

Rossington Tordedale Infant School Behaviour Policy

Date policy ratified:	October 2017			
Date for next review:	October 2019			
Signed by Chair of Governors:	Maggie Evans			
Signed by Headteacher:	Lisa Almunshi			

At Tordedale we work together as a team to provide a welcoming, stimulating, caring environment. We value each individual and the contribution they make to the school

community. We believe in mutual respect and support for each other and have high expectations of work and behaviour.

With the support of parents and the local community, we are committed to the development of happy, independent, enquiring children, who are morally and socially responsible, well prepared to move on to their continuing education and potentially able to make the most of their lives in the outside world.

Special Education Needs Co-ordinator is Miss Sarah Gaunt Tel. 868387

Educational Welfare Officer is Tel. 736540

School Governor with S.E.N. responsibility is Jason Candy-Torn (can be contacted via school)

The Governing Body

The Governing body of the School will ensure that policies designed to promote good behaviour and discipline are adhered to. The policy will be kept under review by the Governors. Account will be taken of any guidance issued by the L.A. and the Secretary of State. The Governors will consult with the Head teacher and the parents of the pupils at the school.

The Head teacher and Senior leaders will:

- Encourage good behaviour and respect for others
- Set high standards for what is acceptable behaviour
- Ensure all staff, parents and carers are responsible for regulating the conduct of the pupils
- Provide regular ongoing training and support for behaviour management for all staff to ensure consistency in approach across school
- Be a regular presence around school promoting good behaviour
- Develop a curriculum that promotes behavioural, social and emotional well being as well as academic elements
- Ensure there is a well-organised, visually appealing and motivating school environment

All staff will:

- Ensure they follow a consistent school approach
- Establish clear rules and expectations
- Adopt a range of appropriate strategies to manage pupil behaviour
- Use rewards more frequently than sanctions
- Celebrate and reinforce positive behaviour using 'three part praise' -1. Praising – 2. Identifying person receiving praise – 3. Specifying the behaviour that has earned that praise. At this early stage, children respond to praise and others copy the good behaviour to seek praise

- Guide children to respect themselves, their peers and adults.
- Support children to develop a sense of self esteem and feel useful and wanted.
- Help the children develop their social skills and behave in an appropriate way.
- Encourage the children to respond positively to requests and instructions.
- Practise positive behaviour reinforcement.
- Use positive statements to promote the kind of behaviour expected eg 'walk in school' not 'don't run'.

The following points should be observed:

- Children must be encouraged to be well mannered and polite at all times
- Children must be encouraged to be co-operative
- Children must be encouraged to work quietly and calmly in the classroom
- Children must be encouraged to think through any actions and have an awareness of their own feelings and the feelings of others
- Children whose behaviour is a danger to others in the room during lessons will be removed from the classroom
- If this behaviour is a problem, a behaviour plan will be put in place, this will then be monitored by the SENCO who will identify what steps to take and when
- The class teacher will be responsible for managing behaviour in his or her own class
- Children should be helped to develop understanding of the consequences of their actions on other people and environment. They should be supported in taking appropriate steps to put things right

Home and School Links

There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in fostering good behaviour in their children is vital and is one of the strongest links that the school can make. At Tornedale we will emphasise this duty regularly during the time that a child is in school. We use a range of communications to parents/carers, including The School Prospectus, text to parents system, school website, information booklets and newsletters. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership.

Rules, Rewards and Sanctions

The children are reminded of our Golden Rules at the beginning of, and periodically through the school year, and a copy is given to parents

The rules are displayed in the classrooms and in the hall.

Golden rules are also reinforced through stories, the use of puppets, and circle time.

Children are taught playground games and encouraged to play cooperatively.

Assembly time is also used to promote good behaviour and reinforce lessons in the classroom.

Work and play safely
Look after everything in and around school
Listen carefully
Work quietly and don't disturb others
Follow directions

- Staff may use stickers and Dojo points to reward good work.
- The children take work which the teacher is particularly pleased with to show other classes and to show the Head teacher.
- Golden time happens on Friday afternoon for 25 minutes within year groups (Rec, Y1, Y2) for children displaying good behaviour. Children who have lost golden time minutes will go to the head teacher for the allotted time.
- Each term the Head teacher will hold an 'Always Tea Party' for children who teachers have recognised for always making good choices. One child from each class will be invited by receiving a letter home in the post.
- A system is in place to reward good behaviour and good work, children are given Dojo points, when they have 20 dojo points in Nursery and 30 dojo points in main school, they receive a certificate and wear their own clothes the next day.
- Everyone will automatically receive dojos for coming into school appropriately and good behaviour at playtime and lunchtime. These will be taken away for inappropriate behaviour.
- Achievers Assembly is held each Friday, two children from each class are chosen to receive either a certificate for good work/good behaviour, or a certificate for displaying good learning behaviour. Parents/carers are invited to attend this service.
- We also value and recognise the achievements of the children out of school. Children can share these in Assemblies.

A behaviour chart in the shape of a rocket is also used to reinforce good behaviour and sanction poor behaviour from Reception to Year 2.

Gold	Out of this world	Extra playtime with Mrs Almunshi
Purple	Blast off	Receive dojo point
Green	Ready for take off	Everyone starts here each day
Yellow	Warning	No consequence
Orange	Check your engines	5 minutes time out immediately but must make up time by doing work at breaktime
Red	Make better choices	Miss 5 minutes of golden

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Children can work their way back up the rocket or down it throughout the day. It's where they are at the end of the day that decides the reward or sanction.

Depending on the severity, the sanctions may continue at any of the following points:

- Step1= warning
- Step 2= go to another classroom to work
- Step 3= Sit outside HT office and do work, Teacher contacts parents
- Step 4= Sit outside HT office and do work, HT contacts parents

If it is necessary for children to complete work during break-times, it is important that they realize that this is due to work not being completed in the time available and that loss of time is the sanction not the work.

Our reward and sanction system is consistent and fair and gives the opportunity for all pupils to gain some form of award.

Learning Behaviours

We have our own set of characters to promote good learning behaviours. Our learning aliens are:

- Connie Communicator
- Izzy Independent
- Larry Listener
- Pippa Problem Solver
- Polly Perseverant
- Tim and Tom the Teamwork Twins

These will provide children with the ability to know how they learn in order to learn more effectively. They will also allow children to articulate how they learn. Teachers ensure that they plan opportunities for these learning behaviours to be utilised. Each classroom has the learning aliens displayed, teachers refer to them constantly. Certificates are given to children in Achievers Assembly each week when teachers observe that they have achieved success using any of these learning behaviours.

Lunch time

The lunchtime staff have a separate system of rewards. Each week eight children who have modelled good behaviour at lunch time receive a special invitation to sit at the Red Table. Lunch time staff also give out stickers for good behaviour and good manners. They can award dojos or give out sanctions matching those used in class but not move

children up the behaviour rocket as a reward, this way class teachers can keep a check on rewards.

Playtimes

The children will understand the types of behaviour which are not acceptable on the playgrounds such as fighting, kicking and any aggressive play. The children will be given a verbal warning if they behave unacceptably during playtime. If they then receive a second warning they will be sent to stand at the wall or will be required to hold the adult's hand for the duration of playtime.

If a serious incident has occurred the person on duty will report it to the class teacher at the end of playtime. If urgent action needs to be taken they will report it to a senior member of staff immediately.

Policy Links: Positive handling
— Antibullying
Safeguarding

Reviewed Oct 2017 – L Almunshi

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