GRANGE INFANT SCHOOL
BEHAVIOUR POLICY

Behaviour Policy

This policy must be read in the context of our vision statement and learning and teaching policy. It also fundamentally links to our school values of:

P - Polite and respectful
L – Love of learning – Learning and Growing
A - Aim high
N - Nurture and care
E - Effort from within
S- Safe and secure

1. Aims of the policy:

1. To ensure good behaviour for learning
2. To promote good social behaviour and a sense of community
3. To enable children to grow in our six fundamental learning values

2. Partnership with parents/carers

We believe that co-operation with parents and carers is essential. We ask parents to acknowledge their agreement with our behaviour policy as part of our home-school agreement.

We will always contact parents if there is a problem that is perceived to be significant. Parents are encouraged to communicate with school by speaking to staff if they are concerned. Staff will make themselves available in the playground at the start and end of the school day and should more time be needed, a meeting will be arranged that is mutually convenient. Parents are requested not to approach other parents or children to resolve issues directly, in person or via social media but to work with the school staff to seek a resolution.

3. Guidance on promoting good behaviour/Rewards

The school runs a reward time session every week that the children work towards. At present, this is class-based, with class staff offering a range of different activities for the children to choose from. These are often suggested by the children themselves and are designed to motivate and interest the children, giving them a purpose and desire to engage with them.

The children will choose the activity on a Monday morning that they are aiming towards and during each day the behaviour system in class will record their successes. This is a 5 step programme that is the same throughout the school. At the beginning of each year, the children take part in class discussion about positive behaviours and those behaviours that may result in a sanction if they are not in line with whole school expectation and the school values. Children are clear on these and can verbalise both positive and negative behaviours.

All children will start on the bi-plane. If they meet expectations of behaviour (linked to our school values), they will move up the system to a rainbow and then a star. Children's positive behaviour will be celebrated in Friday's celebration assembly. Values certificates will also be awarded throughout the week in recognition of upholding these and being a great role model to others. We value the importance of sharing positive behaviours with parents and families through face to face catch ups as well as using Class Dojo to share successes.

If behaviour is deemed to be not in line with school expectations, they will move down the system to a yellow and red face/ card.

During the day, if their behaviour improves, they have the chance to move back up the system. All children finishing the day on the bi-plane and above will be awarded 5 minutes towards reward time at the end of the week. All children below the bi-plane will lose some minutes from reward time at the end of the week. **The maximum minutes lost per day is 5 minutes**.

On a Friday, those children who have lost minutes will spend these lost minutes in their classroom (whilst COVID restrictions remain) reflecting on their behaviour and will then be able to join in with an activity once completed. Those children who have lost all of their time for the week, may spend the whole session with a member of SLT or the ELSA team. For persistent behaviours, children may be asked to join a 'Friday Friends' group to support getting their behaviour back on track. Any loss of time or equally, any positive behaviours that warrant recognition, will be added to the behaviour record in each class. All incidents of behaviour must be recorded on CPOMS.

4.Guidance on supporting negative behaviour/Sanctions

As a school we like to promote positive behaviour but we do recognise that there are times when a child behaves in a negative way and a sanction needs to be put in place. As part of our inclusive practice, we recognise that all behaviours are communicating a need and in this way, will always view behaviours individually and work with the child to change the behaviour and give them strategies to do so.

If a child is not behaving as they should be and is not following the values, they will move down the step system. This can happen twice, the children can move to the yellow and red faces/cards. The teachers will give children appropriate time and opportunity to turn around their behaviour before moving them to the lowest position of the red face/card.

If the child has reached the bottom of the system, has not turned their behavior around and still continues to misbehave, the following will happen:

- The child will be sent to a time out spot and/or a different class for 10 minutes to modify their behaviour and to give them a change of environment.(This will depend on the needs of the child) They will be asked during this time to write out the school's values or to complete the current piece of learning. If they modify their behaviour, after 10 minutes, they will be welcomed back into class or into the session.

