



Behaviour Policy

Statutory Policy (Annual Review)

Curriculum Committee

Date next due for review	Date reviewed by Headteacher	Any Changes YES/NO Comments	Presented to Governing Body	Full
	3 rd September 2019		September 2019	
September 2020	7 th September 2020		September 2020	
September 2021	23 rd September 2021	YES – updated and amalgamated with TSB policy	September 2021	
September 22	5 th September 2022	YES – updated in line with TSB policy	September 2022	
September 23	1 st September 2023	Yes - updated in line with TSB	September 2023	
November 23	1 st November 2023	Yes – completely updated after discussion with stakeholders	November 2023	
Date next due for review		Any changes YES/NO Comments	Approved by Curriculum Committee	
		Further updates following discussions Responsibility delegated to Curriculum Committee	7th March 2024	
September 2024				

Welcoming, inspiring and supportive

VISION STATEMENT

The Governors and all staff at Waynflete Infants' School are committed to maintaining our high standards of good behaviour and discipline. Our fundamental belief is that if our community is to function effectively, we must all work together, following the same principles. Using our school vision, our school community (children, staff, parents and governors) has devised a set of key principles for behaviour. Our Behaviour Policy is based upon these principles.

All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

Our Behaviour principles are:

1. All members of the school community (children, staff, parents, governors and visitors) should be listened and responded to.
2. All members of the school community are entitled to learn and work in a safe and secure environment.
3. All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
4. All members of the school community should model positive behaviour and promote it through active development of children's social, emotional and behavioural skills.
5. All members of the school community should show respect for one another.
6. All staff recognise and reward good behaviour and take prompt and effective action when children make poor behaviour choices. Rewards and sanctions should be applied with consistency.
7. All members of the school community should act as ambassadors for the school both at school and when representing the school in other settings.
8. The school will endeavour to provide an inspiring and challenging curriculum to engage the children in their learning and promote positive behaviour choices.
9. All members of the school community will be supported through any times of particular need.

The school has adopted aspects of the Values Based Education Approach, where a set of core values are focused on throughout the year, which underpin the Behaviour Principles and incorporate the main expectations on behaviour previously known as Golden Rules.

The School Values

- **Respect:**
Accepting others for who they are even if they are different to you or you don't agree with them
- **Determination:**
Never giving up
- **Courage:**
Being brave
- **Friendship:**
Being kind and caring towards others, looking after them
- **Good Manners:**
Being polite to each other
- **Excellence:**
Being the best you can be in something

These Values will:

- underpin the core behaviour expectations throughout the school and are relevant to all members of the school community;
- be focused on within assemblies and class teaching to ensure all children and staff understand how they are relevant to them and what they can do to keep them;
- be written on posters and displayed in each classroom as well as the Hall as a constant reminder to all;
- be used to both explain and explore the clear expectations of positive and unacceptable behaviour standards in and around school and these expectations will be reinforced by a procedure of rewards and sanctions.

Equal Opportunities

Our Behaviour Principles and School Values seek to be inclusive of all children and adults regardless of their 'Protected Characteristics' such as age, disability, gender reassignment, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, gender or sexual orientation. All children will be treated in the same way irrespective of disability, gender, religion, ethnicity or home background in accordance with the School's Equal Opportunities Policy.

The fundamental reward for children is that school is a happy, safe and caring environment where they are able to make progress both academically and socially.

Behaviour Management Systems

Our School Rules:

- Be kind
- Try our best
- We listen

Whole School

To gain children's attention the adults will clap, children copy and then asked to "Show me ten "
All children to show 10 fingers in the air.

'Random Acts of Kindness' board

At Waynflete Infants' School all the members of our school community look for '**Random Acts of Kindness**', anyone can nominate someone who they have witnessed who encompasses our school values.

The names are then recorded on post-it notes and placed on the **Kindness Board** in each year group for everyone to see. Their '**Random Act of Kindness**' is also recorded.

Children will receive a kindness certificate which will be kept in their big book.

Zones of Regulation

Across the whole school staff spend time supporting the children to self-regulate their behaviour within the Zones of Regulation.

Rewards: Key Stage 1

Individual specific rewards include:

Verbal Recognition

Praise

Stickers

Certificates - role model and outstanding behaviour

Cool Time

This is a whole class reward and the children can choose from a range of activities given to them by the teacher. Those children who have lost time, more than 3 times that week will miss 10 minutes of Cool time.

Headteacher's Award

Children are asked to visit the Headteacher when they have excelled at some aspect within the school which may be work or behaviour/attitude-related.

Rewards: Early Years Foundation Stage

We want children to make good choices because they believe it is right, not because they are just being compliant.

- We teach children to be calm, to think about their actions and reflect on their feelings.
- We teach children to communicate their needs.
- We teach children to negotiate, compromise and deal with conflict
- We teach children boundaries, which are consistent and fair
- We give children choices
- We have smooth routines and transitions
- We build good relationships, as we believe positive behaviour is built on respectful relationships and good communication

Individual specific rewards include:

- Lots of verbal recognition
- Stickers
- Praise

In EYFS all staff will have visual pictures of a happy, sad, angry and poorly face attached to their lanyard. These will be shown to children who need to make better choices. There will be 2 verbal warnings given then on the third verbal warning there will be a consequence of sitting out of the activity for a couple of minutes.

