



We are kind - We show respect - We work hard - We are honest

## **Behaviour Policy a whole school approach**

### **Purpose**

The underlying purpose of this policy is to ensure that Standhill Infants School is a safe environment in which all pupils can learn and reach their full potential.

### **Governor statement of behaviour principles**

At Standhill we believe in a positive approach to teaching good behaviour where children are rewarded for making the right choices because:

- Every child has the right to feel safe at all times.
- Every child has the right to learn without disruption from others
- Every child is given the opportunity to take responsibility for their own actions.
- Every member of our school community - children, staff and parents - should be free from discrimination, harassment, victimisation and any other behaviour that is prohibited by or under the Equality Act 2010.

### **Statutory Duty of School**

All staff, pupils, parents, carers and governors are responsible for promoting good behaviour in Standhill Infants' School. The Headteacher, senior leadership team and governors oversee the implementation of this policy in line with DFE expectations (September 2022). This policy and any subsequent updates will be will publicised on the school website. Annual reminders will be given to parents and carers. Assemblies, class-based learning and circle times will be used to teach and remind children of our behaviour expectations. This behaviour policy is written in line with the Education and Inspection act 2006, the equality Act 2010 and the Children and families Act 2014.

### **Standhill Infant School aims:**

- to create a safe and happy learning environment in which children can thrive
- to develop respectful relationships between all members of the school community
- to ensure staff have the skills and strategies to promote respectful behaviour from all children
- to ensure that no child's learning is disrupted by their peers
- an expectation that parents and carers will work in partnership with the school to promote the best outcomes for all children
- to develop children's knowledge of Fundamental British Values so that they are prepared for the next stage of their education.

## Teaching and strategies

Positive relationships are the basis for creating a safe and happy school and are the best tool to develop our core values. Our 4 Core Values are for all times and all circumstances and are taught through our behaviour buddies:

- We are kind – **Dizzy dolphin** is kind and shows reciprocity
- We show respect – **Peanut elephant** shows respect and is resourceful
- We are honest – **Blinky owl** is honest and reflective
- We work hard – **Slider penguin** works hard and is resilient

Children are expected to display the school core values at all times and are rewarded or sanctioned in line with the 'Good to Be Green' behaviour system. Emotion coaching is used to acknowledge the wants and needs of individuals and is a great tool to enable de escalation when needed.

'Good to Be Green' charts are displayed in each classroom and used daily. Teaching about our core values takes place in assemblies and PSHE lessons, alongside incidental and specific interventions. We believe in teaching excellent behaviour, and zero tolerance of inappropriate behaviour. Staff will praise good behaviour when it occurs as a way of promoting positive role models amongst peers.

## Rewards:

At our school we promote positive recognition of individual children or classes.

1. Praise – children are praised throughout the day.
2. Stickers – children are given stickers for work as well as good behavior
3. Good to be green stickers – each child will be given a good to be green sticker at home time, if they have stayed on green throughout the day. A larger sticker will be given on Friday if the child has stayed on green all week.
4. Core Values stickers – when a child models one or more core value they are rewarded with the respective core value sticker.
5. Wristbands – wristbands are given to children who have wowed us!
6. Certificates – core value certificates are awarded to children displaying our core values. Learning Buddies certificates are given to children being resilient, reflective, resourceful and showing reciprocity. Be proud certificates are given to children when they have achieved 5 be proud stickers for exceptional work.
7. Class rewards – each class will collect marbles in a jar, when the jar is full children can vote on the type of treat they would like, including such ideas as non-school uniform, film afternoon, pyjama party etc. marbles are given for team work and working together in whole school situations.
8. Green parties – Each term a green 'tea party' will be held for children who have stayed on green that term, a certificate will also be given.

9. Dinnertimes - Good behaviour at dinnertime is recognised by the child being given a green card. Children receiving a green card will also receive a small prize. The green cards are then sent home.

## Sanctions/consequences

If a child chooses not to behave in line with our core values or chooses to misbehave or is disruptive a series of sanctions are used by the staff. All staff have the right to impose sanctions, except suspension or exclusion which is the responsibility of the headteacher or in her absence the deputy headteacher.

