

# **SUDLEY INFANT SCHOOL**

## **Behaviour policy**



**Signed: Chair of Governors- Miss S. Milan**

**Date: Autumn 2017  
Review Autumn 2019**

### **BEHAVIOUR POLICY**

#### **We believe that:**

- our school should be a place where children and staff feel safe and are happy and healthy.
- our school should be a place where children can learn and teachers can teach without disturbance.
- children learn better when praised and rewarded - positive attitudes should be encouraged.
- children and the whole school community should know, understand and accept our code of conduct and class rules - parental involvement and support is very important.
- everyone in school should be sensitive to issues of race and gender, and individual needs of children experiencing difficulties.

Every parent/carer wants to know that their child will be safe and happy at school and every child has the right to learn in a well-run, orderly school, with good behaviour in every classroom.

Managing young children's behaviour is part of the job that home and school needs to do in partnership. It is absolutely essential that your child's three years are happy here. Good behaviour is achieved when people work together for the benefit of all children. That means:

- being open, honest and fair with each other.
- listening to each other.
- working together to solve problems.
- encouraging your child to achieve a reward for positive behaviour.

As partners in the education of your child it is important that you have access to our routines. Please note that incidents happen quite often during the school day/year. By thorough investigation we can assess whether situations are single incidents, accidents or just a child striking out in momentary fear or anger. Each situation is, therefore, very different and cannot be compared to others.

We take time to listen to the children's story/alleged incident-we talk calmly and try to sort out solutions sensibly. We do not automatically tell children off/withdraw privileges unless we are very sure that the children have acted deliberately or inappropriately. Obviously each incident is individual and the guidelines below serve as a whole school approach and are not fixed in stone.

If your child is unhappy at school please inform the class teacher so that we can sort any problems out immediately. Encourage your child to 'tell' an adult or, failing an adult, a friend who can then tell the class teacher if the child her/himself does not want to say exactly what happened. For children who find it very difficult - we encourage them to put their photograph in the 'something is worrying me' pocket. There is a special pocket in each class which the teacher/support staff look in regularly. If a child puts their picture in there, the class teacher is able to have a quiet, private chat with the child.

Misbehaviour is usually defined as behaviour which causes concern to teachers. However, there are some serious forms of bad behaviour such as bullying and racial harassment which only or mainly affect pupils. Bullying includes both physical and psychological intimidation. Disruptive or bullying behaviour by even a small minority of pupils can create a school environment in which pupils feel unsafe, undermining effective teaching and learning. We aim

- to be alert to signs of bullying and racial harassment.
- to deal firmly with all such behaviour.
- to take clear actions based on appropriate sanctions and systems to protect and support victims.

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- to encourage children to tell a friend or an adult.

A positive school atmosphere involves a sense of community. This is what we are aiming for at Sudley Infant School. We take seriously bad behaviour which mainly affects pupils. We make it clear to pupils and their parents/carers that such behaviour is a serious offence against our community which will be noted and dealt with. Please see our 'Anti-Bullying Policy' for more details.

### **General rules for behaviour in and around the school**

- Listen to, and do what you are told.
- Be polite to all - call everyone by their given name
- Play together and walk away from trouble - tell an adult.
- Walk quietly - only be where you are supposed to be.
- Look after all property.

We cannot support the idea that children must hit back.

### **School Council Involvement**

The School Council are involved in making decisions about behaviour policies and often lead good behaviour initiatives around school. Discipline is a frequent item on the agenda in meetings. School Council members act as corridor monitors and report to teachers about behaviour. Year 2 School Council assist at lunchtime by supervising younger children on their way to the hall and rewarding positive behaviour.

### **Positive behaviour in the curriculum**

Each class has their own class rules that the children choose with their class teacher at the start of the year. We work to improve the skills underpinning good behaviour and positive attitudes to learning through the Social and Emotional Aspects of Learning (SEAL) programme which is part of our PSHE curriculum. This promotes a positive school ethos and allows targeted additional support for pupils who need it.