- If their behaviour then deteriorates further, (teachers must recognise that children need time to settle when they first come back into the classroom after 10 minutes) they will be sent to another class or member of SLT for the rest of the day or an agreed appropriate amount of time. (Teachers must send appropriate work that the child can complete **independently** with them. This should primarily be class work but if the activities do not suit independent lone working, the teacher should send skills work sheets with the child)

- If the child misbehaves in the class they have been sent to, they should then be sent directly to a member of SLT. It may be necessary to make contact with parents at this point to inform them.

- If a child has been sent to another class, the teacher should always inform the parents at the end of the day.

The following will result in a child bypassing the behaviour system and being sent directly to a member of SLT:

- Hurting with intent (not just knocking into someone)

- Spitting
- Swearing
- Racial Comments
- Bullying
- Intentional destruction of property such as wrecking a class room/ chair throwing

Exceptions:

For the vast majority of our children, the above system of reward and sanction should work. However, we recognise that there are some children for whom, on occasion, exceptions will need to be made.

Positive praise will be used wherever possible and children will be welcomed back into class after every sanction. Teachers will actively look to catch the children doing the right thing and ensure that this behaviour is recognised. Reward charts may be set up to support individual children who will have the opportunity to earn a reward at the end of each day rather than the end of the week. A personalised curriculum may be put in place for certain children to support them in accessing their curriculum. Where necessary, children may spend time across key stages and year groups to support with transition.
Part time timetables may be put in place to support children with accessing a main stream curriculum. This will be agreed with both the family and local authority and may also be in consultation with external agencies such as Primary Behaviour Support.

Individual Behaviour Management Plans (IBMP):

If a child is persistently missing reward time and their behaviour is of a concern, a discussion will be arranged with the SENDCo, Teaching Staff and ELSA to agree an IBMP. Contact will be made with the parents to attend a meeting in which it will be decided how they can help and how the child can help.

Most children with an IBMP will have a behaviour chart. This will act as a record of the child's behaviour. For clarity, to aid with recognising patterns of behaviour and the frequency of incidents, an ABCC chart should be completed. These children will usually not participate in the usual Reward Time routine but will attend 'Friday Friends' at this time with a member of the SLT.

For the child on an IBMP, the teacher and SENDCo may decide that daily rewards may be more appropriate for that child. **These rewards must be given**. If you have run out of time at the end of the day the reward must be given the next morning.

Some behaviour may need to be referred to the Primary Behaviour Service (PBS) or Educational Psychologist.

5. Exclusions.

Where the behaviour of a child seriously violates the school rules, or where the continued presence of the pupil is a serious threat to the safety of others, it may be considered necessary to exclude either permanently or for a fixed term following County Guidance. This is very much recognised as the last strategy to consider and only after all other strategies and resources have been exhausted.

6. Additional intervention programs to support positive behaviour

Work of the ELSAs (1:1 or small group work)

- Self-esteem exercises
- Anger management exercises and strategy tuition
- Transition support

- Social stories
- Therapeutic stories
- Bereavement support research
- Time to talk
- Nurture
- Thrive
- Circle of friends/ Friendship Cake

Lunchtime Zones and Lunch Club *Please note, that whilst COVID restrictions remain, year groups remain separate for playtimes and so not all zones are in place.*

Our lunchtime playground is made up of Zones that give the children interesting activities to participate in during lunchtime. Children who are at risk of displaying negative behaviour during lunchtime may be sent to a **particular** zone on the playground as a preventative measure and to influence their choice of activity. The children will be given an activity to participate in throughout the lunchtime that will be supervised by an adult to give support. These children will be identified by the class teacher and may change on a daily or weekly basis. Parents will be informed for any children who are being sent to a zoned area on a regular basis. For those children who are struggling with the normal lunchtime routine, they will be able to access the lunch club, run by staff members, which will support their behaviour. It is the decision of the class teacher with the Headteacher and the SENDCo as to whether this is for the short or long term. Children who attend lunch club will always have the opportunity to join their peers when they are ready.

Friendship cake

A Social skills group for reception children only, led by reception ELSA or TAs

Playground Pals

Every half term two pupils from each class in KS1 can apply to become a playground pal. Their role, with support from adults, is to befriend pupils who can't find anyone to play with. They have bright yellow tabards to wear so they can be easily identified.

7. PHYSICAL INTERVENTION

See separate policy document.

