



Thames View Infants Behaviour Policy

Behaviour Policy

Rationale

Engendering positive connections with children, steeped within a caring and nurturing School ethos, with trusting parental partnerships and good communication from home, are keep ingredients to the success of our Behaviour Policy.

The aim of this policy is to give clear guidance to all staff of the standards of behaviour expected throughout the school and the system used for achieving this aim. We expect all staff to behave fairly and consistently. We recognise that our children are learning and that they will not always know or achieve acceptable behaviour. We also recognise that sometimes they will make mistakes. We believe that to achieve a calm working environment, children need positive encouragement, although agreed sanctions will be applied when behaviour is consistently unacceptable. It is our intention to foster an atmosphere in which children feel secure and respected and also in which staff and parents feel at ease.

We believe that inappropriate behaviour has a great impact on learning and on social development and it is therefore essential to help children to overcome their difficulties whenever possible.

Individual pupil needs should be identified as early as possible to identify strategies to support them.

Purposes

- To ensure that all members of staff are consistent in their expectations of children's behaviour and are consistent in the way that they manage children's behaviour.
- To provide support for all members of staff in their management of children's behaviour.
- To aim to praise more than reprimand.
- To coach acceptable behaviour with 'lightweight' reproofs rather than 'heavyweight' sanctions.
- To encourage a shared responsibility and to provide and maintain a safe, clean, tidy environment.
- To ensure that children who need specific support are identified and appropriate support is given to staff, parents and children.
- To ensure that an equal opportunity is available to all children regardless of race, gender, religion or disability.
- To foster an atmosphere which promotes a positive self-image and values children's effort.
- To foster self-discipline and determination, an ability to learn individually and work co-operatively and to be considerate of others.
- To ensure a calm and purposeful working atmosphere.
- To provide a system that is fair and is seen to be fair.

Guidelines:

Rules:

Rules are worded positively to remind children what is expected of them. Reasons are given, especially when Health and Safety issues need to be understood.

There are only 2 rules at Thames View Infants:

- I will do what I should be doing.
- I will try my best.

Lots of rules are unhelpful as they can become overly-bureaucratic and unnecessarily complex. However, in our day-to-day practice, Staff have developed and agreed the following principles:

1. Noise

We use our "outside voices" in the playground and inside the school we use our talking voices or "inside voices".

2. Movement

We always walk quietly in school and in silence when signalled.
(For example walking into assembly)

3. Taking Care

We look after our school and classrooms by caring for equipment, using the areas as directed and putting things away after we have used them.

4. Speaking and Listening

Always listen to the teacher and others by:

- Looking at the person who is speaking.
- Keeping your hands in your lap.

5. Safety

- We will keep our hands, feet, and objects to ourselves.
- We will know what to do if we see something we don't like on the Internet.

6. Being kind

- We treat others, as we would like to be treated ourselves.
- We are careful not to hurt others physically.
- We will keep unkind words to ourselves.

Encouraging good behaviour:

It is agreed by all members of staff to teach and reinforce rules by:

- Teaching rules, stating clearly what is expected.
- Praising effort and achievement in complying with the rule, explaining specifically to the child the reason that you are pleased with them.
- Adopting a sanction process for those children not complying.

All staff developing nurturing connections with their children is foremost in engendering good behaviour. Teachers should reflect on the quality of their provision: “over-teaching”, “under-planning”, “over-talking”, being unprepared, having inadequate resources or stimuli, teaching “too high”, “too low” or “too much”, being inconsiderate of children’s prior learning and experiences will all impact on children’s restlessness and engagement. A climate in which children do not feel valued or listened to will have a negative impact on behaviour too.

We believe that to achieve and maintain good behaviour children must be told what they are supposed to do and receive recognition for their effort and achievement.

Visual reminders for children will help them to remember what is expected of them e.g. photographs or drawings showing desired behaviour and with undesirable behaviour crossed out.

Staff will teach these rules to their classes at the beginning of each new term. All teachers teach the same rules and in this way we will be able to support each other.

‘Child Speak’ can be changed for different ages but the rule name remains the same.

