



CROFTLANDS INFANT AND NURSERY SCHOOL

Behaviour Policy

Statement of Purpose

With reference to the Equality Act 2010 and section 89 of the Education and Inspections Act 2006, our purpose is to ensure that Croftlands Infant and Nursery School continues to provide a safe, happy, caring environment in which each child is valued and encouraged to fulfil his/her full potential.

Aims

- To develop a curiosity to learn, to value the expression of feelings and to ensure that we meet the individual needs of each child.
- To provide a warm and secure environment, fostering self-esteem, value for all others and respect for and a sense of pride in the school and the wider community.

Policy Framework

- Good behaviour will be achieved by stressing the positive achievements of children.
- All adults will model consistent approaches to behavioural expectations and school rules, taking into account individual needs.
- Pupils will be actively involved in maintaining an appropriate learning environment.
- Rules will be kept to a minimum and the reason for those rules will be made explicit. They will be formulated and reviewed regularly with the children, both in class groups and with the whole school.
- Expectations of the school will be communicated with parents/carers.

Policy Guidance

Rewards:

- Verbal praise by members of staff.
- Written praise
- Stickers
- Showing work to others
- Annual report
- Parent's evenings
- Sending work to head teacher
- Sharing work, exemplary behaviour and achievements in assembly
- Certificates

Be Caring
Be Happy
Always Do Your Best

Sanctions:

- A Quiet word from a member of staff (Warning)
- Five minutes away from the group / class in view of the teacher (at playtime - five minutes holding a staff members hand).
- Miss part or all playtime (head teacher / member of staff to supervise)
- Send to head teacher (when the above sanctions have failed)
- Head will organise suitable sanctions which could include:
 - Keeping for a session to complete work

A record will be made in the behaviour book of the incident. Chronologies will be updated. Carers will be informed. After three such incidents a team around the family meeting will be organised to discuss early intervention, the behaviour and the way forward. This will include the formation of a behaviour plan.

Each day the slate is wiped clean and the child is given the chance to behave in an acceptable manner.

Any 'major' issues should be escalated straight to the head teacher (e.g. biting,)

At no time should a child be sent to another part of the school or outside the classroom unsupervised.

Members of staff who are concerned about a child's behaviour should discuss their concerns with the class teacher.

Class teachers should discuss their concerns with the SENCO or the head teacher.

Advice on good behaviour strategies

- Focus on the behaviour, not the child, i.e. 'That was a naughty thing to do' not 'You are a naughty boy'.
- Consider the seriousness of the child's intention as well as the outcome of the behaviour.
- Match your response to the seriousness of the offence.
- Keep your response to the minimum necessary to change the child's behaviour.
- Consider whether a private reprimand is more appropriate than a public one.
- Offer a plausible excuse for the behaviour and a route out of the difficulty where possible.
- Distance yourself from the criticism and refer to shared group ethos e.g. those children are all doing this very well, let's see if we can all do as well'.
- Give children the opportunity to 'put things right', e.g. apologising, tidying.
- Compare notes with other members of staff on successful ways of managing particular situations or individuals.
- Carry out sanctions
- End any exchange on a positive note with the child feeling that he can 'get it right next time'.
- Remember that children are small people with the same feelings as large people but without the same understanding or control.

Early intervention

When a child is experiencing difficulties in conforming to the expectations of the school, discussion with the child's parents / carer will be initiated and school will work together with them to help overcome any difficulties.

A behaviour profile will be completed and using this information a plan of action with appropriate strategies will be put in place and the child's progress will be closely monitored against the targets set.

If the child continues to give cause for concern, a referral will be made to either the behaviour intervention team or to the educational psychologist as is deemed appropriate. Their advice will then be used in continuing to meet the child's needs.

Exclusion

Exclusion will be used as a last resort only when:-

- Any member of the school community is felt to be in danger because of the child's actions.
- A child continually (and despite support and intervention) behaves in a way which is contrary to the aims and ethos of the school.