



LANGSTONE INFANT SCHOOL BEHAVIOUR POLICY

Person responsible

Headteacher

Rationale

The governors, staff, families and Langstone community are committed to achieving outstanding standards of behaviour. All children and adults deserve to learn and develop in an environment of positive behaviour and safety. Pupils can make exceptional contributions to this by making every effort to ensure others learn and thrive in an atmosphere of respect and dignity.

Aims of the school behaviour policy and practice

We shall

- Develop the health, social and emotional learning of everybody in school
- Promote outstanding behaviour at all times
- Agree positive and consistent approaches to children's behaviour in school
- Provide clear procedures for recognising and rewarding the best behaviour and pupils' behavioural improvement
- Deal positively with unacceptable behaviour
- Provide a safe environment for all to learn

The Golden Rules for our school is:

- We work hard, we don't waste time (*effort, punctuality, enthusiasm, independence*)
- We listen, we don't interrupt (*engagement, courtesy*)
- We are kind and helpful, we don't hurt anybody's feelings (*co-operation, collaboration, calmness, consideration and orderliness*)
- We look after property, we don't damage things
- We are gentle, we don't hurt others
- We are honest, we don't cover up the truth (*respect, dignity*)

The standards are in brackets. They are derived from the Ofsted criteria. These will be monitored and used to judge overall success in achieving the school's ambition to have outstanding behaviour. These Golden Rules will be taught to all pupils as a part of the wider curriculum.

We will achieve these aims by:

- Celebrating good and improving behaviour. This will involve recognitions and rewards which are either whole school, such as the merit card system or stickers and notes to take home on the day for EYFS.
- Implementing clear procedures for managing behaviour throughout the school
- Actively valuing all children
- Developing all aspects of children's lives
- Using circle time materials including PSHE (Personal, Social and Health Education) in the curriculum
- Allocating resources, including staff, to support these aspects of the school's work

6 The School Learning Environment

- Copies of the Golden Rule will be displayed for children and adults to use



- Children will be given opportunities to collaborate and co-operate by being given responsibilities for their learning including contributing to developing the environment (classroom monitors, school helpers)
- To ensure children's well-being - they will have access to drinking water at all times
- Children will be taught how to behave well in all parts of the school
- All adults will be clear about their role and responsibilities for pupil behaviour management

Rights and responsibilities

Everyone has rights and these are matched with individual and group responsibilities.

Rights of Pupils

Pupils have the right to

- Learn to the best of their ability
- Be treated with consideration and respect by other children and adults
- Be listened to
- Know what is expected of them
- Feel safe
- Be treated fairly

Responsibilities of Pupils

The responsibilities of pupils are to:

- Treat others with consideration and respect so they can learn
- Listen when it is others' turn to talk
- Follow instructions from adults
- Ask for help if they need it
- Do their best
- Be clear about the school's expectations of them

Rights of Staff

The rights of staff are to:

- Be treated with respect by everyone
- Teach without interruption

Responsibilities of Staff

The responsibilities of staff are to:

- Create a safe and stimulating environment for all to learn
- Treat pupils with respect
- Communicate regularly with parents
- Implement this behaviour policy

Rights of Parents/Carers

The rights of parents/carers are to:

- Know their children are treated fairly and with respect
- Know their children are safe
- To be able to discuss pupils' development with the school

Responsibilities of Parents/Carers

The responsibilities of parents/carers are to:

- Get their children to school regularly, on time and ready to learn



- Ensure children's wellbeing outside of school so that they have the energy and dispositions to learn and participate in their learning
- Ensure they treat other children with respect
- Talk to children about their learning and encourage children's maximum achievement in all areas of school life
- Share responsibility for the behaviour of their child in school, and be prepared to support their own child's behaviour including coming into school

Guidelines for developing outstandingly good behaviour

Research shows that praise is more effective than sanctions for creating a positive learning environment. We shall recognise children's good behaviour by:

- Giving verbal or written praise and/or stickers for effort and/or improvement in behaviour and learning
- Earning merits on their merit card, leading to celebrated success in an Achievement assembly where parents are invited.
- Their name being entered in the 'Gold Book' and subsequently read out in assembly where the actions can be used as a good model and aspiration for the rest of the school.
- Awarding stickers or certificates for helpful behaviour at lunch time. (Lunchtime staff or peers will decide which children should receive these recognitions.)
- Recognising and celebrating children's achievements in and out of school often in class assemblies
- Helping children who find it difficult to follow the rules by arranging an individual visual recognition system linked to rewards. E.g. personal sticker book or chart with an agreed reward.

PSHE and Circle Time

- PSHE and Citizenship are developed through Circle time, and PHSE across the whole curriculum
- Children are taught not to retaliate with aggressive behaviour but to seek adult support to be assertive, and resolve arguments
- The concept of the 'circle' or school/class family is fostered so that children support and encourage each other
- To encourage the child with social difficulties to accept the controls and share or take part
- Where children have difficulties with behaviour or social skills other more individual approaches may be used such as "Circle of friends".