Wow Work

Each class has a display board in their classroom where examples of great work are exhibited for all to see.

Star Chair

Children who demonstrate exemplary behaviour, learning or the School Values are recognised each day in class time and sit on the star chair the following day.

Headteacher's Award

Children are asked to visit the Headteacher when they have excelled at some aspect within the school which may be work or behaviour/attitude-related.

Sanctions (age appropriate)

In the same way as good behaviour is rewarded, negative behaviour is discouraged through the use of sanctions. Through a successful balance of rewards and sanctions, the aim is to maintain high standards of behaviour throughout the school.

When poor behaviour by an individual or small group threatens the smooth running of the school or the learning opportunity for any child (or group of children), the school may deem it necessary to apply sanctions.

There is an equal need for these to be supported by:

Verbal disapproval

There will be 2 verbal warnings given then on the third verbal warning there will be a consequence of sitting out of the activity for a couple of minutes.

Warning is identifying the inappropriate behaviour being displayed and a reminder to make the right choice.

Missed Minutes

Children will sit in the hall instead of starting break or lunchtimes if their behaviour has been inappropriate or their work has not been completed. Any missed minutes will be recorded on the school's MIS system (ScholarPack) under the conduct tab on the child's name. They will be sat out for 2 minutes.

Parental involvement

Parents play an important role encouraging good behaviour in their children and it is essential that good communication takes place between the child, home and school. The Home and School Partnership reminds us of the importance of implementing our School Values.

Daily minor incidents will not be reported to parents as we believe that children learn from their mistakes and need that opportunity to self-regulate their behaviour choices and not repeat careless actions. In the case of repeating concerns, parents should be made aware of these so they can support the child with making the best choices at home. For more serious issues, or repeated unacceptable behaviour, where the learning for any child (or group of children) is disturbed, parents will be notified by email or a meeting with the Headteacher will be required.

Equally if a parent should have a concern, they should email the class teacher in the first instance.

Loss of privileges

Class teachers, or other members of staff involved with the child, may withdraw privileges from a child who has let him/herself down with inappropriate behaviour.

The teacher or other appropriate adult will discuss the incident with the child and they may then decide that some loss of privileges is required. This could be losing some minutes from playtime, lunchtime play, cool time.

Internal suspension from class or suspension from school

This is for very serious behaviour incidents and, should either option ever be deemed necessary, such exclusions will follow the Exclusion Policy. Parents will be contacted immediately by the Headteacher. The Chair of Governors is also informed of any suspensions from school.

Additional Support

As far as possible, all children with Special Educational Needs and Disabilities or identified as having significant behavioural difficulties will comply with these rules and normal sanctions will be applied where necessary. However, some children may need more specific support in order to understand the need for self-discipline. In such cases, reasonable adjustments and/or additional provisions will be implemented to support these children and their families. If needed a positive behaviour support plan will be created. These will set achievable targets for acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher.

Class teachers are supported by the SENCo who is qualified to offer advice and support. The SENCo may engage with outside agencies following discussions with the class teachers and parents.

Lunchtimes

All children are expected to treat the Dining Room Staff and Lunchtime Playground Staff with the same respect as the teaching staff. Staff will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise and/or stickers. Dining Room Staff are able to add incidents to My Concern to alert class teachers and DSL's to any concerning incidents.

When a child is being overly physical in the playground they will be given a warning about their behaviour. If this continues, they will be given a 'time out'. Consistent poor choices on the playground will be discussed with parents.

Reasonable Force

The Government Policy: 'Use of Reasonable Force' is read by all staff annually and if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff, then reasonable force may be used if proportionate and necessary to remove the child from the situation for safety. Some members of staff have been trained to support children with escalating behaviour.

My Concern

This is an electronic system the school now uses to record information on:

- Child Protection
- Behaviour
- SEN
- Medical
- Other issues

All staff have access to this system with regards to behaviour. The aim of this system is to develop an accurate behaviour profile for a child. My Concern should be completed for children whose behaviour choices have needed to be managed in some way. All incidents that are recorded build up into an overview of a child's behaviour identifying possible patterns or triggers and providing evidence for additional support if necessary. Emails are automatically sent to the DSL's to alert them of the incident for appropriate follow up as required.

ScholarPack

All teaching staff have access to this system and it will be used for the recording lost minutes

Resources

The SENCo and teachers have access to books and resource materials available, which may offer suggestions to help promote good behaviour and deal with unacceptable behaviour. Training can be provided for individual teachers or support staff where needs arise. Whole school training will be planned into the Continuing Professional Development to ensure the needs of cohorts of children are met.

No school can claim to be free from all forms of indiscipline or poor behaviour at all times. We accept that incidents of bullying may occur. There is a specific policy and information leaflet for parents to address this aspect of anti-social behaviour.

The purpose of this Behaviour Policy is to ensure that there is an active partnership between children, parents, teachers, staff, governors and the whole school community in order to maintain and enhance our fundamental belief that the **best form of discipline is self-discipline**. Our role in school is to guide children as far down that path as possible.