8. Additional rewards:

Values certificates:

Each teacher will choose one child per class on a daily basis to gain a school values certificate. This child will receive a special certificate to celebrate their achievement. Class teachers may wish to celebrate these by putting a photo onto Class Dojo at the end of the week.

Proud Pot:
During celebration assembly, one child per class will be chosen to share a piece of work, a skill, a success that they are particularly proud of and have completed that week.

Respect award: *At present, schools are unable to attend GBC termly celebrations due to COVID restrictions*
Respect awards are given out on a daily basis and celebrate those children who have shown respect for others and for school property. Children will wear a respect badge on that day and each term, those

children who have earnt the respect badge the most, will be invited to meet the Mayor of Gosport for a presentation.

Fundamental British Values:
Each Monday assembly follows a theme linked to British Values. One child per class will be chosen to be celebrated in Friday assemblies for following the theme of the week.

Wow Writing:
A writing wall is displayed in the entrance hall to the school. This wall celebrates children's efforts and achievements in writing.

SLT award:
If a teacher feels that a child has particularly excelled in class or has shown great improvement in their learning, they should be sent to a member of SLT to gain an SLT award.

Class treat:
Individual classes can work towards a class treat by collecting 20 pom –poms/ jigsaw pieces/ nests for good behaviour. Class teachers may choose to introduce their own reward system alongside the school's current policies, if it is of particular benefit to children at that time.

Dragon time: EYFS only
Each class has a dragon and a child will be selected to take the dragon home and care for it over the weekend. A child will be selected for showing that they have worked towards the values during the week.

9. Recording of behaviour:

Behaviour will be recorded (Positive and Negative) by the class teacher or through a values certificate on a daily basis. Parents will be informed either verbally or via Class Dojo. HT will collate lost minutes at the end of the week and record these on the school's behaviour system. Behaviour of individuals will be monitored and specific trends reported to governors. All behaviour incidents are to be recorded on CPOMS to ensure accuracy and collation of recording

10. Lunchtime Rewards and Sanctions:

Where children are noticed for good behaviour on the playground, lunch certificates will be awarded celebrating the behaviour seen. If a child is misbehaving during the lunchtime they should initially be given a verbal warning. If the behaviour continues the child should be given 5 minutes time out on the time out bench area. If there is no improvement after the child has been given time out, the child should be taken to a member of the teaching staff who will speak to the child.

11. BULLYING

Definition – Bullying occurs when one or more persons deliberately and consciously set out to hurt threat or frighten another over a period of time. It can involve physical violence or verbal aggression. Persistent teasing and the unreasonable exclusion of one child from a group are included in this definition. N.B. There may be cases when a child feels he/she is being bullied but the alleged bully is not setting out to cause distress. In such cases staff will discuss the situation with the children and parents as deemed necessary. Any continuation of the behaviour after the discussion must be regarded as bullying.

At Grange Infant School, the safeguarding and care for the well-being of every child is paramount. In line with Keeping Children Safe in Education 2021 (KCSIE), we ensure that every allegation is taken seriously, that any child making a disclosure is kept safe and never made to feel they are creating a problem by reporting (any) abuse, including peer on peer.

- All staff should be alert to signs of bullying and deal firmly with such behaviour.
- All pupils to be taught about bullying every year as part of National Anti-Bullying Week, when issues around bullying are explored in whole school assemblies and classroom activities.
- All children making accusation of bullying must be listened to and staff should investigate all reported incidents.
- Children are always encouraged to talk to their teacher or another adult if they have a problem. Any victims of bullying should be protected and supported.
- Staff should encourage children to tell adults when they have been "hurt" physically or verbally.
- 'Bullies' should be confronted with the consequences of their behaviour and told just how upset someone is.
- Parents of victim and bully should be informed and a constructive plan of action be agreed.

Targets should be set for improving behaviour – emphasis should be on future behaviour – what we hope to see.

Where serious concerns exist all staff should be informed so that the situation can be monitored. Staff should be especially aware of the risks of children who are "different" in any way being bullied.

Reviewed and agreed by the Governing Body on: 19th October 2021
Review date: October 2022

Signed
Headteacher

Signed
Chair of Governors