Behaviour Policy – June 2018

At Birches Green Infant School we aim to achieve and sustain the highest standards of behaviour and discipline in order to make the children’s experiences of school life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education for all at Birches Green Infant School.

1. Positive behaviour approach
All members of staff are responsible for the behaviour of all children. We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than negative comments. By fostering positive relationships between children and staff the children will feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope that children will develop a pride in themselves and in their school, together with a sense of belonging.

How adults at Birches Green Infants will enable positive behaviour
As a school we believe in promoting positive behaviour for learning. We will do this by:

✓ Good and outstanding teaching
✓ Regular marking to help every child make progress
✓ Giving rewards
✓ Having clear and consistent expectations
✓ Ensuring a pleasant, safe and stimulating environment
✓ Offering a wide range of extra-curricular activities
✓ Having high standards and high expectations
✓ Encouraging positive relationships
✓ Leading by example
✓ Class Dojos
✓ Praise postcards

The school’s code of practice on behaviour management will be communicated to parents at induction meetings, through regular school newsletters and through the home/school agreement contract. They will be encouraged to share the responsibility for the behaviour of their child. We appreciate the importance of parental support when difficulties concerning behaviour arise.

School Rules
Our School rules are:

- Follow instructions from adults (including completing all your work)
- Be kind and friendly with your hands and feet
- Always tell the truth
- Always show respect towards others

Our School Values are:

- Excellence - be the best you can be
- Friendship
- Honesty
- Respect

Rewards for good behaviour include:

Nursery - praise, stickers, notes home, Class visual reward system eg Dojos, praise postcards.
Reception - praise, stickers, Birches Green pounds, Class visual reward system eg Dojos, praise postcards.
Year 1 - praise, stickers, Birches Green pounds, Dojos, praise postcards.
Year 2 - praise, stickers, Birches Green pounds, Dojos, praise postcards.

Headteacher stickers and certificates are also used across the school

Sanctions - if children choose not to follow the school rules:

Step 1 - A child will receive a reminder of the rules- a verbal warning.
If behaviour does not improve, after 3 verbal warnings

Step 2 - Child sits at the ‘time out’ table (KS 1) or “time out” space (EYFS) in their classroom for a short period of time. This may also be followed with an appropriate consequence such as missing playtime.

If behaviour persists-

Step 3 - Class Teacher will complete a ‘time out’ slip and the child will be sent to another classroom, with his/her work, the receiving teacher will return the child when they judge this appropriate and record the child’s behaviour onto the time out slip, this will be sent to a member of SLT.

Step 4 - The class Teacher will inform the child’s parents that ‘time out’ was necessary. They will keep a record of the behaviour on CPOMS.
If behaviour persists- Pupil is brought to a Senior Leader for a suitable sanction* and their name will go into the Green behaviour Folder in the AHT office

*Suitable Sanctions: -
- Missed playtime and/or lunchtime
• Writing of Lines/Apology…. Put it right
• Work with parents to improve behaviour.

Examples of unacceptable behaviour and the sanctions:

Refusing to follow instructions
1st occasion - reminder
2nd occasion - missed playtime
3rd occasion - letter home
4th occasion - meeting with parents

In-appropriate language
1st occasion - Reminder
2nd occasion - Letter home
3rd occasion - Meeting with parents
4th occasion - Miss playtime/lunchtime
5th occasion - Exclusion

Play fighting and dangerous play
1st occasion - Sent to HT or AHT, letter home and miss lunchtime as appropriate
2nd occasion - Miss 2 or 3 playtimes and/or lunchtimes and letter home
3rd occasion - Meeting with parents and lunchtime exclusion (fixed term)
4th occasion - Exclusion

Damage to property
1st occasion - Reminder
2nd occasion - Letter home
3rd occasion - Meeting with parents
4th occasion - Miss playtime/lunchtime
5th occasion - Exclusion

Persistant bullying - STOP- Several Times On Purpose
1st occasion - Reminder
2nd occasion - Letter home
3rd occasion - Meeting with parents
4th occasion - Miss playtime/lunchtime
5th occasion - Exclusion

KS1 pupils will return to sanction 1 at the start of each term.

