

## **SUNSHINE INFANT & NURSERY SCHOOL**

### **POLICY ON SCHOOL BEHAVIOUR**

#### **AIMS**

Through high expectations we aim to help children develop a sense of responsibility, become independent learners, and understand the consequences of their own and others actions.

We believe that good behaviour underpins good learning and that it is vital that a high standard of behaviour prevails throughout the school.

All staff, parents, pupils and Governors understand the policy and work together to contribute to its success.

#### **THE SCHOOL CLIMATE**

At Sunshine Infant and Nursery school, we believe that a positive ethos is essential in setting the tone for children's behaviour for life.

We endeavour to create a caring, encouraging, supportive atmosphere which recognises that adults and children alike achieve more success when rewarded, praised and their achievements celebrated. Within our environment we help children to feel a sense of ownership and pride in the school and its wider community. We promote attitudes on which respectful and tolerant behaviour are based. Our approach to discipline is part of the positive ethos and comprises strategies agreed by all school staff, parents, Governors and pupils. We believe that in this climate when presented with a challenging and stimulating curriculum, appropriately differentiated, children will reach the highest standards of personal achievement.

Catering for all children promotes inclusion and every pupil has a duty to follow our code of behaviour. At the beginning of each school year class teachers re-emphasise our rules and expectations with reminders at the beginning of each term.

#### **Systems for promoting positive behaviour and emotional health and well-being**

#### **RULES**

Our rules are positively phrased -

- Always-
- Be polite and friendly
- Take care
- Work hard and quietly

We prefer to "echo" our positive rules to emphasise expected behaviour. These rules are displayed in all classrooms and at strategic points around the school.

Feedback is extremely important because this helps the child to focus on the reason why she/he is being praised.

We gain the commitment of a child, group or class by setting a motivational challenge.

This gives an opportunity to raise self esteem by confirming belief in pupils 'I know you can!' 'I'm sure you can!'

## **SEPARATION**

There may be occasions when it is necessary to separate a child from his/her peer group and from their activities.

For example, a child may have to sit or stand away from others for up to 5 minutes to reflect on their behaviour. If this is a successful strategy they can rejoin their activity.

This separation time is for the child to think about their expected behaviour. It gives an angry or emotional child time to calm down. During this time, other members of staff ignore the child and give him/her no attention.

Never

- leave a child unsupervised in any area of the school
- use corporal punishment
- punish whole groups because of certain individuals
- humiliate children
- use sarcasm
- use empty threats

## **Follow up and re-establishing positive relationships**

When a child has had to be reprimanded or corrected there will be follow up to praise him or her several times, (we aim for three times more praise than reprimands). Opportunity should be given for the child to look at the future positively.

For example,

‘Did you forget the rule?’, ‘What should you do?’

## **STAGES OF DISCIPLINE**

### **Classroom**

The ‘Good to be Green’ and Do-jo system is used in all classes to ensure staff and children follow the same steps when dealing with inappropriate behaviour. The stages are as follows;

- 1) dojo points are deducted for poor behaviour
- 2) if 2 dojo points are deducted in a day this leads to a yellow card
- 3) a yellow card results in a missed playtime and a visit to Thinking Club
- 4) 2 yellow cards in a week results in a red card and a visit to the Headteacher.
- 5) 2 red cards in a half term results in Headteacher meeting with parents

### **Monitoring Behaviour**

Behaviour logs are kept by all teachers and are checked regularly by the Headteacher (KS1) or Deputy Headteacher (EYFS). Where children are continuously appearing in logs they will be noted in the main school behaviour log and both child and parent/carer will be spoken to by the Headteacher or Deputy Head.

## **Assemblies**

- 1) Warning with re-enforcement of expected behaviour
- 2) Child sits at front/side
- 3) Child is sent back to class with a red dojo point leading to deducted rewards

## **Movement around school**

Teachers must ensure that their class is visible to them at all times when moving around the school.

- 1) Hands behind backs, where appropriate
- 2) Keep to the left of corridors
- 3) Walk around the edge of the hall
- 4) Do not run through the school

## **Playtime and lunchtime**

If behaviour is consistently poor during playtimes and lunch times, pupils will be supervised in school by either the Headteacher, Deputy Head, PPTSM or a member of SLT.

Pupils may be asked to walk with a lunchtime supervisor for reflection time.

All incidents of poor behaviour should be reported to the class teacher or SLT to enable them to record in logs.

## **Positive Behaviour Management**

Staff use positive strategies at all times and also encourage pupils to use these strategies to develop their own self awareness. The use of these strategies ensures that everyone gets rewarded.

## **Thinking Club**

Mrs Askew's Thinking Club is used for children that are missing playtimes for consistent poor behaviour. Children will have the opportunity to think about their behaviour and how to do the right thing in the future.

## **Use of Reasonable Force**

All members of school staff have a legal power to use reasonable force. This can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Force may be used to break up a fight between pupils, to remove a child from a room or to bring a child in from the playground when they refuse to do so. Named staff have been trained in the 'Team Teach' approach and are able to use these techniques when required. If a 'Team Teach' method of restraint has been used, the member of staff will complete the relevant paperwork. This will be handed to the Headteacher for signing. The parent/carer is informed.

## **Curriculum**

Our curriculum provision gives our pupils a positive mindset for achievement. Weekly class assemblies are timetabled to give the children a chance to clarify their own views, change the pattern of relationships and address problems such as bullying and victimisation

## **Rewards**

A class dojo reward system is used across the school. Eight positive rewards linked to Sunshine values are awarded to pupils.

Children are sent to other members of staff for praise, stickers or a reward of their choice. We have a weekly "Congratulations Assembly" when children have the opportunity to receive a sticker from the Headteacher in front of parents and the whole school as a reward for effort and personal progress.

A Gold Coin system is also used by staff to ensure children line up swiftly and sensibly at the end of playtime. Prizes are awarded at the end of every term during Congratulations Assembly.

## **School system for minimising and responding to unacceptable behaviour**

We have a clear understanding of the differences between minor and major misdemeanors and there is a procedure for dealing with unacceptable behaviour.

We recognise that sanctions used continuously are not effective without the opportunity for success.

## **Exclusions**

Exclusions from school are the last resort when every other avenue has been explored. Any pupil that physically assaults a member of staff will be excluded immediately. Any child that puts the safety of others or him/herself at risk will be excluded.

## **Support Systems**

The needs of children with behavioural problems should be viewed in the same way as those of pupils with any other individual needs.

Parents are supported in managing their children's behaviour by informal discussions with class teachers, meetings with the Headteacher, Deputy Headteacher or with the SENCo to formulate strategies and a behaviour plan.

Parents are made aware of our school policy and rules through the Home/School Agreement. Parents are sent questionnaires about their perceptions of behaviour around the school and invited to express their views.

## **MONITORING AND REVIEW**

This policy will be reviewed in line with current legislation as part of the school's programme of planned policy review.