

THORNBOROUGH INFANT SCHOOL



Thornborough
Infant School

Behaviour Policy

Signed:

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Interim Co-Headteacher

Signed:

Mr P. Luce
Chair of Governors

Reviewed: September 2023
To be reviewed by: September 2024

Thornborough Infant School

Behaviour Policy

At Thornborough Infant School, everyone is committed to creating a safe and secure environment in which children can flourish and learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and everything in it. We recognise that every member of the school community has a responsibility for promoting good behaviour in school. We wish for all of our pupils to become valued citizens who will contribute positively to society and manage their environment in a thoughtful and considerate way.

The school takes a positive attitude towards behaviour, creating an atmosphere of friendly and relaxed relationships. Positive behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. It is the responsibility of children, all staff, governors and parents to ensure that high standards of behaviour are maintained and that cooperation, high expectations and our values are at the centre of our beliefs.

Aims

We aim to do this by:

- developing a Pupil Behaviour Policy that is supported and followed by the whole school community
- fostering a caring, family atmosphere, with a sense of community and shared values
- ensuring that relationships between pupils and adults within school are mutually respectful
- help children to develop appropriate and relevant social skills
- creating a friendly environment in which children want to participate and belong and to feel proud of
- creating an interesting and stimulating environment in which children want to participate and learn
- recognising and praising positive behaviour
- allowing pupils to develop and demonstrate positive abilities and attitudes
- showing pupils, the consequences of their actions and choices – both positive and negative
- resolving behavioural problems in a sensitive and consistent manner
- exercising zero tolerance in the case of bullying, racism, sexism, homophobia, fighting and aggression (see Anti-Bullying Policy)
- encouraging group co-operation and discussion

What we expect from Children

To follow our school Promises as agreed by pupils:

- I promise to listen to all adults
- I promise to look after things
- I promise to work hard
- I promise to help my friends and adults
- I promise to treat others with respect and kindness
- I promise to move quietly around the School
- I promise to celebrate my friends' achievements

In addition, we expect children:

- To be a role model to their peers in school, on visits and in the community
- To follow and understand values – British, Core and School
- To be honest and mindful of their actions

What Children can expect from staff

- That they are listened to
- That they are treated with fairness and equality
- To be polite and value children's 'voice'
- To demonstrate their core values and to be a positive role model in this
- To ensure the school is safe
- To talk to children when things have gone wrong, helping them understand
- To build trust
- To treat everyone as an individual
- To create a positive learning environment both inside and out
- To ensure they are safe – emotionally and physically

What the Headteacher expects from all staff and volunteers:

- To comply with the school's policies and procedures.
- To attend appropriate training.
- To share with the Headteacher examples of positive behaviour.
- To share with the Headteacher any concerns.
- To treat all children fairly and with respect.
- To maintain high expectations of pupil behaviour and learning.
- To be fair and consistent
- To be polite – and have an awareness of tone and presence with Infant children
- To know our School Promises and values (British, Core & School)
- To be a good role model for behaviour.
- To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim.
- To recognise each child as an individual and to take into account the needs of each child.
- To praise and reward appropriate behaviour and achievements.

What the Headteacher expects from the Parents

- To ensure children attend school regularly and arrive on time each day.
- To inform school immediately of the reason for any pupil absence.
- To inform school staff about anything that may affect children's learning and well-being at school.
- To show an interest in all that their child does at school.
- To offer help and support with learning at home, including the completion of home learning.
- To encourage independence
- To know and demonstrate values – British, Core and School
- To establish good communication with school staff and support the behaviour policy.
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
- To work with school staff to address and review any behaviour issues with their children.

Responsibilities of Governors

- To ensure that the school has a Behaviour Policy with procedures in place that operates in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- To ensure that the Behaviour Policy is made available to parents.

- To ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- To ensure that staff undertake appropriate training.
- To review policies and procedures annually
- To ensure the implementation of the policy through careful monitoring.

Values, Promises and Rewards

At Thornborough Infant School, behaviour is excellent. However, we do recognise that children need motivation and gentle reminders, and of course, to celebrate and praise their behaviour at all times cements and build positive behaviour. Our children are part of a small community and know the importance of values. The children are proud of their school and embrace being part of this community. Through this, negative and inappropriate behaviour is minimal and children work harmoniously together. They follow School Promises and values – British, Core and School.

Rewards

- When needed, an individual reward chart will support an individual child
- Positive praise that values the individual child and class
- Visit to the Headteacher for a sticker
- Stickers
- Promise Praise Postcards Sent home
- Class Dojo system
- Celebration assemblies – Star of the Week certificates and badges

Where possible, positive praise is always linked back to our core school values.

