atmosphere;
- ❖ To offer a stimulating and exciting learning environment where children are motivated and their thinking is challenged;
- ❖ To develop self esteem and self worth;
- ❖ To develop a sense of self discipline and understanding of the effects of their actions leading to an acceptance of responsibility;
- ❖ To provide conditions for an orderly community in which effective learning can take place;
- ❖ To encourage a respect for others regardless of gender, race, age, social background or ability, including the environment and the property of others;
- ❖ To promote an environment where children can develop their social skills;
- ❖ To inform and involve parents/carers in encouraging positive behaviour.

School Rules

Following consultation led by School Councillors through the medium of Circle Time, the following School Rules were agreed;

We follow instructions first time

We are kind, gentle and honest

We let one person speak at a time

We walk around our school and line up sensibly

We look after our school building, keeping it tidy

We always try our best

Class Teachers may have additional rules and procedures appropriate to the age group they teach or specific needs of individuals within their class.

Definitions of Behaviour Levels

The whole-school staff have defined low, medium and high level behaviours as:

LOW – behaviours which may irritate others

MEDIUM – behaviours which may disrupt others

HIGH – behaviours which may endanger the child or others

Most behaviours start at low-level and need to be dealt with at that level before they escalate.

Our expectations of children's behaviour are as follows;

- ❖ To engage fully in learning and allow others to do the same.
- ❖ Be polite to everyone irrespective of age.
- ❖ Speak to others in a respectful manner.
- ❖ Move around school quietly and sensibly.
- ❖ To listen and follow instructions.
- ❖ Share care and respect for other peoples' values, cultures, beliefs and feelings.
- ❖ To share respect for personal property and that of others.

How we encourage good behaviour

Everyone at Kiveton Park Infant School has agreed to;

- ❖ Recognise good behaviour as it occurs.
- ❖ Ensure that all children are praised for behaving well.
- ❖ Explain and demonstrate the behaviour we wish to see.
- ❖ Encourage children to be responsible for their own behaviour.
- ❖ Promote and celebrate good behaviour in school and through open communication with parents/carers.

We believe good behaviour should be recognised through privileges and rewards. Such rewards and privileges include;

- ❖ Recognition of good learning behaviours through our digital system (Class DOJO).
- ❖ Verbal recognition of good behaviour.
- ❖ Stickers in recognition of good behaviour.
- ❖ Certificates in Assemblies.

Staff responsibilities

- All staff should ensure that the school rules are followed and that all members of the class behave in a responsible manner at all times.
- Treat all children fairly and with respect;
- Raise children's self esteem, develop their full potential;
- Create a safe, pleasant and calm learning environment, that is conducive to positive learning as well as good behaviour;
- Teach behaviour as other aspects of the curriculum are taught;

- Use rules and consequences clearly and consistently, explaining why children are being asked to do something, always listening to their explanations of an action and focusing on the behaviour not the child.

Head teacher's responsibilities

- To implement the school's behaviour policy consistently throughout the school, and to report to governors, when requested on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school;
- To support the staff in implementing the policy
- To make sure records are kept of all reported serious incidents of misbehaviour;
- To be responsible for giving fixed term exclusions for serious acts of misbehaviour and the head teacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. Both these actions are only taken after governors have been notified.

Parent/Carer's responsibilities:

- Make their children aware of appropriate behaviour in all situations;
- Have knowledge of the school rules and expectations and support these;
- Show an interest in what their child does in the school;
- Communicate with the school, in a supportive way about any concerns they may have about the way their child has been treated;
- Support the school in the implementation of this behaviour policy.

The Governor's responsibilities

- The Governing Body will support the head teacher in carrying out these guidelines
- The Governing Body can implement a formal grievance procedure if a parent has a concern about the way their child has been treated and discussions cannot resolve the problem;
- Governors may give advice to the head teacher about particular disciplinary matters and the head teacher must take this into account when making decisions about matters of behaviour.

Unacceptable Behaviour

Unacceptable behaviour will be dealt with in a firm no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.