The Headteacher, Inclusion Leader and SENDCo actively encourage staff to approach them in order to discuss behaviour management.

Co-operative behaviour can never be taken for granted and staff need to constantly return to expectations, constantly praise successful behaviour and constantly explore strategies for coaching good behaviour.

All staff should share the responsibility of coaching children’s behaviour with conversations like *“I’m not mentioning any names but you will be very sad to hear about what happened...”*.

It is not always necessary to tackle offending behaviour immediately, sometimes it is appropriate to have a quiet word later.

Opportunity should be taken to discuss behaviour issues in class circle times.

Success criteria:

Setting success criteria is a very effective way in explaining the behaviour that is required e.g.

If I run down to the office, is that a good way to move around the school?

As the teacher plays 'devils advocate', the children are able to establish for themselves what they should do. Model acceptable behaviour and provide role-play opportunities to practise desirable responses.

When dealing with inappropriate behaviour, staff emphasise that it is the behaviour that is unacceptable, not the child.

For example *"I am really upset because you are not listening"*
Not: *"You naughty girl"*

When children misbehave we explain why we are upset with them, making it very clear that such behaviour is unacceptable and explain how trouble could be avoided in the future.

Rewards and Sanctions:

Rewards and sanctions can follow different patterns depending on the class, the teacher and the time of the school year.

We have tried to develop a system, which will allow for these differences, but also will provide the consistency and fairness that children need.

It is important to be clear about why we are giving sanctions or rewards.

- **To teach and reinforce our agreed rules.** Class teachers or any other adult will give rewards and sanctions to any child. At the beginning of the school year and at times when rules need reinforcement there will be greater emphasis on these.
- **To change the behaviour of individuals.** Individual programmes will be set up with the support of the Inclusion Leader and SENDCo and will be needed for children who are experiencing difficulties. Teachers must inform the Inclusion Leader/SENDCo or the Headteacher if they have any concerns.
- **To change the behaviour of groups or classes.** This will form part of a weekly programme including circle time.

Rewards:

When rewarding children we always make it clear why we are showing approval. This helps all of the children understand what we want them to do. Effective praise acknowledges effort, focuses attention on relevant behaviour and motivates children to maintain the effort.

Rewards we give include:

- Smiles, nods, thumb up etc.
- Private praise
- Public praise
- Stars, stickers

Rewards can help children feel cared for and valued. They also help children to know their strengths and they see that these are noticed and celebrated by others.

Rewards given should not be taken away. Whatever might happen later, the child earned the praise with an act of cooperative behaviour.

When staff feel that a child's effort should be acknowledged outside the classroom they send the child to the Headteacher for additional recognition. Effort is also acknowledged at assembly time and golden time.

Sanctions:

When children misbehave, the adult responsible at the time should deal with the matter. All staff have collective ownership of all behaviour across the School.

A sanction is designed to discourage inappropriate behaviour. To be effective however, it must also protect the teacher's relationship with the child and protect the child's self-esteem.

The Elton Report summarises effective punishment:

'Being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private not public reprimands, being fair and consistent and avoiding sarcasm and idle threats'.

- Whenever possible, rebukes and sanctions should be issued in private.
- A non-verbal signal e.g. a frown or a shake of the head can be very effective.
- Children should receive a warning before a sanction is imposed, to enable them to cooperate.
- A minute (timed with a timer to ensure fairness) withdrawal from the activity or group.

Or

- A minute 'time out'

In all cases, it's the certainty – not the severity – of the consequence that's important.

Staff agree to adopt a three-step process as follows:

Step 1- Remind the child of the rule

Step 2- Tell the child that they have broken the rule again and warn them that they will be given 5 minutes 'time out' if they continue with the behaviour

Step 3- 'Time out'

During Golden Time on Friday afternoon, children would then 'pay back'/miss multiples of "5 minutes", 1 for each time the above procedure was followed, before joining in with the remainder of the class. Care would need to be taken that all children achieved some of the Golden Time and that any 'pay back' would not be carried over to the following week. (See Appendix 3 – 'The Step Chart').