### **Rewarding positive behaviour**

- Stickers-given for good behaviour, trying in any way and good work.
- Showing good work-children who have completed a particularly impressive piece of work may be asked to show another class or teacher.
- Person of the week-one child per class is chosen by staff and given this special award each week.
- Child of the week-.one child per week is chosen by another pupil.
- Lunchtime behaviour trophy-one class is chosen per week by supervisory assistants for good lunchtime behaviour. This class has lunch first for a week.
- Best behaved class in assemblies is given 'The Box of Birds' (a box containing several different bird puppets) which they are allowed to use in their class for a week.
- Trophies are given out each half term to classes to reward good behaviour – linked to the Indoor, Outdoor and Best Behaviour Books.
- Positive behaviour 'raffle tickets'- a ticket is given each week to three children per class for kindness, good answers or being sensible. A prize is given each week to three of these children if their ticket is pulled from a box.
- Particularly good behaviour is rewarded with a tick in the Best Behaviour Book

### **Best Behaviour Book**

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As we aim to deal with behaviour in positive ways the 'Best Behaviour Book' has been established. When a child's good behaviour has been particularly noticed by any of the adults in school, then that child may be awarded a tick in the 'Best Behaviour Book'. Further ticks can be awarded and the following rewards are in place for those ticks

- 3 ticks results in a gold best behaviour sticker from the Class Teacher
- 6 ticks results in a gold best behaviour sticker from an Assistant Head
- 9 ticks results in a gold best behaviour sticker from the Headteacher
- At each point a further reward may also be given, such as getting a certificate, doing a special activity or gaining extra playtime

### **Dealing with inappropriate behaviour**

When children misbehave we aim to use sanctions in a fair and consistent way. We hope most behaviour will be dealt with within the class. Children in Key Stage 1 use the class Behaviour Book system. Following a warning a child will get a mark in the book if their behaviour has continued to be unacceptable.

- 3 marks results in the loss of a privilege within the classroom eg sitting alone, missing a particular activity, being unable to do a class 'job'.
- 6 marks results in the loss of a privilege and being spoken to by an Assistant Head.
- 9 marks results in the loss of a privilege and being spoken to by the Headteacher.

Children in Reception will begin to use the Behaviour Book system after the first few weeks of starting school. Until this point, teachers will use their professional judgement as to which sanctions should be used and when. This is to allow the children to settle into school life and understand the rules and expectations.

In addition to the Behaviour Book it may be necessary for more serious action:

- Individual behaviour record. This may take the form of a sticker chart or written record of positive and negative behaviour displayed. The child will be aware of contents by being present when comments are written or having comments read back to them.
- Individual behaviour targets. This will be very specific and detail the elements of behaviour that need to improve as well as how the child will be supported to achieve the targets.

These strategies will be discussed with parents/carers and be under constant review. They will end when behaviour shows a sustained improvement.

In the event that a child damages property belonging to someone else we ask parents/carers to ensure that the item is replaced or the appropriate money is sent in.

### **Outdoor behaviour**

A separate Behaviour Book operates to record unacceptable behaviour outdoors.

#### **Playtime rules**

- Stay in the playground boundaries.
- Be friendly and play safely.
- Ask the teacher or Supervisory Assistant when you need to go inside.
- Stand still when the bell rings and line up quickly.
- Only use school equipment on the playground.

#### **Playtime rewards**

- Praise or sticker from the teacher on duty.
- Praise for sticker from the class teacher.
- Responsibility of collecting/returning the bell at the end of playtime.

### **Playtime sanctions**

Following a warning and reprimand the following sanctions may be used. These sanctions are used when children get 3/6/9 ticks in the playtime Behaviour Book.

- Walk around with teacher on duty.
- Be unable to use particular playtime equipment.
- Miss part of a playtime.

We are not able to inform parents/carers about every single incident that happens in school as many incidents occur during a school day. Staff are also unable to discuss the behaviour of another child with parents/carers.

Incidents taking place in school can only be dealt with by the school. We cannot support parents/carers who approach other parents/carers in the school playground, in the community or by telephone. This will, and has already in the past year, lead to incidents that are unacceptable. You must deal with school **directly** at all times.

We thank you for your support and co-operation during the coming years to continue to make Sudley Infants a special place. Let us remember young children must be allowed freedom to express themselves, be boisterous and playful - these things must not be confused with bad behaviour.