There is no place for violence, bullying, harassment (racial, sexual, homophobic or other), vandalism, rudeness to adults, bad language or any other impolite behaviour within our school community. Aggressive/violent behaviour is not tolerated. In these situations children will receive an instant 'internal exclusion' with the SLT.

Parent/carers will be informed by phone call if this happens.

If a child exhibits inappropriate behaviour we:

- Check that the child understands what he or she has done that is unacceptable.
- Establish s/he knows the behaviour was inappropriate.

- Explain the effect that behaviour has on others.
- Examine strategies to avoid the same situation in the future.
- Encourage the child to think of or offer alternative strategies

Stopping of inappropriate behaviour

Occasionally children may forget our aims for good behaviour. Everyone at Kiveton Park Infant School has agreed to try to prevent this from happening by;

- ❖ Reinforcing and reminding pupils of the school aims.
- ❖ Noticing and acknowledging good behaviour as it occurs.

Sometimes this may not be enough and depending on the situation, it may be necessary to deal with misbehaviour by the following:-

- 1) Indication of inappropriate behaviour to child by teacher e.g. look, gesture, name.
- 2) A formal verbal warning from the teacher/responsible adult and a reminder of the appropriate behaviour. This may then result in the children having time away from the situation to an appropriate quiet area of the class.
- 3) Cloud system in F1 and the use of DOJOs throughout the rest of the school– (see page 6 of this policy for full details).
- 4) The enforcement of playground/lunchtime sanctions which may lead to a child being withdrawn from all or part of a playtime. This will take place under close supervision either in the Hall or outside the Staffroom or in the SLT office.
- 5) The SLT or class teacher contacts parents and makes them aware of their child's behaviour.

Parents meeting with Head and Class teacher

- 6) Introduce a 'Behaviour Chart' for an agreed length of time. Monitoring to be the responsibility of the Class Teacher and parent.
- 7) Further meetings arranged with parents, SEND coordinator, Head teacher and Class Teacher to review behaviour after the agreed time set in point 7. Individual Educational Plan (IEP) for with specific behaviour targets may be set up and a date of review set.
- 8) At the IEP Review, if improvements not made, other agencies are informed e.g., Educational Psychologist, Education Welfare Officer, and Behaviour Support Service.

9) **Exclusion procedure**

10) In very rare cases it may be necessary to exclude a pupil, for example if there has been a physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behaviour appropriately.

The aim is to return to acceptable behaviour as soon as possible.

Class DOJO – online behaviour system

Each child is registered on Class DOJO in their class group. The class teacher logs on each morning to reset the system and to register attendance and leaves this open on the toolbar of the interactive whiteboard throughout the day. Within the system, each child has an avatar with their name that can be selected and awarded Green DOJO points for positive learning behaviours and Red DOJO points for negative learning behaviours.

Children receiving 5 green DOJOs in a day are issued with a sticker from the class teacher's own set.

Children receiving 10 green DOJOs in a day are issued with a prize from the SLT prize box.

Red DOJOs will be given after a child has received one verbal warning that the behaviour they are demonstrating is unacceptable. Instant red DOJOs may be awarded for incidents of deliberate violence. An opportunity for the child to reflect on their inappropriate behaviour, with the support of an adult, will be given following the incident. The class teacher will inform parents that their child has received a red DOJO and the reason for this and the end of the day.

Children receiving 2 red DOJOs in a day will be sent to the SLT who will make contact with their parents.

Parents have secure access to the awarded points (including reasons) so they are able to chart the behavioural progress of their child using a simple percentage pie chart that can be shown on their home computer, tablet or smart phone.

The SLT is also able to gain an overview of all the children's points and use this to reward children for consistently high standards of behaviour. These are recognised in Celebration Assemblies each half term where the children with the highest number of green DOJOs and no reds are made a member of the Always Club. Members of the Always Club receive a certificate, prize, are entered into a prize draw of the end of the year and have a badge that is worn on their uniform each day.

The Cloud System

The cloud system is used in F1 during class sessions to encourage good behaviour.

- Sunshine
- White/happy cloud
- Rain cloud
- Thunder cloud

Children can move in either direction throughout the system during the day depending on their behaviour.

