

Glendale Infant School

Behaviour Policy

Aims

- to establish a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere;
- to create an orderly and purposeful atmosphere based on a sense of community and shared values;
- to promote the values of mutual respect, self-discipline and social responsibility which underlie good behaviour;
- to keep parents informed.

Objectives

- To develop a whole school approach to behaviour
- To promote positive behaviour
- To clearly identify consequences of misbehaviour

Organisation

Behaviour is reinforced through the school rules:

1. Be kind and friendly;
2. Be sensible and safe;
3. Be polite to everyone;
4. Always do your best;
5. Look after our world.

All rules to be applied consistently, although there is flexibility in the use of consequences to take account of individual circumstances.

In the classroom, teachers are responsible for:

- Minimising opportunities for disruption by examining layout of furniture, matching work to children's abilities, maintaining pace within the lessons and promoting sensible behaviour in non-structured moments.
- Modelling the standards of courtesy they expect from children;
- Emphasising the positive, including praise for good behaviour as well as good work;
- Making the rules for classroom behaviour clear to children;
- Being firm rather than aggressive, criticising the behaviour not the person, using private rather than public reprimands whenever possible;
- Making sparing but consistent use of punishments (consequences).

Within the Classroom, children may be:

- Reprimanded
- Asked to apologise
- Moved to an alternative seat, or seat by themselves
- Kept in at dinnertime/playtime to complete work
- Missing a part of Golden Time
- Sent to another class
- Sent for time away from the class with the Headteacher/ senior member of staff.

Around the school

Children should walk quietly around the school and along the corridors at all times.

When entering or leaving the hall for assembly, or when moving to another area in school, all children should walk quietly. Assembly is a 'no talking' time.

All staff will be aware of, and take responsibility for, all children's behaviour.

Playtimes

A member of staff must be out on the playground before the children are sent out.

All reports of aggressive behaviour or bullying must be investigated. Staff must be alert to signs of bullying of any kind, racial harassment, and inappropriate play. All such behaviours should be dealt with promptly and firmly.

Consequences

Children who misbehave at playtime may:

- be reprimanded
- be asked to apologise
- be stood at the top of the playground for a limited time span
- have to walk with a member of staff on duty
- be sent in

Regular misbehaviour or serious incident may result in a child losing part or all of their playtime.

Consistently poor behaviour, whether inside or out, will result in the imposition of a school behaviour contract enacted in partnership with parents.

Should further input to modify behaviour patterns be needed, a referral will be made to IDS (Behaviour Support).

Ultimately, a child who is a serious danger to others will be excluded.

A child who deliberately and knowingly physically attacks a member of staff will be excluded. (Fixed term). Any repeat of the behaviour may result in permanent exclusion.

Dinner times

Mid-day supervisors, under the direction of the senior supervisor, are responsible for the welfare of the children over the lunch break.

Misbehaviour will result in a range of consequences:

- A reminder of acceptable behaviour;
- A requirement to apologise;
- A reprimand;
- Standing out for 5,10 or 15 minutes (incremental);
- Holding an adults hand;
- Separation of conflicting parties;
- Staying in and missing part of lunchtime with incremental increase for continued misbehaviour;
- Sitting outside the staffroom/head's office;
- Parental involvement;
- Lunchtime exclusion.

All complaints and incidents must be investigated and reported to the supervisor and, as necessary, to the class teacher.

Buildings and Environment

Intentional damage to premises and equipment, including graffiti, is considered a serious offence which will have consequences. This may include involvement in repairing the damage where appropriate. (E.g. mopping up after a flood, rubbing out graffiti.)

The school should be a litter free area. Consequences for dropping litter should involve picking up litter.

Parents

An active partnership with parents is encouraged as an aid to promoting good behaviour.

The parents of a new intake have an induction meeting when the school's behaviour policy is clearly explained.

Parents will receive information about their child's behaviour and attitude at parents' meetings.

Parents will also be informed of their child's behaviour at other times as necessary.

Rewards

Rewards for children will include praise and recognition within the class. Outstanding work, good behaviour or a positive attitude may be recognised within the school's star award system and each class will usually award a class certificate per week, closely linked with the school rules. Consistently good work in the classroom can be recognised with a class reward, as identified as part of the classroom rules.

- Various appropriate classroom award systems may be used to recognise good behaviour.
- Rewards may include a free choice session of up to 30 minutes per week.
- Any 'special' small task may be used as a reward.
- Academic and non-academic achievements will be rewarded.
- Systems will make provision for informing parents when special awards are made.

Appendix 1

Definitions:

Bullying is defined as ongoing targeting of a single child or children by another child for the purpose of intimidation through physical or psychological means.

Racial harassment is the deliberate use of insults, including name calling, or physical intimidation, related to another child's ethnic origins, which is ongoing over a length of time. However, even an isolated incident will be noted and reported to the LA, and both children involved will be supported to understand that such incidents are unacceptable.

Inappropriate play may include rough games, games where one side is outnumbered and precocious activities unsuitable for infants. This is not an exhaustive list and the final judgement regarding 'inappropriate play' will be left to the discretion of the staff member on duty.