

Policy for Behaviour

Introduction

This document sets out the school aims, principles and strategies for managing behaviour. It is written to:

- Ensure staff understand and agree on the approach to ensure positive behaviour;
- Ensure parents and carers are aware and understand the school's approach;
- Assist planning and development;
- Assist governors in ensuring all children's needs are met;

The SENCo is Mrs Naomi Potter

Behaviour Rationale

Recreation Road Infant School recognises that poor behaviour can be minimized when pupils are clear about the expectations, engaged in learning and stimulated by their environment. Behaviour is improved when children feel safe and have consistent boundaries and consequences.

“The most common causes of misbehaviour in the classroom are: boredom, inability to do the work set, being asked to work for too long, not understanding what is expected of them, attention seeking, not feeling valued.” (Additional Needs Net 2002)

We are also aware of external factors and influences that can lead to inappropriate behaviour and aim to work with families and children around these issues.

School Values and Aims.

- **To provide a safe and nurturing learning environment for all**
- **To develop lively and enquiring minds through an enquiry-based curriculum**
- **To develop learning opportunities beyond the classroom**
- **To develop healthy and positive attitudes to learning and living**
- **To promote parent-partnership**
- **To enable pupil voice and participation**
- **To enable pupils to benefit from professionally developing staff**

. The school aims to have a consistent code of discipline, which celebrates positive behaviour.

Our approach will be:

- Consistent
- Inevitable
- Proportionate
- Fair

By adopting this practice Recreation Road Infant School aims to prevent confusion and contribute to children's development as self-disciplined and considerate individuals where respect, value and understanding each other and the environment, resources and equipment is promoted. Great value is placed on “catching them being good” rather than punishments, as this provides a more positive and long term approach.

We work closely with our Parent Support Advisor (PSA) to offer families support and signpost them to other additional agencies. Where necessary we seek professional advice from our Cluster Schools.

Procedures for Managing Behaviour.

The whole staff is committed to inclusion, and employs a range of strategies to recognise and praise appropriate behaviour. These may include:

- Class discussion and agreeing of rules, which are in line with our Learner Values, constantly referred to and reviewed
- Building positive relationships between all members of our school
- Encouraging Pupil Voice and responsibility and mutual respect
- Praising effort not only outcome
- Understanding that differentiation is also applicable within behaviour issues
- Agreeing expectations and consequences with the class
- Identifying the need for and implementing an Individual Education Plan/Behaviour Plan shared with the pupil which identifies and supports specific behaviour management strategies
- Positive instructions/language
- Staff modeling respect and courtesy towards others
- Well planned lessons that engage the learner and make learning purposeful and relevant;
- Learning and resources matched to abilities and individual needs;
- Classrooms in which pupils are included in decision making;
- Trust between all members of the school: staff, children and parents/carers;
- Issues/strategies shared between staff at Pupil Well Being Forums and more formally at School Support Team meetings
- A curriculum and pedagogy that promotes tolerance, respect for views, and allows space for pupils to follow lines of enquiry and their interests,
- Liaison with parents and or carers;
- Developing the roles within Eco Council, Class Councils, Sports Leaders and Community Leaders
- Thank You and Good News assemblies,
- Verbal praise (from adults *and* children),
- Written praise (from adults *and* children),
- Giving responsibility;
- Dealing with the first behaviour issue and not those which were a result of it (secondary behaviours)
- Consistent review and sharing between staff of behaviour practices informally and formally;
- Agreed responses to behaviours eg. Behaviour map

Whilst a consistent positive approach to behaviour should be the priority, there are times when realistic sanctions are necessary. These are:

Behaviour	Sanction	Adult Responsible
Child not able to adhere to agreed class/school rules	Verbal and visual reminder of expectation	Class Teacher/TA /MSA
Child continues not to adhere to agreed class/school rules	Verbal and visual reminder	Class Teacher/TA /MSA
Child continues not to adhere to agreed class/school rules	Child removed from activity "When you are read to join in...you may return" (Child may be sent to join another class for a period of time)	Class Teacher/TA /MSA
Child verbally/physically harms another person	Playtime missed or highly supervised eg walking with adult. Child encouraged to make amends through peer mediation.	Class Teacher/TA /MSA Incident must be investigated and recorded by a member of Leadership team where appropriate Victim support offered.
Continued harming of other – verbally/physically	Child involved to be removed from situations that	Headteacher. Parents are invited to discuss issues and

	may lead to harm for others. Children are encouraged and allowed to make amends through peer mediation. Strategies employed to support child where necessary	establish strategies for improvements.
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On rare occasions when a pupil needs to be excluded, the Headteacher must clearly define the behaviour deemed to be unacceptable. A short period of one or two days may be sufficient to reinforce acceptable behaviour and to allow for early reintegration into the class.

Early Learning

Positive models of behaviour and respect start from the child's earliest days. It is vital that parents and families support and respect our school policy and school site when they are with their children before and after school. Information about parenting and dealing with behaviour issues at an early age is available in our Family Room and also on our website.

Arrangements for Considering Complaints.

An open dialogue between parents and staff is encouraged with the aim that any issues can be resolved. Ultimately, if necessary, parents can follow the formal complaints procedure set out in the school brochure.

Use of Force or Restraint to Control Pupils

Please refer to separate policy-attached

Monitoring and Reviewing Policy

The policy will be monitored by all members of Leadership Team and School Council and reported to the Full Governing Body.

Date of Staff approval		Headteacher's signature
Date of Class Council approval		
Date of Governor's approval		Chair of Governor's signature
Review Date		

