

## BEHAVIOUR POLICY

*Updated September 2013*

### Statement of Principles

Schools have a duty to promote the well-being of all pupils. The management of behaviour must comply with current equalities legislation and take account of the school discipline chapter of the Education & Inspections act.

Spire Infant School has a commitment to improve outcomes for all pupils and to eliminate all forms of discrimination, harassment and bullying as well as promoting equality of opportunities.

Vulnerable children, including those with SEN or physical and emotional health needs, will receive behaviour support according to their individual needs.

The school behaviour policy:

- Is based on the school's values
- Represents agreements about behaviour standards amongst pupils, staff and parents
- Encourages a balance between rewards and sanctions
- Promotes behaviour management as a means of improving learning and teaching

### Aims of the Policy

- To promote positive learning behaviour
- To develop high self-esteem in children through using a positive approach to behaviour management
- To encourage children to take responsibility for their behaviour
- To encourage children to show consideration, courtesy and respect for others at all times.
- To prevent all forms of bullying, including that related to
  - \*race, religion and culture
  - \*homophobia
  - \*children with SEN and/or disabilities
  - \*sexism
  - \*cyberbullying

Unacceptable behaviour includes:

- Rude or unkind language or gestures
- Hitting, biting, pinching, kicking or other physical responses
- Racist, sexist or homophobic remarks
- Excluding others from activities

### How we achieve our aims

Linked with the behaviour policy is our "Be Friendly" policy that focuses on promoting positive attitudes and behaviour.

We help develop children's social, emotional and behavioural skills through delivering the SEAL programme. An additional focus is put on PSED at the EYFS.

Furthermore, it is expected that all staff:

- demonstrate respect, consistency, good manners, and caring attitudes towards children, parents /carers and other professionals.
- have high expectations of good behaviour from children
- endeavour to create a stimulating learning environment which takes account of, and reflects, all children's achievements
- are vigilant in their supervision and employ appropriate and consistent intervention strategies to prevent unwanted behaviour
- tell parents about their child's efforts and achievements
- ensure a balance between rewarding consistently good behaviour and substantially improved behaviour

### Rewards Systems

- Use of verbal praise or language and gestures to reinforce desired behaviour
- Use of credits (stickers, gold cards), merits(behaviour charts, house points, cards home) and prizes (Gold Book, reward board)
- Daily Golden time for each class. Children can "lose" minutes if behaviour is unacceptable.
- Class rewards such as "jar of marbles" to encourage children to support their peers with behaviour.
- House points can be given to individuals, groups, and whole classes.

### Sanctions

- Verbal reprimand: aim to criticise the child's behaviour rather than the child her/himself. Tell the child that the behaviour is not acceptable and explain what they should have done.

- Withdrawal of privileges
- "Time Out" for a short period of time
- Issuing red card ( MDS)
- Use of the "Sad circle" at playtimes
- Y1/Y2 children ringing home to tell parents about their behaviour
- Headteacher's intervention
- Consultation with parents

### School Rules

Keep your hands and feet to yourself

Please walk in school

Listen to the person who is meant to be talking

Be nice- stay nice in your life

With persistent "bad" behaviour, a log of behaviour will be kept, and a home/school book may be used. If behaviour persists, parents will be invited to meet with the Headteacher and a referral may be made to Behaviour Support Service (BSS). A period of exclusion is possible until issues underlying the behaviour are resolved.

### Play Times and Dinner Times

In the playground, all staff are encouraged to engage children in playground games. A selection of play and gym equipment is available to keep children happy. A play leader has been appointed to maintain interest at dinnertimes. Midday supervisors should encourage children to engage in games. In bad weather, children are taken indoors and "wet weather" boxes are used in classrooms. The senior MDS meets daily with the Headteacher to discuss behaviour concerns.

### The EYFS

Nursery and Reception- aged children should be helped to recognise that others have feelings and rights as part of the PSED curriculum. All staff should recognise, articulate and reward desired behaviour eg "I like the way you picked up the bricks".

Individual approaches to managing behaviour will be used with Nursery children with additional needs as part of IEP work.

### The School Council

The Headteacher consults regularly with the School Council. Rewards, sanctions, playground equipment are discussed and modified according to the "voice" of the council.

### Role of the Headteacher

- To establish the different rewards and sanctions staff have at their disposal for dealing with good and unacceptable behaviour respectively.
- Implement statutory guidance when dealing with children with disabilities and/or SEN
- Take reasonable measures to regulate behaviour outside school premises when pupils are not in the charge of members of staff
- Publicise and maintain the behaviour policy
- Meet with parents where appropriate
- Ensure staff have up to date training on possible handling issues should they arise
- Monitor behaviour records

### Role of the Governors

- To draw up a statement of general principles on behaviour and discipline.
- To consult with the whole school community in establishing the above principles.