



Behaviour Policy

South Ossett Infants' Academy

June 2023

Our Vision

To engage children in the challenges of life with a positive attitude of confidence, self-respect and respect for others and to forge ahead regardless of difficulties experienced.

Our Values

independence
courage
nurturing
happiness
respect
learning
excellence
integrity
safety



Aims and Expectations

Children come to school to learn new ideas, skills and concepts. They bring with them a range of prior experiences and knowledge unique to that child and their new learning builds on this. This is true for behaviour as with all the other aspects of their learning.

Whether children join us at 3, 4 or 5 in the Foundation Stage, or partway through Year One or Two, a clear behaviour policy and approach supports children, parents and staff in having a shared understanding of what behaviour we can all accept and expect from each other. It helps to develop an understanding of how our behaviour choices impact on and influence others and our learning environment.

Just as with other aspects of their learning, we don't expect that the children will always get it right first time – children are learning how to behave in a school setting, as part of a small group, a class, a school, in focused teaching and independent learning, when moving around school or in the classroom, hall or playground...

Having clear, simple rules that state certain behaviour that we know we can consistently expect from one another and that apply in all situations, ensures that children, parents, carers, staff,

governors and visitors to the school have a shared understanding of acceptable behaviour in school.

So we have 5 school rules;

- Respect yourself and others
- Do your best
- Listen and think when others are speaking
- Work and play fairly and kindly
- Move sensibly and quietly around school

These rules support *our* vision and values and they support the teaching of “British Values”. Applying the rules enables all of us, whatever our role in school, to get the best from school. Our behaviour policy and approach is designed to use these rules which are shared at assembly, in class, displayed across school, used in discussion with the children, to achieve these values. A child-friendly version, with pictures that were discussed in assembly next to each rule, is displayed in Main School and the Foundation Stage building.

It is a primary aim of our academy that every member of its community feels valued and respected, and that each person is treated fairly and well. We are a caring community, our values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We use a “Restorative Practice” approach to encourage discussion and moving forward, developing the children’s vocabulary so they can talk about their thoughts, feelings and needs.

We aim to create a family atmosphere where quality work can be achieved. The academy expects every member of its community to behave in a considerate way towards others. If adults are polite and courteous, show that they care for those around them and respect the needs of others, then the children will be able to follow the same example. We treat all children fairly and apply this behaviour policy in a consistent way.

We develop, through adult examples, through modelling and through discussions with the whole school, class, groups and individuals, the concept that each person is responsible for their own actions and choices. We nurture understanding that the Academy’s rules and any individual class codes of conduct form the framework, but that the person responsible for ensuring good behaviour and good choices **is each individual person, adult or child**. In this way behaviour is not dependent on the adult present, nor the situation, but stems from applying understanding of actions, behaviours and consequences, something children develop in their learning journey through school and beyond.

In order to develop self-discipline we need to:

- Encourage/establish good relationships between children, staff, parents and others.
- Build up children’s self-esteem to enhance their feelings of self-worth.
- Promote positive aspects of behaviour/effort, rather than emphasising the negative.
- Develop the idea that actions and behaviours have positive or negative consequences to themselves and others.

- Create a caring environment to foster positive attitudes.
- Lay down positive guidelines as a framework for acceptable behaviour.
- Be fair, be flexible, and be firm.
- Promote tolerance and courtesy.
- Plan and organise classrooms and lessons to encourage good behaviour.
- Be consistent.
- Encourage everyone, children and adults, to speak up about their needs and feelings and to listen to others.
- Where acts or behaviours are contrary to expectations or are hurtful to others these will be discussed with all those concerned and, where and when appropriate, a “restorative” conversation will take place.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. The school has five school rules, but the primary aim of the behaviour policy and approach is not to enforce rules. Rather it is to develop an understanding that the rules are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

All staff are made aware, as part of safeguarding and at induction, that instances perceived as misbehaviour may be a form of communication, based on trauma or adverse childhood experiences. All staff will take this into account when responding to children.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- all staff congratulate and praise children; for good behaviour, good choices, kindness, perseverance, sharing, being considerate etc, as well as for academic effort and achievement
- all staff can place children in the ‘Happy Book’
- we put children in the ‘Happy Book’ either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- after 3 mentions in the ‘Happy Book’ children are awarded a ‘Happy Book Certificate’ at a special assembly
- Lower Foundation Stage children receive “Well Done” certificates
- individual classes have reward systems, devised by the teacher and explained to the children
- children may be given lunch time certificates or stickers by the lunchtime supervisors for good behaviour at lunchtime
- children are awarded stickers or stamps for good work and behaviour
- children may visit the Head teacher on occasions of exceptional behaviour and be awarded a Head teacher’s sticker
- each half term the class adults choose 2 children, who have been consistently displaying good behavior and attitude to learning, to go on the Just Wonderful board
- the dinnerladies have a Best Line trophy and once the children are settled into school will award this to the best line at the end of lunchtime