Children that are on the sunshine by the end of the day will be given a reward e.g. a sticker.

All children start on the white cloud at the beginning of the day with the aim of moving to the sunshine for good attitudes towards learning and appropriate behaviours.

Children will be given a warning for inappropriate behaviour. If this behaviour continues they will be moved onto the rain cloud. When moved to the rain cloud, if a child's behaviour continues, they will then receive a further warning followed by a move to the thunder cloud. Children will then spend time on the 'Thinking Chair'. Supported by an adult they will be given time to reflect on their inappropriate behaviour, think about how they will change their behaviour and to apologize.

Any child who is placed onto the thunder cloud for a second time in one day will be taken over to school to sit on a thinking chair in another classroom.

If a child is on the thunder cloud 3 times in one week, they will be sent to the SLT and parents will be informed of this.

Whole School

All children in school are given verbal praise for good learning and for demonstrating good behaviour.

All classes are involved in the Learner of the Week Assemblies where children are selected for positive learning behaviours. These children receive a certificate and their names are displayed on a celebration display in the hall.

Head teacher credits are awarded to individual children when they demonstrate positive behaviours to learning, attitudes or outcomes which require celebration. A child receives a paper credit which is added to a box in the classroom and collected on behalf of the whole class. The individual also gets a Head teacher Award sticker so their achievement can be shared at home. Once a class has the same number of credits in their class box, as they have children in the class, these can be 'traded in' with the Head teacher for a class reward.

Break and lunch time

Staff on break duty and the School Meals Supervisory Assistants (SMSAs) have an important role to play in supporting the behaviour policy. It is at break and lunch times that inappropriate behaviours are often more evident. Strategies for promoting positive interaction between children and dealing with different types of behaviours have been put in place:

Leading play

Resources have been collated to develop co-operation. The playground has been divided into zones and small apparatus has been provided. Specific SMSAs have been identified and are responsible for supporting the play in the zoned areas and getting out and putting away the equipment. Children are shown by the staff, a variety of games and the instructions for these games have been given to the SMSAs so that they can instigate the activities, as well as promoting other circle games at playtime for the younger children.

Playground Monitors

Playground Monitors from Y2 classes will be chosen to support children who may find it difficult to socialise with other children. Children are selected by the staff to take on the role of Playground Monitor. These children are given guidance/training by a member of staff at the beginning of the year and a refresher each half term. The Playground Monitors will support the children in play and talk with them about any problems they may be experiencing. They will report anything they have found out to the adults on duty or to the SMSAs. Playground Monitors will be identifiable by special bib. A "Friendship Bench" has been placed in the yard and any child can go and sit there if they are feeling upset or lonely and wait for a Playground Monitor to help them.

SMSA rewards

For children who use good manners and make an effort to eat their lunch, stickers can be issued.

For children who are regularly kind, thoughtful, helpful, polite, co-operative and supportive of other children, their names can be put forward for a place on the 'Top Table'. Children picked for the 'Top Table' will be able to eat their lunch with the Head teacher on a 3 weekly basis.

As with all other staff, SMSAs can issue DOJOs.

SMSA consequences

Step 1: For any incident of LOW (Irritating to other children) or MEDIUM (Disrupting to other children) children will receive a verbal warning.

Step 2: If, having been warned, this behaviour persists, SMSAs and other duty staff can remove them from play for a period of time to allow them to calm down and consider their actions. At this point children will be asked to stand with the SMSA on gate duty (lunch time) or with an adult (break time) until allowed to re-join the activities.

Step 3: Once steps 1 and 2 have been followed a red DOJO can be issued.

If a child becomes physical towards another child, **and this is observed by or reported to an adult on duty or SMSA**, they and the victim are brought straight to the Head teacher. Time will be spent talking the incident through with anyone involved, so the best course of action can be taken. If it appears that a child has been hurt accidentally (a child bumped into another as they ran passed or was swinging a rope which accidentally hit someone else) then the children will apologise and be sent back out to play.

