

SCAWSBY SALTERSGATE INFANT SCHOOL



BEHAVIOUR POLICY

Policy Approved by Governors	April 2023
Review Date	April 2025

At Saltersgate Infant School, we recognise that central to our Behaviour Policy is the ethos of our school to which everyone in the school community contributes. Our ethos clearly demonstrates how we put relationships first, building positive relationships between all stakeholders. It also acknowledges how through these relationships, we effectively create a positive school culture and climate, fostering connection, inclusion, respect and value for all within learning environments, on the playground, around the school and when out of school as ambassadors for our school.

It is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity), and that every behaviour a child demonstrates is a form of communication. Staff are experienced when identifying certain behaviours, skilfully responding in a way which focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. This enables us to support children to effectively to manage their feelings and emotions in a positive way, with the ultimate goal of individuals able to do this this with minimal adult support.

At Saltersgate Infant School we aim:

- To create an environment which promotes and maintains positive emotional wellbeing, self-esteem and positive behaviour
- To help each child feel secure and happy to develop his/her full potential
- To provide teaching and learning strategies and methods which support positive attitudes and behaviour
- To put children into secure situations that encourage good decision making and self-discipline
- To ensure that interactions between children and adults are consistent and fair and that all adults act as role models for the children
- To develop the children's ability to use effective conflict-resolution strategies through taught skills and attitudes
- To encourage a mutual and caring respect and responsibility for each other
- To support the British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faith

In our school everybody has 'rights'. We believe that;

Every child, adult and parent has the right:

- To be part of a school which is calm, orderly, friendly and a safe place to belong
- To be respected for their views and opinions and to be able to share ideas and thoughts without prejudice or judgement
- To be treated with fairness and equality by adults and children regardless of race, gender, culture or religion
- To feel valued as a member of the school community and comfortable in their surroundings.

Responsibilities:

It is the responsibility of the children to:-

- a) Be polite and show respect
- b) Follow our Golden Rules
- c) Always tell the truth
- d) Engage positively in our conflict-resolution strategies (Restorative Practice)

It is the responsibility of the staff to:

- a) Understand each child's *individual* needs
- b) Encourage children to do their best at all times by delivering high quality teaching, reinforcing positive learning behaviours and characteristics
- c) Be consistent and fair
- d) Model positive behaviours and attitudes at all times
- e) Have high expectations for our children both in terms of attainment and behaviour
- f) Work in partnership with parents to maximise their child's well-being and progress
- g) Effectively utilise our conflict-resolution strategies if necessary
- h) Follow the school's reporting systems as and when necessary (such as CPOMS)

It is the responsibility of the parents to:

- a) Ensure that their child comes to school regularly and on time and ready physically and mentally to learn
- b) Reinforce the school's expectations for learning and community behaviour
- c) Let school know about any concerns or problems that might affect their child's work or behaviour

- d) Be positive role models for children
- e) Understand and support the school's expectations for their child's behaviour and learning
- f) Respect the need for the school to deal appropriately with behaviour which does not meet expectations.

Our expectations for personal and learning behaviours

Our school has a very clear and well understood set of rules which children and adults are expected to follow and embrace. To ensure our children take personal responsibility for their behaviour we work towards Our Golden Rules. These rules underpin all aspects of school life.

Our Golden Rules	
Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

These Golden Rules are central to our behaviour policy in school. They are the moral values that inform and develop the ethos of our school. It is never considered acceptable to break any of these rules. By following these rules, we feel that our school will be a place where being gentle, kind, honest, hard-working, careful and a good listener is valued and encouraged. These rules are our vision of the kind of people we should all try to be.

We do, however, recognise that there will be times when these rules are not carefully followed. In these instances, staff will work with the child to identify the behaviour which does not meet our expectations and the feelings and emotions behind these. Staff will then support the child to manage their emotions in a more effective way using a range of strategies.