2. Around School

We all work in a school which is clean, pleasant and safe. We expect every child to help by:

• Walking, not running, to keep safe
• Looking after the buildings and outside areas
• Respecting displays
• Playing outside in a safe manner, which enables all other children to have a happy playtime
• Placing all litter in the bins provided
• Walking around the school quietly
• Allowing others to learn
• Speaking with respect to all

As a school we will not accept:

• Refusal of requests by adults
• Dishonesty, including stealing
• Bullying of any kind, including name calling, hurting others, threats and intimidation
• Racism, homophobia or sexism, including name calling and any type of harassment.
• Verbal or physical aggression
• Anything inappropriate being brought into school
• Abusive or foul language
• Damage to property, including graffiti.

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

• Behaviour charts to enable celebration of and to encourage positive behaviour.
• Increased communication between home and school
• Referral to outside agencies such as Educational Psychologist, Pupil and School Support, and Behaviour Support Services (CoBs) - this may result in these services working with pupils to support and encourage positive behaviour.
• Support from the Inclusion Leader, identified teaching assistants and teachers.
• Small group work or 1:1 support in self-esteem, emotional literacy, anger management, managing feelings and emotions.
• Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupils behaviour.
• Reduced timetable where appropriate.
• Thrive

3. **Classroom**

Effective discipline is achieved primarily through the provision of a well-planned, differentiated and stimulating curriculum, delivered in an organised, well resourced and managed environment.

Children are encouraged to respect the space, work and property of their peers and be considerate of their feelings and opinions. We believe in a positive approach where the emphasis is on rewarding good behaviour. It is equally important to discourage unacceptable behaviour in school.

As part of the ongoing PSHE curriculum, each class will spend time at the start of the school year establishing and agreeing the classroom rules, rewards and consequences. Each classroom has a poster displayed which summarizes the system for the children. Social skills groups work on more specific issues with small groups of children.

The classroom is for learning and therefore we expect every child to:
Be punctual
Remove coats and put on appropriate shoes without being asked
Get out books and equipment quickly
Settle to work straight away so that all pupils can learn.

We believe that everyone in the classroom has the right to learn and achieve. We expect every child to:

- Listen without interrupting
- Follow instructions
- Do their BEST and let others do the same
- Encourage others to do well
- Be polite
- Request help from an adult appropriately.

Disruption to lessons is taken very seriously. It is not acceptable under any circumstances. Persistent disruption can lead to a fixed term exclusion or even permanent exclusion.

4. Lunchtime Supervision
We promote the school rules at lunchtimes.
We also have systems in place to keep pupils happy and safe, and looking after their well-being. Lunchtime Supervisors collect children from their classroom at the start of lunch time. At the end of lunchtime children line up with class teachers and lunch time supervisors and brought into class.

**Lunch Time Groups:** Buddy Club is led by TAs, based in the Library and classrooms and run on a needs basis. It is specifically for children who are experiencing lack of confidence or are socially vulnerable and have been referred by their teacher or a member of the SLT.

**Rewards**
BGI Pounds, Dojos and stickers: These are given for good behaviour by a lunchtime supervisor. BGI Pounds can be redeemed at the Birches Green Shop available in the HT's Office each Friday afternoon.

Verbal communication between lunchtime staff and class teachers will take place as the children arrive back into the classroom. This is when BG Pounds, stickers and Dojos can be given out.

**Sanctions**
The Lunchtime behaviour code is a continuation of the school’s behaviour policy. Serious incidents will be logged with the Senior lunchtime supervisor who will report these on CPOMS.

If positive behaviour strategies do not improve the child’s lunchtime behaviour, the Senior Lunchtime Supervisor will report the concerns to members of SLT and the child will go onto a lunchtime behaviour plan. Parents will be informed.