The academy employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions. If they do not do so they are reminded of the expected behaviour. In the first instance this may simply be a reminder by a look or by saying the child's name. If this is ineffective a full, verbal reminder of expected behaviour or more indirectly by praising for the expected behaviour as displayed by another child will be used. This will refer back to the school rules; "I see John is really remembering the school rule of listening and thinking when others are talking, well done John."
- If a child still does not listen we ask them either to move to a place nearer the teacher/practitioner, or to sit on their own, explaining why.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will speak to him or her. If a child misbehaves repeatedly, the child may work or spend some time apart from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Teachers/practitioners will also speak with children if their behaviour is unacceptable. Each situation is dealt with in a consistent but flexible manner.
- Misbehaviour or repeated disruptions which continue despite reminders and prompts may result in loss of five minutes or more of playtime in Key Stage One. This will be spent beside a school adult, thinking about the choices made. There is a prompt card for the children to help the children use this "thinking time" productively. Other sanctions may involve being given silent, seated work or working quietly beside an adult, or not being able to work in certain areas of provision for a specified time, with a reason given for this.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may stop the child from taking part for the rest of that session, or for a specified period of time. If the behaviour is putting the child or others in danger the class teacher will assess the situation and if necessary will remove the rest of the class from the situation.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child's behaviour is dealt with. We believe that the children should be made to recognise their behaviour and its effects on others, so that bullying or other forms of behaviour are always discussed, with all parties affected. Restorative practice forms a key part of this response as it allows the child, if they wish, to talk to the child by whom they feel bullied about the impact of the bully's words or actions upon them.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- We expect the good behaviour in the classroom to carry on out on the playground at break times and lunchtimes. Lunchtime supervisors have stickers to reward good behaviour, politeness, good manners etc.
- At playtimes/lunchtimes behaviour issues are dealt with by the adults on duty. Incidents are dealt with through discussion with the children involved, in a positive way. However if the child demonstrates persistently incorrect behaviour choices they then spend some time or the remaining break time walking with the adult on duty. The prompt card is also available to use then. We feel this gives the child time to calm down and reflect on the choices they have made and how this has affected them and others. At a suitable time this will be discussed with the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class may create its own classroom code, which is drawn up by the teacher and children and displayed on the wall of the classroom. At this time the teacher and children enter into a verbal contract. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying, harassment or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Bullying is not acceptable and our anti-bullying policy is followed closely in conjunction with our behaviour policy; we do everything in our power to ensure that all children attend school free from fear.

At this age children are naturally curious about themselves, their bodies and those of others. They may ask questions, look at themselves or show an interest in others. As part of RHE and our modelling we encourage the children to respect each other; others feelings, their space and their bodies. If the children experience something that makes them feel uncomfortable or upset, the good relationships fostered give the child a safe base from which to talk about this with an adult. Any behaviour that, in older children, would be considered as sexual harassment or sexual violence, will be discussed with the children concerned at an age appropriate level and parents informed. The behaviour will be assessed using the Brook Traffic light toolkit and further steps taken, in discussion with parents/carers as deemed appropriate.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils* and Section 10 of the Education and Inspection Act 2006 which enables school staff to use such force as is reasonable in very clearly defined circumstances. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher and practitioners

- It is the responsibility of the class teacher and practitioners to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during class time.
- The class teachers and practitioners in our school all have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- School adults treat each child fairly and enforce the behaviour expectations consistently. They treat all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. We do not report all *single* instances of wrong choices in behaviour to parents/carers; children need to be allowed to make mistakes and to correct these.
- However, if these wrong choices continue, the class teacher will arrange to speak to parents/carers, share concerns, discuss any possible reasons for this and develop a joint approach for improving behaviour choices in school.

- If there is no or limited improvement, the class teacher will seek help and advice from the head teacher or senior teacher, arranging another meeting with parents as necessary. Staff will also bring this to staff meetings, explaining the situation and drawing on the expertise of the whole staff team for advice.
- The Head teacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The head teacher may, for example, discuss the needs of a child with the SENCo and then if necessary and after discussion with the parents, the Educational Psychologist.

The role of the Head teacher

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head teacher keeps records of all reported serious incidents of misbehaviour.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

- The school seeks to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain school expectations as part of home-school visits, in the behaviour policy and in the rules prominently displayed in school, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- We would hope to be informed by parents immediately if they have any concerns.
- If the school has to use reasonable sanctions to address a child's behaviour, we would expect parents/carers to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and if still not satisfied the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Where behaviour or actions which cause concern take place outside of school hours but on school grounds, parents can ask for the support of the Academy to deal with any issues arising.
- Where behaviour or actions which cause concern take place outside of school hours but may impact on their child, parents can ask for the support of the Academy.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.
- The governors may give advice to the Head teacher about particular disciplinary issues but the Head teacher has the day-to-day authority to implement the school behaviour and discipline policy. The Head teacher must take governor views into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a pupil, s/he informs the parents immediately, in writing, giving reasons for the exclusion. At the same time, the Head teacher 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 Head teacher 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 itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals 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 LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Monitoring

- The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents if they are repeated regularly. The head teacher records those incidents where a child is sent to her on account of serious bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class or headteacher. Where there is a pattern of behaviour emerging we will start to keep an incidents log for a particular child or group of children.
- The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy at least every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.