In addition to these rules, we also ensure that children develop and display positive and valuable learning behaviours. We call these our Characteristics of Effective Learning. These characteristics aim to make sure that our children develop and use the skills they need to approach their learning in a positive and independent way. They have the resilience they need and the confidence to move to the next phase of their school career. Our Characteristics of Effective Learning are:

I can think of ways to solve a problem like Little Miss Brainy
 I know what I have done well like Little Miss Sunshine
 I can explain my ideas like Mr Clever
 I can predict what might happen like Mr Daydream
 I will keep trying like Mr Strong
 I will concentrate like Little Miss Busy
 I can listen carefully to others like Mr Quiet
 I can explain my ideas like Little Miss Chatterbox
 I can work with others to complete a task like Little Miss Helpful
 I can make observations using my sense like Mr Nosey

Both the Golden Rules and the Characteristics of Effective Learning (CoEL) are a continuous focus for the school curriculum, assembly and day to day behaviours and attitudes to learning. They are shared with all members of the school community and are well understood.

Promoting Positive Behaviour

Our approach to good behaviour is based upon the understanding that positive actions are always more effective than negative ones. Therefore, in our school, we use some of the following methods to support children to recognise and adopt positive and rewards behaviours;

- A quiet word, smile, and acknowledgement
- Receiving a Golden Tickets to acknowledge adherence to Golden Rules
- Receiving a Characteristic of Effective Learning Sticker
- Being praised in front of the class
- Having the opportunity to 'Go and show' - visit to another member of staff or the Headteacher to show work or explain actions
- Verbal feedback to parents face to face or via the telephone
- A written comment from teacher to parent (Note Home)
- Acknowledgement during assemblies (Golden Citizens nominated within each class and their efforts celebrated in weekly assemblies)
- In-class rewards
- Attendance awards (whole class)
- Recognition of consistent adherence to our Golden Rules (Super Citizen status)

Golden Citizens

Each new school week will begin with a whole school assembly which is focused on one of the school's Golden Rules or Characteristics of Effective Learning. During that week, children will work to demonstrate those skills, behaviours and attributes in all aspects of school life. At the end of each week, children in each class will nominate children who have done this consistently. A ballot will be used to determine a Golden Citizen who will take on that role for the following school week. During their time as Golden Citizen, the child will take on additional and privileged duties and responsibilities. They will receive accolades and

recognition of their role during an assembly at the end of the week, The Golden Citizen Assembly. They will also receive a Golden Citizen badge which will be theirs to keep.

Super Citizen

Children within school who consistently work within the school's Golden Rules and continually display the Characteristics of Effective Learning will be identified as our **Super Citizens**. These children will be given a special wrist band to wear; Rainbow in Nursery, Bronze in Reception, Silver in Year One or Gold in Year two.

They will be given additional privileges and or responsibilities such as being a Playground Leaders or a Classroom Monitor. Super Citizens will also be eligible for additional visits, treats and activities to reward their outstanding behaviour.

Super Citizens will be acknowledged for their ability to be excellent role models to other children around school and their attainment of this status will be celebrated and acknowledged in the Golden Citizen assembly each week.

We have a graduated approach to achieving Super Citizen status during a child's Saltersgate journey, building upon the attitudes and attributes that make us all 'SUPER'.



Y2
Y1
R
N

I model outstanding effort and perseverance when presented with difficult challenges

I am confident in who I am and understand and respect everyone's originality

I take pride in all that I do and continually strive to be the best I can be

My hunger to learn drives my ever-enquiring mind to understand the world around me

I am a role model to others and exemplify the characteristic of responsibility in all that I do

I challenge myself to be an independent problem solver but know when I need to ask others for help

I understand that respect is a two-way process and accept that others have the right to a different opinion

I am proud of my achievements and challenge myself to achieve the next steps in my learning

I am an active learner who is curious and passionate about learning new things and exploring new concepts

I can reflect on how other people's actions affect me and how my actions affect them, repairing these when necessary

I am an independent learner who will have a go and keep trying even when I find something difficult

I recognise that my choices and preferences might not be the same as my friends

I will always complete my learning to the best of my ability

I am naturally inquisitive and curious in my learning

I understand how other people's actions affect me and how my actions affect others

I have a 'can do' attitude and always try my best

I can tell you what I like

I recognise when I have done a task well

I have a positive attitude to my learning and enjoy communicating this to others

I recognise my own feelings and how others may be thinking

S_{TRONG}

U_{NIQUE}

P_{ROUD}

E_{XPRESSIVE}

R_{ESPONSIBLE}

Dealing with behaviour which falls short of expectations

Behaviour at Saltersgate Infant School is good and well-managed by staff. Whilst we believe in promoting positive behaviours, we acknowledge that it is vital that pupils know that if their behaviour falls below our expectations. We recognise that any action taken must be an opportunity for the child to further their understanding of their feelings and emotions.