Lunchtime staff will also use a system of Coloured cards to assign to poor behaviour.
(Green, amber and red cards with faces on)
KS1/EYFS:
1 - Sad face and warning
2 - Very sad face (2 minutes on stop station)
3 - Send to Senior lunch time supervisor with a red card
4 - Referral to the senior leader on duty

5. Roles and Responsibilities
Parents have an important role to play in supporting their children and the school to maintain high standards of behaviour. As part of the educational process, all adults in the school community have a responsibility to teach children appropriate behaviour and prepare them to make a positive contribution to the school community and the community in which they live.

Attendance

As a minimum we expect every child to have an attendance above 97%. Attendance below this will affect your child’s learning, progress and achievement as can be seen in our Attendance Policy.

Preparing for school

Our expectation of all pupils is that they will:

- Be Punctual - “be on time...ten to nine”
- Arrive ready to learn with a positive attitude
- Allow all other members of the class to learn and the adults to support their learning
- Bring the right PE Kit, reading book, reading record and homework every week.
- Wear appropriate clothing at all times.

Class teachers are responsible for their children’s pastoral care and behaviour, but they do this in conjunction with the Head teacher and the SLT. This responsibility is also shared with Teaching Assistants and Lunchtime Supervisors.

When staff have a concern about behaviour they are encouraged to share this concern with the SLT. The SLT will advise, support and where appropriate attend meetings with the class teacher and parents of the child to develop an individual behaviour plan (IBP).

Where appropriate, the SLT will also liaise with the Inclusion Leader, Head teacher, parents and outside agencies. The Senior Leadership Team will maintain a record of persistent and serious incidents of behaviour.

For serious or persistent breaches of the school Behaviour Policy, fixed term or permanent exclusions will be considered and may be used as a sanction. During the first five days of a fixed term exclusion period the Parent/Carer is required to supervise the child and school will provide work for the child to complete during this time.

Some members of staff in school have had Team-Teach training in Restrictive Physical Intervention and are trained to use reasonable force in rare situations which may require this. These situations include:-
- Protecting children from a dangerous situation eg. A busy road
- Prevent harm to self or others
- Prevent damage to property
- Maintaining good order and discipline in school and among our pupils
- A criminal act is about to be committed.

Restrictive physical intervention will only be used when it is in the child’s best interests and will be reasonable and proportionate to the situation. There is a small but inevitable risk of some injury (eg bruising/scratching) accidentally occurring, which is a regrettable side effect of keeping children safe in these circumstances. The wellbeing of the children in our care is always at the forefront of any action taken. Any use of restrictive physical intervention is recorded in the Team Teach Book.

We are committed to providing the children with a well structured and ordered school experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition the policy and practice will be reviewed regularly in phase, leadership and whole staff meetings.

6. **Equal Opportunities and maximum inclusion** (see also Single Equalities Policy)

- A child’s individual difficulties and needs can vary over time and in different settings. Thus individuals should avoid ‘labelling’ children.
- All children should have maximum access to the mainstream curriculum and children should be educated as far as possible, with their mainstream peer group.
- Staff will actively develop personalised programmes in order to promote good behaviour and enable a child to succeed.
- Policy, planning and action in the field of behaviour management should be anti-discriminatory and conform to the school’s Single Equality Policy.
- In the event of a child making a malicious accusation against a member of staff the local authority guidance will be followed.

7. **Racist, Homophobic and Disability comments**

Birches Green is a No Outsiders school- [http://www.birchgni.bham.sch.uk/](http://www.birchgni.bham.sch.uk/)

The School does not tolerate inappropriate language. This is recorded, parents are informed and numbers of incidents are recorded for the LA.

Whilst this policy reflects the procedures for the majority of children in our school we appreciate that there are some instances which may require an alternative approach due to the specific needs of an individual. In these instances the school will take appropriate action, taking into account any reasonable adjustments which may be needed, according to the specific needs of individuals.

May 2018
This policy will be reviewed on a bi-annual basis.

Policy reviewed by Governors  June 2018
Policy reviewed by Staff  June 2018
Next review due  June 2020

Signed…………………………………….  Chair of Governors  Dated…………………………………

Signed…………………………………….  Head Teacher  Dated…………………………………