Core Values

We want every child that attends our school to feel safe and to flourish. We achieve this by investing in the pastoral care of each child. Our teaching and learning is bespoke to our school, allowing children to make individual progress and flourish. Our core aims in achieving this are:

You Matter – you are part of a community.

You Master – teaching and learning bespoke to our school.

You're Marvellous – valuing every child, their wellbeing and success.

School Values

Along with our core values that underpin our school, we embed the following values within our daily life and within our curriculum.

- | | |
|------------|----------------|
| - Respect | - Kindness |
| - Courage | - Perseverance |
| - Equality | - Honesty |

British Values

At Thornborough Infant School we actively promote age related fundamental British Values:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual respect and tolerance of those with different faiths and beliefs**

This means that we challenge opinions or behaviours within the school community that are contrary to fundamental British values. Through our provision for the pupils' spiritual, moral, social and cultural development we:

- enable the children to develop their self-knowledge, self-esteem and self-confidence;
- enable the children to distinguish right from wrong and encourage the children to accept responsibility for their behaviour.
- encourage the children to show initiative and understand how they can contribute positively to the lives of those living and working in the local community and to society more widely.
- enable the children to acquire a broad general knowledge of and respect for public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling the children to acquire an appreciation on and respect for their own and other cultures.
- encourage respect for others.
- encourage respect for democracy and support for participation in the democratic processes.

How we achieve this:

- School Promises
- Core values
- School Values
- British Values
- Adult presence with the children – our tone and respectful way we speak, behave and our expectations
- Rewards system – class Dojo; Positive praise; stickers; Praise Postcards
- Clubs to promote self –esteem and confidence
- Jigsaw PSHE Scheme
- Assemblies weekly and special assemblies – Visitors
- Policies embedded
- School fundraising and being a part of PAFTOTS (Parents and Friends of Thornborough Infant School)
- Teaching and Learning through our curriculum
- Events locally, nationally and globally – e.g. elections, sporting events, Anti-bullying week, Harvest
- Linking with local schools for events – sporting, forest school.

Spiritual Moral Social and Cultural – SMSC

SMSC development is about everything we do in school that supports our children to be confident and resilient. To develop the skills and positive attitudes they need to be happy and successful in the diverse and changing country they are growing up in. To provide pupils with positive attributes and attitudes to make conscious and the right decisions in life. To be self-aware and learn to respect the decisions that they and others make.

Spiritual

- feelings
- values
- learning about ourselves & each other
- understanding about our world
- reflection
- imagination and creativity

Moral

- respectful
- understanding consequences
- knowing right and wrong
- legal/school boundaries and promises
- offer views about moral & ethical
- issues and appreciate viewpoints of others

Social

- wider community - volunteering/charity
- school community
- co-operation
- resolving conflict
- respect
- tolerance
- social skills - communication and working with other pupils
- embedded BV

Cultural

- accepting
- respectful
- cultural influences own heritage and of others
- understanding of Britain's demographic parliamentary system
- participation and responsive to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding and showing respect for different faiths and cultural diversity

Classroom Management

Classroom management and teaching methods have a significant influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Teacher/pupil relationships, furniture arrangements, access to resources, reward systems and classroom displays all have a bearing on the way children behave. (Refer to our school rewards and sanctions strategy)

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on-task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be constructive and a private matter between teacher and child to avoid resentment.

Inappropriate/ Negative Behaviour

At times there will be moments when a child will forget the School promises and values. It will be always dealt with respectfully and peacefully. Depending on the frequency and severity, we may need to action any one of the following:

- A verbal reminder about Promises and Values and a discussion with staff regarding behaviour
- Time in another classroom to reflect on their choices
- Missing outside play by means of 'sitting out' or not playing with the piece of equipment
- Re-direction to another activity

And if the behaviour continues then:

- A visit to the Headteacher
- Parents informed
- Individual Behaviour Plan

In **extremely rare** cases, it may be necessary for the school to consider exclusion. If this situation should arise, then the Buckinghamshire Council Exclusions and Reintegration Procedure will be followed.

Staff will use the language of restorative practice – find out what happened, who has been affected, responsibility i.e. what needs to happen to make it right. The following consequences are part of our agreed process for making it right within the school community and should be used alongside the responsibility of making it right with those directly affected (apologising etc according to the age and development of the children).

Child on Child Abuse including Sexual Violence and Sexual Harassment between Children

It is essential that staff understand the importance of challenging inappropriate behaviour. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 2023).

Any instance of Child on Child Abuse is taken extremely seriously at Thornborough Infant School. The Behaviour Policy should be read in conjunction with the Safeguarding policy (particularly Chapter 21).

Monitoring and Review

Any behaviour which results in a sanction above 'warning', will be recorded by staff. The Headteacher will give an annual/termly report to the Chair of Governors. Data on behaviour will be analysed alongside safeguarding and attendance information in order to provide the best level of support to children and families. This policy will be reviewed in a cycle determined by the Governing Body. All staff and Governors have a responsibility to review the Behaviour policy.

