

## Behaviour policy

### Expectations

At Moulsham Infants we believe:

- In high expectations of behaviour
- Our policy is designed to promote positive behaviour through our whole school ethos
- Our expectations and values are understood by all members of the school community
- Good behaviour, in a stimulating environment, promotes effective learning.
- Everyone should be treated fairly, valued and show mutual respect
- In promoting a safe, secure environment where children can learn to take responsibility for their own actions as they become more independent
- In promoting good relationships
- In showing a consistent approach to behaviours
- A whole school approach and ensure all staff receive training on our policy
- Every adult is responsible for promoting positive behaviour/recognising and praising good choices as well as responding promptly when behaviour does not meet our expectations
- Good behaviour is achieved through a partnership with parents/child/school

### School rules

Our school rules have been written in discussion with our children and are reviewed annually. The rules use positive language and are referred to with children regularly. They are displayed in every classroom, both in words and pictorially.

- Listen carefully to others
- Be sensible in the cloakrooms and toilets
- Always show good walking inside the school
- Be a good, kind friend
- Be patient
- Always be polite and show good manners

Children have also helped to write The Lunchtime Code, which sets out the desired behaviours when for lunchtime in the hall. This is also displayed in each classroom as well as in the main hall where children eat.




The lunchtime code:

- Keep your mouth closed when eating.
- Use your cutlery properly.
- Sit with your feet on the floor.
- Use indoor voices.
- Eat your own food.
- Pick up what you drop.

### Rewards

All staff have high expectations of children and reinforce/encourage good behaviour. We have a Smiley face system which is used throughout the Early Years Foundation stage and towards the end of the academic year these classes then begin to use the Rainbow system, which is used in Years One and Two.

### Early Years:

Super Smiley	Happy	Sad
		

All children start each day on the happy face. If a child's name is moved to the sad face, they will discuss their behaviour and miss some of their choosing time. Their name is then returned to the happy face. A child's name moves to the Super Smiley Face if they have done something good which is above and beyond the expected behaviour. They also get awarded a sticker at home time.

### Years One and Two:

#### The rainbow chart

- The rainbow chart is a class-based behaviour system, where behaviour is managed on an individual basis.
- Each class have 5 large weather symbols, displayed on the wall, starting with the rainbow.



- At the end of the day/week, the class will receive 'golden time' - time when they may choose from a range of activities. Children still on the rainbow will receive bonus golden time.
- If a child receives a verbal warning and then needs to be spoken to again for poor behaviour choices, their name will move onto the sun. The children on the sun receive the full golden time, but not the additional bonus, and so it is still a positive place to be on the rainbow chart. However, children cannot return to the rainbow. This means that those children who constantly behave well will be rewarded by receiving bonus golden time.
- The system continues in the same way. A warning is given before the child moves to the warning cloud, rain cloud and lastly the thunder cloud. If a child is on the thunder cloud, their parent will be spoken to at the end of the day.
- Positive behaviours will be rewarded by the child's name moving up the weather chart (as far as the sun).
- No child will ever miss all of their golden time.  
After golden time, all children return to the rainbow

#### Cubes in the jar

- Cubes in the jar is a whole class initiative, designed to be used by all members of staff and to promote collective responsibility.
- The children from each class will collectively decide, in a class council meeting, what their reward will be once the jar is full, e.g. extra ICT time.
- A cube can be given to an individual or a whole class. The cubes are collected in a jar in the classroom.
- Once the jar is full, the class receive their reward.
- Cubes cannot be removed from the jar once they have been earned.
- After the reward, the jar is emptied and the process starts again with a different reward as the incentive.

- It is expected to take approximately a month to fill a jar.
- Cubes can be given for a variety of reasons, by ANY adult who works in school for example, Mrs Cannon might give a cube to a class for behaviour in assembly, other staff e.g. Mrs Hamnett in the office, Mr Fenech the Caretaker, Mrs Wheatley the cook & Mrs Scott the Senior Midday Assistant may give a cube to a child for being extra helpful around the school.

Other rewards in school include:

- Verbal praise/smile
- stickers
- Headteacher's Golden Book
- Informing parents
- MDA award( to a class)
- Written comments in books
- Star of the week (awarded to an individual by MDAs)

### Consequences

- Positive reminder of expectation/choices
- Warning
- Verbal reprimand
- Change of location/removal from peers
- Time out
- Holding an adult's hand at playtime
- Loss of 5 mins break/lunch time
- Speak to parent
- Refer to SLT/HT
- Internal exclusion
- Fixed term exclusion

See the attached Levels of behaviour sheet for examples of levels of behaviour.

Children whose behaviour causes concern (serious or persistent incidences) may have an Individual Behaviour Plan to support their needs, which will be discussed with parents. This could include personalised sticker/reward charts.

### Expectations of staff

We have high expectations of staff which include

- Treating all children fairly with respect and understanding
- Effective communication, including making it explicit what they are praising/which rule is not being followed and communication with other staff when particular strategies are in place for individuals
- Displaying rules/code/whole school systems and referring to them
- Be consistent with application of rules
- Effective supervision, including scanning the classroom and the line when moving from one place to another
- Positive attitudes
- Appropriate differentiation for learning
- Report to parents about behaviour causing concern
- Refer to other staff/ outside agencies as necessary to support children to manage their behaviour
- Keep a record of incidents
- Be a good role model
- Report as appropriate to SLT/HT

## Recording

Incidents of disruptive /unsafe/inappropriate behaviour are recorded to enable the school to follow up/identify triggers or patterns. Staff will determine the most appropriate format for this. Class teachers have a behaviour book in their classroom. MDAs record lunchtime incidents and decide if they need to be passed on to class teacher. Class teacher will determine any further actions as a result. Class teachers record behaviours and also record in Parents' evening files when they have held meetings with parents. The h/t records when children have been sent to her.