In the playground the sanction will be walking with the teacher.

'Time Out' must be administered in a way appropriate to the age of the child and this policy advocates the use of a 'Time Out' chair.

When an incident is reported to a member of staff, but has not been witnessed, it is vital that the adult listens to all sides of the story.

Classes should not be punished because of the actions of one or two children.

When a child has been in trouble, it is important to try to rebuild the relationship as soon as possible.

Children should be given the opportunity to put things right, with the help of an adult e.g. cleaning scribble from a wall or apologising when they have been rude or have upset someone. Such gestures should receive a warm response.

Unacceptable behaviour:

There is no place for verbal or physical aggression, vandalism, rudeness to adults or bad language within our school community and such behaviour will always be discouraged. We accept the Elton Report statement that:

"Schools which put too much faith in punishment to deter bad behaviour are likely to be disappointed.... This does not mean that punishments are not necessary. Schools need to establish a balance between rewards and sanctions."

We always try to work within a positive framework, where necessary keeping parents and governors informed. We recognise that some children have difficulty finding the right behaviour sometimes.

There are a number of behaviours that may require special provision such as:

- * bullying
- * poor social skills
- * disruptive and attention seeking behaviour
- * uncooperative behaviour
- * poor motivation
- * aggression towards themselves, other children, adults, property
- * unable to control temper



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- * inattentiveness, poor concentration
- * withdrawn
- * without friends, alienated from others

There are various reasons why children experience behaviour difficulties, but mostly they fall into two categories.

- 1. Specific issues in children's lives e.g. particular medical needs, problems with other children, bereavement, illness, family problems.*
- 2. Children's needs not being met e.g. failure to reward appropriate behaviour, lack of support for learning, social, emotional difficulties, inconsistency between home and school.*

These issues require a clear supportive response from the school and should be reported to the Inclusion Leader/SENDCo to ensure that specific support is available for staff and children.

Staff behaviour:

We recognise the implications of this policy for our own attitude and behaviour in school. There must always be consistency and continuity in our expectations and in the way we praise and support children. We recognise that in expecting high standards from children we must also expect them from ourselves and that we share the responsibility of being a member of a caring and hard working community.

Appendix 1 - Unacceptable Behaviour

Procedures in the event of a severe pupil assault or series of incidents towards other children or members of staff:

Where a child causes injury to another, or repeatedly acts aggressively in what appears to be a calculated way and when there is no change despite the use of consistent warnings and sanctions, the following action will be taken:

- The Headteacher will telephone the child's parents, if it is agreed by all those working with him/her that the behaviour has reached unacceptable levels.
- Invite the parents to school to discuss the situation, including the class teacher and support assistant in the meeting if they wish.
- Discuss with the family what action should be taken to prevent such an incident reoccurring, a plan (if agreed) and a date for review should be set. The plan should include the following:
 - Preventative support measures
 - Any additional staffing measures, including their role
 - Any differentiation of work over and above what is expected within the class for that child
 - Any sanctions/rewards that are in place
 - Any requirements in parental permission for the use in positive handling policy
 - Any further referrals to other agencies/professionals
 - What action should be taken in the event of a reoccurrence.
- If the behaviour that the child presents with is deemed sufficient to warrant an exclusion the Headteacher will make the decision to call the parent/carer and request that the child is taken home. This will then be classed as a fixed term or permanent exclusion. If this is the case the exclusion policy will be implemented and the local authority alongside the chair of the board of directors will be notified immediately.
- Should the behaviour be repeated, the procedure will be repeated. The intention is to develop the child's understanding that their actions are unacceptable and that alternative ways of expressing upset feelings must be found.
- Where repeated incidences of extreme behaviour take place, teachers will complete an "Extreme Behaviour" letter and discuss this with parents at home time. Staff supporting at the time will complete an ABC log, which will be discussed with the Inclusion Team. In all incidences, the Headteacher will be kept fully aware.

Appendix 2 - Practices to uphold Rules and Expectations:

1. Praise when the child is following a rule, especially praise which describes what the child is doing that is pleasing.