Support of SEND pupils and vulnerable pupils

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who requires additional support to regulate their behaviour and determine whether they have any underlying needs

that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The school will anticipate likely triggers for certain behaviours and put in place support to try to help the child develop their self-regulation skills and recognise their triggers.

Behaviour on Educational Visits

We expect the same standards of behaviour off site as we do at school and the behaviour policy and principles apply to educational visits as well. The visit leader for each educational visit will clarify any specific behaviour expectations with the children prior to the visit taking place in line with the visit risk assessment process.

Behaviour Plans and Risk Assessments

In order to support children with challenging behaviours, then the school will carry out risk assessments for these children and have these agreed and signed by parents/carers. Our school Behaviour Plan format will be used to ensure that clear targets and strategies are being used to support the desired behaviours and will be personalised to each individual's child's needs. These will also be agreed with parents and reviewed at agreed intervals.

Use of reasonable force

The school follows the Department for Education's advice on the Use of Reasonable Force. All members of school staff have the legal power to use reasonable force. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying children on a school visit.

In school, it is used for two main purposes- to control pupils or to restrain them. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. There is not an exhaustive list of when reasonable force may be used but examples include if a staff member needs to physically separate children found fighting, or if a pupil is likely to cause harm to themselves or others, or if they refuse to leave a room when asked to do so, they may need to be physically removed.

As a school, we do acknowledge that reasonable adjustments may need to be made for children with SEND needs and we endeavour to avoid the use of reasonable force whenever possible.

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

It is unlawful to use reasonable force as a punishment.

In addition to this, headteachers and authorised staff can use force as is reasonable given the circumstances to search for prohibited items.

We do not require parental consent to use reasonable force.

Whilst all staff members have the power to use reasonable force, adults working with children with specific needs will require specific restraint training so that restraint can be used safely and effectively following an agreed risk assessment and protocols for the individual child.

As a school, we will inform parents of an incident where reasonable force has been used.

Agreed Consequences

5 minutes in another class and spoken to by class teacher

- Not meeting expectations clearly set and reinforced regularly by the class teacher
- Repeating a minor offence
- Distracting others ('stealing learning')
- Unkindness towards another pupil

Immediate loss of next break and lunchtime play and 5 minutes in another class, no warning:

- Use of foul, sexual and/or abusive language or lying
- Hurting as a deliberate choice

Visit to another teacher (pre-arranged) and consequences above

- Intentional damage to school property
- Being sent to another class on two days in a week
- Repeated hurting as a deliberate choice
- Disrespect towards an adult

Refer to Headteacher

- Being sent to another class three or more times in a week.
- Swearing at a member of staff
- Harmful sexual behaviour
- Violence towards a teacher
- 3rd incidence of hurting as a deliberate choice or 1st if serious injury is caused

N.B. If children are receiving sanctions on a regular basis, the child may be asked to report daily or weekly to the office with a monitoring sheet in order to support them in making more appropriate choices or it could result in internal exclusion for a short period of time, such as completing work in another classroom or in the Headteacher's office.

Teachers may also keep children in their own classrooms during playtimes to meet realistic minimum work expectations for that child.

Contact with Parents

Teachers aim to build a positive relationship with the parents of all the children in their class wherever possible. This can however be a challenge in some cases where parents are not able to come to school to meet or drop off their children. Contact will need to be made by using DoJo, phone or e-mail as agreed. It is good practice to build this contact and relationship before any negative conduct needs to be discussed.

Parents should be informed by the class teacher of any incident which results in loss of break times or the child being sent to another teacher. If a child is not responding to the rewards and consequences in place, then a meeting with the parents should be organised to agree a specific behaviour plan which can also be reinforced at home. It may be appropriate for a leader or the SENCo to be present at this meeting depending on the level of concern.

For more serious incidents resulting in a child being sent to the Headteacher, they may choose to contact parents themselves.

Our School Consequences

School Values: Respect, Honesty, Equality,
Kindness, Perseverance, Courage



5 minutes in another class and spoken to by class teacher

Being silly; Not following instructions; Distracting others ('stealing learning'); Unkindness towards another pupil



5 minutes in another class and losing break and lunch

Using very unkind or inappropriate words; deliberately hurting someone



Visit to another staff member and the consequences above

Damaging school property on purpose; being sent to another class twice in a week; hurting on purpose, more than once; not showing respect to adults.



Meeting with the Headteacher and the consequences above

Being sent to another class more than three times; using very inappropriate words; hurting an adult; really hurting somebody.

At Thornborough Infant School, the children behave well. If they make a mistake, they have a consequence, their parents are told and they have a chance to make it right.