## Language

It is vital that we are always clear that we disapprove of the behaviour and not the child.

Positive language should be used. E.g. say

"Remember to walk" rather than "don't run"

"When we are at school we....."

After a request we finish off with "Thanks you" rather than "please", giving a clear expectation of compliance/co-operation.

## Expectations of parents/carers

The school works in partnership with parents so that children receive consistent messages about how to behave at home and at school.

- Parents are asked to sign a home school agreement
- To promote the school rules at home
- Attend relevant meetings during the year
- Maintain good communication with staff
- Support the school's decision when applying consequences

Parents are always informed if we have concerns about their child's behaviour

## SEND

For children who have been identified with Special Educational Needs including behavioural difficulties, the school will support them in line with their EHC plan/Statement. It is understood that children may need to be treated differently to be treated equally.

## The role of governors.

The Governing Body has the ultimate responsibility for the standard of behaviour in the school.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they

can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body has a pupil discipline committee. This committee considers any exclusion appeal on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

To be read in conjunction with policies for anti-bullying/physical restraint and SEND.

Policy Written:	May 2016
Approved by staff:	May 2016
Approved by governors:	17 <sup>th</sup> May 2016
Review Date:	May 2019

Levels of behaviour	Specific Examples	Strategies
Low level behaviours (1 & 2)	<ul style="list-style-type: none"> <li>❖ Distracting others.</li> <li>❖ Making noises.</li> <li>❖ Shuffling around on the carpet.</li> <li>❖ Wandering around the room.</li> <li>❖ Fiddling with book box, displays.</li> <li>❖ Talking over adult/calling out.</li> <li>❖ Taking others' equipment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tactically ignore behaviour (TIB).</li> <li>❖ Non-verbal signals for appropriate behaviour - thumbs up, smile.</li> <li>❖ Non-verbal signals to stop unwanted behaviour.</li> <li>❖ Positive rule reminder "Remember our rule about.....", "Remember how we sit at carpet time" etc.</li> <li>❖ Proximity praise of those children around child displaying the positive behaviour.</li> <li>❖ Move child to another place on carpet/another chair/out of the class group temporarily.</li> <li>❖ Photos to show expected behaviour for whole class.</li> <li>❖ Redirecting and distracting - give child job to do.</li> <li>❖ Assumed compliance: 'Put the pencil down, thank you.'</li> <li>❖ Reminder about any reward chart/catch me chart, etc. that may be in place for child.</li> <li>❖ Time out - use sand timer if appropriate.</li> </ul>
Medium level behaviours (3).	<ul style="list-style-type: none"> <li>❖ Pushing or barging other children.</li> <li>❖ Hurting others with hands/feet.</li> <li>❖ Destroying work.</li> <li>❖ Refusal to comply with adult request.</li> <li>❖ Refusing with a strong verbal statement; "No I don't want to ....."</li> <li>❖ Climbing under/over tables and chairs. Climbing on P.E. equipment in hall.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Offer 2 choices; "Pencil down or give me the pencil, thank you".</li> <li>❖ Verbal reminder about expected behaviour.</li> <li>❖ Refer to rules and/or rights on classroom wall.</li> <li>❖ Reiterate the choice again with the reminding of the positive choice (remind of reward if individual system in place).</li> <li>❖ Praise good choice.</li> <li>❖ Try not to use the word 'Don't'</li> <li>❖ Use firm language to show that behaviour is unacceptable; "Stop! Remember how we walk to the door...."</li> <li>❖ "Stop! Keep hands and feet to yourself".</li> <li>❖ Time out in own classroom.</li> </ul>
High level behaviours (4)	<ul style="list-style-type: none"> <li>❖ Refusal to comply after 2 attempts.</li> <li>❖ Running away.</li> <li>❖ Throwing equipment.</li> <li>❖ Knocking furniture over/clearing surfaces aggressively.</li> <li>❖ Ripping off a wall display.</li> <li>❖ Refusal with aggression and aggressive confrontation - body language and facial expression "You can't make me.....I'm stronger than you etc.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Consequences of actions. "If you can't make the choice then....."</li> <li>❖ Call for additional adult support using green cross system - office/HT.</li> <li>❖ Removal of the class if deemed necessary. (Physical Restraint policy must be followed here - 2 adults, recorded in writing).</li> <li>❖ Maybe use positive approach to try to divert the attention of the class and child (de-escalation)»</li> <li>❖ Time out, in another place.</li> </ul> <p>When child is calm offer drink from child's water bottle, talk through choices. Can the child explain a better choice of action after the event?</p>
Extreme behaviours (5)	<ul style="list-style-type: none"> <li>❖ Throwing furniture.</li> <li>❖ Physical aggression towards adults and peers.</li> <li>❖ Putting his peers, adults and himself at risk of harm.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Remove the class.</li> <li>❖ Adult walk away and watch from the distance.</li> <li>❖ Internal exclusion (HT office) (1/2 hr).</li> <li>❖ Contact parent.</li> <li>❖ Temporary exclusion from school.</li> </ul>