Sanction system –

1. A reminder – a verbal reminder to the child is given so that the behaviour can be changed.
2. Amber card – when a child continues to display inappropriate behaviour/attitude an amber card is placed behind their name in the ‘Good to Be Green’ chart. This is recorded in the class behaviour book and they miss 5 minutes of playtime/lunchtime. When a child chooses to respond appropriately then they are moved back to green.
3. Red card –
  - A) If a child continues to display inappropriate behaviour/attitude then a red card will be given. The child misses playtime or 15 minutes of lunch play or timeout during the pm. This is recorded in a class behaviour book and the headteacher can comment on the child’s behaviour at this point. Parents will be informed.
  - B) If a child displays any of the behaviours below then they will be given an immediate red card and miss a whole playtime/15 minutes of lunch play..
    - Child on child abuse in any form (including spitting).
    - Name calling.
    - Swearing.
    - Deliberately breaking or damaging school property.
    - Doing something that constitutes danger to another child, for example throwing items, cutting hair or clothing.

Those listed below could also lead to a temporary or permanent exclusion. *(This is not an exhaustive list but examples where temporary or permanent exclusion could be warranted).*

- Physical abuse/assault by a child on another child or adult.
  - Racial abuse of anyone in the school.
  - Significant and or sustained disruption of the education of others.
  - Deliberately breaking or damaging school property
4. If a child receives three red cards in one week they are sent to the headteacher and parents/carers will be informed.
  5. If a child is receiving red cards on a regular basis further support will be sought from wider professional services.

6. In some cases where children are persistently misbehaving, they may miss a treat as part of their sanction.
7. Physical intervention - If a child places either themselves or someone else at risk, and de-escalation strategies have not worked, it is possible that staff may have to use physical intervention to protect all involved. Staff have been trained in physical intervention and we have a room that can be used for children who need time to calm and reflect on their behaviour. (Please see handling policy.)
8. Temporary or permanent exclusion - Please note that in extreme cases temporary or permanent exclusion may need to be actioned in line with DFE requirements. Parents will be informed in these circumstances. (Please see paragraph below)

DFE Guidance -Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022

**The headteacher's power to suspend or permanently exclude for headteachers, academy principals and teachers in charge of pupil referral units.**

*"This government supports headteachers in using suspension and permanent exclusion as a sanction when **warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive**. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school."*

### **Banned items**

Mobile phones are not permitted for any child in the school. If a child arrives at school with a mobile phone parents will be informed and the phone will be kept safe until the end of the day.

### **Zero tolerance and early intervention**

Prompt intervention and consistency from all staff is clear so that poor behaviour will not be tolerated.

The headteacher monitors behaviour weekly and early intervention takes place swiftly through individual behaviour charts and teacher/parent discussions when a child is struggling to behave appropriately.

Where necessary some children do not follow the school 'Good to be Green' behaviour system, but have an individual reward system in it's place. Parents will always be informed where this is the case. Professional advice will be sought. However, points 6, 7 and 8 will still apply to these children and **temporary or permanent exclusion will be used to ensure both the safety and learning of their peers is protected.**

It is always the aim of the school that children will be reintegrated back into the school 'Good to be green' system.

### **Identifying underlying causes of inappropriate behaviour:**

Sometimes inappropriate behaviour is an indication of other issues such as attention seeking, anxiety, poor diet, special education needs or difficulties at home. The headteacher, SENCo and designated safeguarding lead will work closely with parents and other professional agencies when needed.

### **Monitoring**

Behaviour is monitored weekly and analysed on a half termly basis. The use of rewards, sanctions, handling and exclusion are monitored according to age, ethnicity, gender, learning difficulties and disabilities and reported termly to the governing body.

### **Work with parents/carers:**

It is expected that all parents and carers will support us in ensuring the behaviour policy is adhered to. Where necessary staff will work more closely with parents and carers to set up systems and structures to improve the behaviour of their child/children. Support is available to those parents/carers who may need help in the ways they handle their children's behaviour. Liaison between school and home is paramount in improving a child's behaviour and staff will work alongside parents/carers to plan strategies to support individuals. Signposting or referral to Family Support Services will also be offered.

### **Staff development:**

The school regularly uses relevant professionals to provide in school advice and training. The staff are informed about related courses being provided by the Local Authority and other reputable training providers. Staff induction includes training in relation to this specific policy so that the approach of all staff is consistent.

### **Children with special needs:**

All children in our school are expected to follow the school behaviour policy and show respect to others. In some cases we will make reasonable adjustments in the application of the behaviour policy where there are individual pupils with SEND or where pupils are experiencing a time of particular vulnerability. The school will make special education provision for pupils whose behaviour related learning difficulties require it.

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