Keep these guidelines in mind:

- Effective praise is personal – always use the child's name (*e.g. "Dipesh, thank you for working quietly"*).
 - Effective praise must be genuine - show that you really mean what you say!
 - Effective praise is descriptive and specific - tell children exactly what they did to deserve the praise and they will be more likely to repeat the behaviour.
2. Positive repetition, modelling the expected behaviour:
 - Give a direction
 - Look for at least two children following the direction
 - Say the children's names and restate the direction (*e.g. Line up at the door: "David and Jaspreet are in line, that's good"*).
 3. While children are working independently, scan and circulate around the classroom and give positive recognition for desired behaviour.
 4. Reward effort; notice the first time the desired behaviour is presented.
 5. Use positive language.

Corrective strategies (Least intrusive)

- Distractions and diversions
- Humour
- Tactical ignoring (especially secondary behaviours which are a response to being corrected)
- Non-verbal, private messages
- Simple short directions with a pause to get attention e.g. 'Simran, bottom on seat please'
- Rule reminder to the whole class
- Rule reminder to the individual child
- Simple choice e.g. 'Jack, put your toy in your tray or give it to me'
- Direct question 'What should you be doing?', 'Where should you be?', 'What did you need to do?'
- Encouragement to tackle the task in hand e.g. 'I can see that you feel you can't do it, but start by...'
- Redirect instead of arguing e.g. 'Yes, I know you want to play, but we have to do this first. When you have finished, the...'
- Make the consequences clear e.g. 'If you carry on talking, you will have to sit alone'.

Corrective Strategies (Medium Intrusive)

Follow through/impose consequences e.g.

- kicking - remove shoes
- spitting - wipe it up
- swearing - 'we don't like those words'
- Throwing - pick up items and clear up mess; repair any damage. Allow take up time. Timing is important
- Non-compliance - lose privilege e.g. time out from golden time, time out of playtime
- Allow cool off time/time to think – within the classroom

Corrective Strategies (Most Intrusive)

- Removing the child from the classroom (if it is possible to organise this calmly)
- Removing the class from the child, leaving the child behind in the classroom
- See Unacceptable Behaviour Procedures

During lessons, a combination of strategies will be used according to the differing needs of each child. Reserve the most intrusive interventions for behaviour that genuinely warrants it, using low or medium strategies most of the time in conjunction with positive reinforcement promotes the most effective change in the long run.

It is the predictability rather than the severity of the response that makes the difference.