If the incident is seen by an adult or is found to have been done on purpose the culprit will miss the rest of the playtime or lunchtime (or the following day if the incident occurs at the end) and will be kept with the Head teacher. They will draw a picture about what happened or write about what they would do differently next time (dependant on age/ability). A record of this will be kept by the Head teacher in the Behaviour File and the class teacher, if unaware, will be informed. The Head teacher (or member of the SLT in the Head's absence) will inform parents of this by phone or complete an 'Incident Notice' briefly outlining the incident and outcomes. This will be passed to the parent/carer at the end of the day if phone contact has not been possible. This will be the case for everyone involved whether culprit or victim. If the same child's behaviour warrants 3 entries in the Behaviour File within a half term, parents/carers will be contacted and a meeting organised to discuss joint home/school strategies to help improve behaviour.

Positive Handling

Occasionally a child may have to be restrained for their own safety or that of their peers and or staff. The following statements should be read in conjunction with the School's policy on Positive handling.

All staff with responsibility for our children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour. Staff will view the use of force to control or restrain a child as a **last resort and be absolutely necessary** for the purposes of maintaining a safe environment. If the child is behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation. We will always aim to ensure minimal risk of injury to the child and staff. Staff understand the importance of listening to and respecting children in order to create an environment that is calm and supportive, without invading a child's personal space, especially when dealing with a child who may have social, emotional and behavioural needs, as this may increase their aggression. A clear oral warning is given to the child that restraint may have to be used. Staff intervening with a child will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

All incidents that result in non-routine interventions including restraint will be recorded in detail in the School's Restraint Record Book. A child who is identified as

likely to require the use of force to control or restrain as part of their behaviour management will require an Individual Behaviour Management Plan which may be additional to their Individual Education Plan. This is drawn up in response to the risk posed by the child's behaviour and is shared with all staff, parents / carers and the child, if appropriate.

The Head teacher will be informed at the earliest possible opportunity of any incidents where the use of force to control or restrain was used. The Head teacher (or his nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

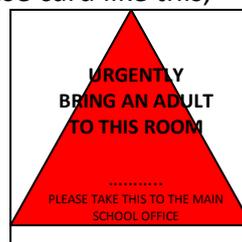
All teaching staff are, by the nature of their roles, authorised to use force to control or restrain as appropriate. Support staff will require specific authorisation, either temporarily or permanently. The Head teacher or someone deputising for him when he is absent can only give this authorisation. Authorised staff will be notified formally.

Staff who work with particular children who have been identified as requiring an Individual Behaviour Management Plan may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.

Urgent Response

The following procedure is to be used in cases such as medical or behavioural emergencies, where a member of staff finds themselves in a situation that they are unable to deal with safely on their own.

Each room has an urgent response card like this;



It should be displayed where it can be seen by both adults and children.

In an event where you find yourself in need of urgent additional adult support, please follow this procedure;

1. Remove the urgent response card from its displayed position.
2. Ask a child to quickly take the card to the main office.
3. The child should walk straight into the office (not knock and wait) and present it to the first member of admin. staff they see.
4. This adult will identify the room where the incident has occurred and head for that room with the child.

5. On the way to the room the member of the admin. team should enlist the help of a member of SLT, teaching, or teaching support staff (only those who are not responsible for a class or group of their own).
6. Both members of staff should then make their way to the room to assist with the incident.
7. In the case that emergency services need alerting, this will be the job of the admin. team member. This will allow the additional staff member to assist with class support.
8. At this point, if not already involved, a member of the SLT should be made aware of the incident.
9. Once the incident has been dealt with the urgent response card should be returned to its display position.

Children should also be made aware of the procedure for cases where the medical emergency relates to the responsible adult. This is the class teachers' responsibility.

In situations where you are not in your own room a card is provided for the room itself. There is therefore no need for cards to be taken from room to room.

CONCLUSION

The effectiveness of the behaviour management policy will be noted by changes in behaviour throughout the school. Children will have a shared understanding about the rewards and consequences for their behaviours and know that they will be fair. Staff will be consistent in following the policy. Parents will be aware of the expectations of the school regarding good behaviour. A measure of success for this policy would be no exclusions, good attendance and positive attitudes to learning.