Should this situation arise, staff have agreed a consistent response which is applied throughout school. We do, however, also understand that whilst our approach is consistent, we need to apply a level of professional judgement that takes into account many factors which could include life incidents, individual circumstances the age of the child, and the developmental stage of the child.

Staff at our school are trained in Restorative Practices which supports children in developing the necessary skills to regulate their own behaviour and learning. When dealing with conflict between children, this approach enables us to change behaviour by challenging core beliefs rather than managing the behaviour itself, promoting the aims of respect, responsibility, repair and reintegration. When exercising this approach, staff use questions and prompts to scaffold a conversation between the parties to resolve the conflict.

Dealing with persistent disruptive and extreme behaviour - Strategies and consequences

Disruptive and or Extreme/serious poor behaviour can be categorised as the following:

- Incidents of racial harassment
- Incidents of a sexual nature
- Violent, dangerous and or verbally aggressive incidents
- Incidents of bullying and intimidation
- Persistent, repeated incidents of poor behaviour within school which has a significant impact on the safety and well-being other children.

Chosen behaviour as above will not be tolerated in our school. Where a child regularly ignores warnings about poor behaviour and the consequences have had no impact and failed to achieve improvements in behaviour or there has been an extreme/serious incident, the class teacher must refer the matter to a member of SLT.

Action to be taken by SLT:

- Gather information regarding the incidents of poor behaviour. This will involve speaking to staff; reviewing CPOMs; speaking to the child, victim and other children who have witnessed the incident.
- Where appropriate, the child will be removed from the classroom and supervised within another class or by a member of staff.

- Parents will be contacted by a member of SLT and informed of the issues/incident and to arrange for the parents to come into school where necessary. Any meeting will involve the class teacher and a member of SLT.
- Consequences for the child will be established and explained to both the child and the parents.
- The consequences will be determined based on the nature and severity of the incident; it may be one or a combination of the following:
 - a) Internal suspension (Timetable and appropriate alternative curriculum to be agreed and discussed with staff, child and parents in order to ensure that the needs of that child are met)
 - b) Reduced timetable
 - c) Supervision of child on the playground or another activity completed in another area of school
 - d) Temporary or permanent classroom move
 - e) Suspension (Fixed Term)
 - f) Suspension (Permanent)
- A Behaviour Plan and Chart will be drawn up and monitored and reviewed appropriately by SLT. The plan and chart will be put in place over an agreed period of time.
- Parents of any children involved in the incident will be informed in the first instance by telephone by either class teacher or member of SLT. Where necessary, meetings will be arranged to discuss matters in more detail and or explain the action taken. Where possible, meetings should be arranged in such a way as to avoid the parents of the children involved being in school at the same time.
- If a child is 'internally excluded', a timetable must be drawn up and shared with all parties.
- Where frequent poor behaviour is considered to have an underlying cause, the SENCO will work with the class teacher and parents. The support of outside agencies may be sought where necessary.

Restrictive Physical Intervention

The school follows the guidance issued by the DFE in 2013 'Guidance of using physical restraint for Headteachers and Governors'.

'Every organisation working with children and young people, whether they are paid or voluntary has a **duty of care** to keep children and young people safe and protect them from harm.'

At our school, we recognise that if a child is likely to be at risk from harm if we do not physically intervene, we must take action. The action that will be taken will be dependent on the dynamic risk assessment that is made at the time. Many staff have been trained in the TEAM TEACH approach to deal with challenging behaviour that may put a child and/or others at risk. This may involve using positive behaviour strategies to emphasise personal safety, communication, and verbal and non-verbal de-escalation techniques, reducing the need for physical intervention.

Where staff have been trained in the approaches recommended, they may be used where it is considered necessary.

At all times and in all instances, staff must follow the school's Positive Handling Policy.

Linked Policies:

Equal Opportunities

Safeguarding

Positive Handling

Inclusion

Anti-Bullying Policy

Teaching and Learning Policy