Circle time

This is an opportunity for:

- All children to speak and feel valued
- Exploration of ideas, feelings and news
- Learning to trust each and to respect for the ideas and views of others
- Differences to be celebrated
- Sharing completed work e.g. after structured play, or to look at group work and to share the various achievements of groups and individuals.
- Learning to take turns and respect the rights of others.

Rules of circle time

- Listen to each other and know what skills constitutes a good listener
- Everyone has an opportunity to speak and know what skills constitute a good speaker



- No one is forced to speak
- Accept what anyone says

10 Child Protection

All adults must act if a child says anything that they consider might be a child protection issue. It must be reported as soon as possible and in any case by the end of the day, to the school's Designated Officer for Safeguarding Children (Headteacher or Deputy Headteacher).

11 Bullying

A school with outstanding behaviour standards is likely to have rare or no incidents of bullying. Pupils must be taught how to recognise bullying and how to speak up if they believe it to be a problem. The school can then deal with the matter through the systems described. Proper records of incidents will be kept.

12 School Council

As part of PHSE and Citizenship each class nominates a representative on the School council to take forward ideas discussed in class.

13 Staged Approach for Sanctions for Inappropriate Behaviour in Class Time

- Praise other children nearby who display the appropriate behaviour to remind the child what is expected
- Use of non-verbal hand gestures e.g. look or hand sign
- Non-confrontational reminder of the rule that has been broken as displayed
- If child persists they have a warning and a consequence is given. Their name is moved to the class "thinking zone (orange)". (If outside classroom a verbal sanction is used by CT and acted upon when they return) Consequences given may vary according to child/situation/age. Consequences may be some or a part loss of playtime, lunchtime or Golden time this may be the point where the teacher employs a strategy to support child to reach desired behaviour e.g. move child away to sit by the TA.
- If the child's behaviour improves after a period then the teacher will move child's name back to the green zone (Golden time choice)
- If the child's behaviour continues then their name is moved to the red zone and the child will miss 5 minutes of their Golden time. Every time a child has to visit the 'red zone' another 5 minutes of Golden time will be revoked
- Where a child has deliberately hurt another child physically then a consequence is given immediately and they are put in the red zone. Teachers will inform parents if necessary
- If a child continues to show unwanted behaviour there is an increased consequence e.g. increased time removed from Golden Time
- If a child continues not to conform to the classroom rules then s/he has to take the work to do in another class. Length of time to stay in that class is agreed by the adults. Work allocated needs to be in a form that can be done independently
- If a child refuses to follow instructions and/or continues to be disruptive then a member of the Senior Leadership Team will be called. The child may be given time out to work elsewhere.
- When the child does not respond to a member of the SLT a parent may be called to come to school immediately
- Persistent disruptive behaviour will trigger a discussion with the Headteacher or another member of the SLT. If immediate action is required the school will contact a member of the SLT by telephone



- When a child continues to have significant difficulty a Pastoral Care Plan may be drawn up to set objectives and plan strategies to change the behaviours. If the child fails to make progress then outside agencies such as the Local Authority (LA) Multi Agency Behaviour Support Services (MABs) may be used to support the school and parents in meeting that focuses on the child's needs.
- If a child's behaviour causes significant dangers the governors will consider exclusion in line with LA and National guidelines.

14 Staged approach for Sanctions for Inappropriate Behaviour at Playtimes and Lunchtimes

- Praise of other children nearby who display the appropriate behaviour to remind the child what is expected
- Use of non-verbal hand gestures e.g. look or hand sign
- Non-confrontational reminder of the rule that has been broken as displayed
- If a child persists they have a warning and the consequence is given
- If a child continues with the behaviour then the child has to walk with an adult for an agreed period of time
- The child is then allowed to return to play but is given the warning that if the behaviour continues the child will stand by the door with an adult for a given period of time
- When a child continues to break the rules the child has to speak with the Senior Supervisor (teacher at playtimes) and may spend time out with a designated member of staff
- Any persistent or serious incidents are reported to the class teacher who can apply classroom sanctions as appropriate and may remove minutes for Golden time if suitable. Serious incidents or persistent offenders are reported to the SLT.

Where the behaviour persists then procedures followed are the same as the last four bullet points outlined in the previous section.

Lunchtime exclusions are used in line with LA Guidelines. Where a child is in receipt of a free school lunch arrangements are made for the child to receive their entitlement. Governors are informed of any child going home for periods of the school day.

15 Inclusion and application of the behaviour policy

At Langstone Infant School we aim to be inclusive of all children with a wide range of needs. The Early Years Foundation Strategy (2008) states –

'Remember that providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities'

In formulating the behaviour policy we recognise that some children will need specific arrangements and plans to develop and reach their potential within school. These plans would usually be in the form of

- Individual Pastoral care plans (School Action /School Action Plus)
- Pastoral support Plans (Local Authority plans for children who are at risk of exclusion) and when appropriate may be supported by the whole school team.