Appendix 3 - The "Step Chart" System

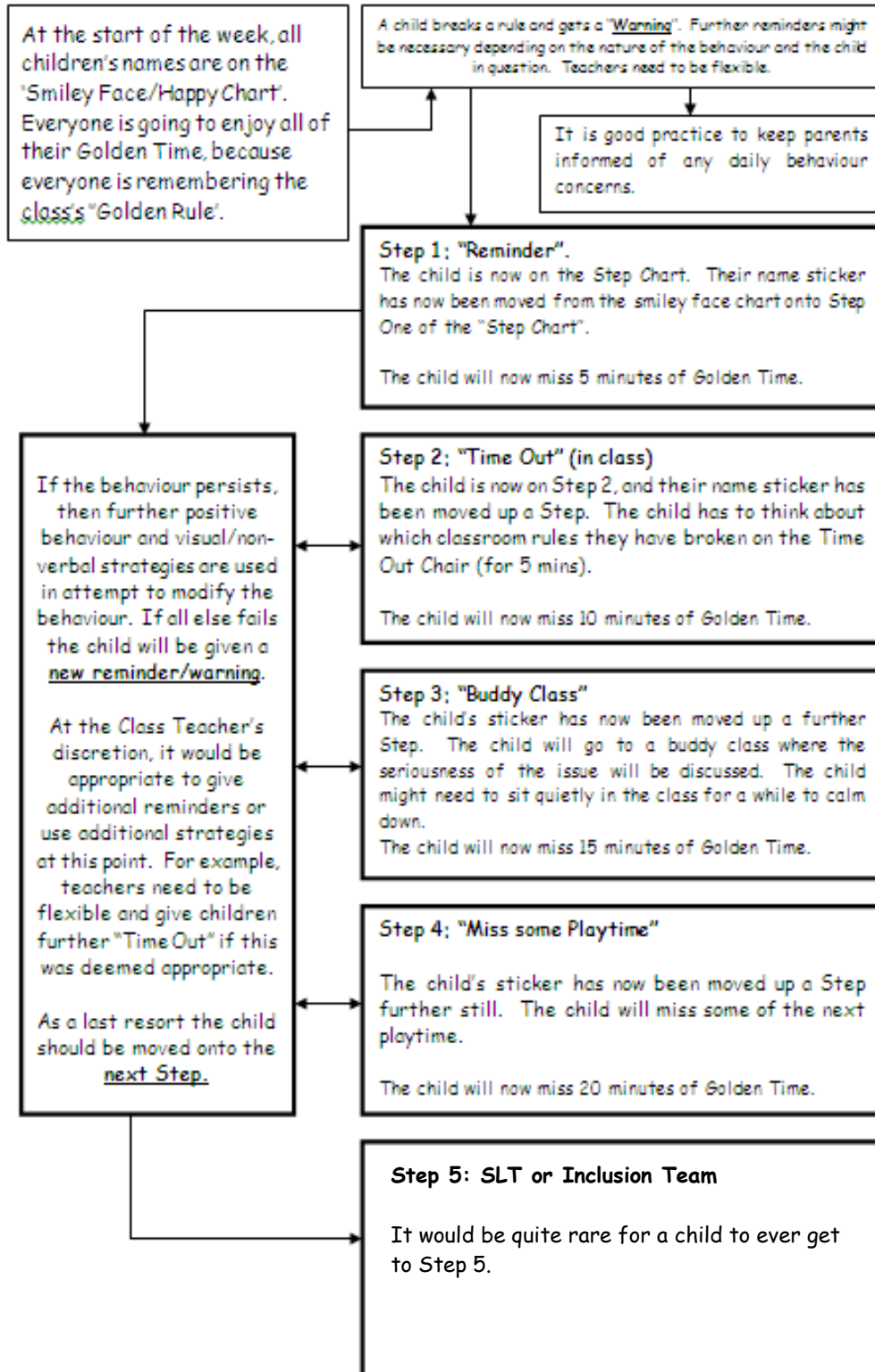
Underlying principles:

The "Step Chart" is a simple visual method to help promote positive behaviour and to record instances of time out (as described within Page 5) for Key Stage One and Reception children. This represents a structure, which teachers might wish to follow within their classrooms. If adopted, it should be used flexibly and alongside the vast array of strategies as described within this policy to manage children's behaviour.

1. All teachers should prominently display a set of classroom rules, a "Smiley Face Chart" and a "Step Chart" within their classrooms.
2. Golden Time should be presented as a really special time within a class, in which children can choose from a well selected and lucrative repertoire of activities. Teachers would encourage children to help identify additional activities to be included within Golden Time sessions.
3. Within individual classes, the "Step Chart" system should be used flexibly and with teacher discretion. The "Step Chart" is not intended to replace the array of positive strategies and/or non-verbal cues that teachers continually use in everyday classroom practice to modify behaviour, it merely acts as a visual structure.
4. Each step has its own sanction. Each step also amounts to a multiple of 5 minute's 'pay-back' during Golden Time.

Ensuring the "Step Chart" System Succeeds:

1. It is the Class Teacher's responsibility to address behaviour in their class and to use the strategies noted within this policy to instil a suitable and appropriate positive behaviour ethos within their class. The "Step Chart" will not create this and merely provides a visual reference point to support this process.
2. Children should not "race up" the "Step Chart". Children should also not regularly be missing Golden Time. If this is the case, then teachers need to consult with the Headteacher and Inclusion Leader/SENCo in order to consider other interventions and strategies or to help the teacher reflect upon their own practice and consider additional ways in which support can be given.





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