



Behaviour Policy



BEHAVIOUR POLICY

Aim

At Birkby Infant & Nursery School the whole team is committed to maintaining a happy, secure and inviting environment where children can reach their full potential.

Objectives

In line with our Single Equalities Policy, we are committed to ensuring equality of education and opportunity for all. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals.

We strive to

- create a happy, inclusive school where children develop good relationships and a positive attitude to learning.
- cultivate responsible attitudes towards the care of others, school and the community.
- encourage self-control and self-respect.
- work together with parents/carers to ensure that everyone is comfortable and secure.

The school team believes that positive behaviour needs teaching by identifying, discussing, modeling and rewarding desirable behaviours, within a clear code of conduct, supported by a balance of rewards and sanctions. Parents/carers are given a copy of the Home-School Agreement to sign following admission to the school.

Our School Rainbow Rules

Always work hard.

Always tell the truth.

Always follow instructions.

Always be gentle and kind.

Always walk around school.

Always listen to each other.

Always look after our own and other people's property.

Encouraging Good Behaviour

- Reinforce school rules and agreed behaviour at lunchtimes i.e. actions that gain rainbow tickets.
- Agree basic classroom rules with children.
- Clearly describe and model good behaviour so that children are clear about the expectations.

- Recognise and highlight good behaviour.
- Ensure that all children are praised for behaving well.

This is the responsibility of all staff at all times but especially at lunchtimes and playtimes.

Rewards include

- Smiles and spoken praise.
- Praise from the class.
- Star of the Week.
- Class sticker/reward system.
- Certificate in Best Work Assembly half termly for those children who have kept all their Rainbows all half term
- Lunchtime tickets and rainbow time.
- Reward for the whole class eg. extra playtime, choosing time, NOT DVDs etc.
This has to be agreed with each individual class at the beginning of the year.
- Informing parents at home time, letters, report etc.

Agreed Sanctions

- Explanation of why behaviour is unacceptable or inappropriate with effective spoken reprimand and warning.
 - Specified time out within own classroom. (Never send a child outside of a classroom unsupervised).
 - Remove privileges.
 - Hold hands with teacher on playground duty.
 - Loss of Rainbows = loss of Rainbow Time:
 - 1 ticket lose 5 minutes
 - 2 tickets lose 10 minutes
 - 3 tickets lose 15 minutes
 - 4 tickets lose 20 minutes
 - 5 tickets lose all Rainbow Time and a letter to the parents of children in KS1 who lose all their Rainbows that week will be sent on Fridays explaining that the school needs their support and needs the parent to reinforce the Rainbow Rules at home.
- Parents in Reception will be given a daily verbal report about any loss of rainbows including the reason and how the parent can help.

Children who lose all their Rainbows in one week will go to the office of DW/DT at Rainbow Time on Fridays. DW/DT will restate and explain the Rainbow Rules and then write their names in a Red book. The children then have to sit in silence for the rest of the session. The Red book will be monitored by Donna Todd, the Inclusion Manager for identification of children who may need an Individual Behaviour Plan/Additional Needs Plan.

If a child loses all Rainbow Time on 3 consecutive occasions an alternative behaviour system will be put into place whereby the child begins the week without rainbows and has to earn them back for appropriate behaviour throughout the week. This alternative behaviour management system will be recorded on the child's Individual Behaviour Plan/Additional Needs Plan as necessary.

- Lunchtime exclusion.
- Fixed term or permanent exclusion.
- For persistent, recurring poor behaviour, staff should maintain a behaviour record; refer to BIP Worker and/or consult with Inclusion Manager and Headteacher.
- Staff to use their professional judgment in terms of serious incidents.

EAL

A bi-lingual education support assistant should be used to ensure that children using Heritage language only or little spoken English, should have a clear understanding of expected behaviour from themselves and other children. When parents are consulted regarding the celebration of good and improved behaviour, or the report of unacceptable incidents, staff should be aware of the need for translations. A bi-lingual education support assistant should be asked to check if the parent understands fully the main points of the consultation especially when agreed sanctions are put into operation.

Pastoral

Where a child is displaying persistent, recurring, poor or disturbing behaviour, a referral to the BIP Worker/Inclusion Manager/Headteacher may be necessary. Home visits or regular parent liaison can be carried out by pastoral team to bring home and school together to support the child and to consider whether behaviour issues may be as a result of unmet needs, educational, safeguarding or other. Targets and actions will be recorded on the Additional Needs Plan/Individual Behaviour Plan and shared with child, parent/carer and staff. Individual circumstances or additional needs will be taken into account.

Guidelines for Staff

- Teacher to agree basic classroom rules with children.
- All staff to be aware of and support school rules.
- All staff to describe and model good behaviour.
- All staff to highlight and reward good behaviour.
- Share good behaviour with parents.
- Inappropriate behaviour will be dealt with according to agreed sanctions.
- Parents/carers will be contacted if there are any problems.
- Children continuing to show behaviour problems will be referred to the BIP Worker, Headteacher and/or Inclusion Manager.

- Support Services may be contacted in consultation with Inclusion Manager and Headteacher.
- Parents will receive a copy of the Working Together Leaflet when their child starts schools and our home/school agreement.

Positive handling and physical restraint

The care of sometimes aggressive and "out-of-control" children may require use of reasonable force to regain a safe, caring learning environment.

The listed staff (App.1) have received "Team-Teach" training which reinforces the essential verbal and non-verbal skills required in a crisis situation. However, if an incident should arise which is potentially dangerous all staff should use common sense and discretion to deal with it safely. Use of agreed physical handling/restraint will be a last resort. "Team-Teach techniques seek to avoid injury to the service-user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service-user remains safe." (George Matthews - Director)

Any children on the Additional Needs register known or likely to come into this category should have the possible need for physical restraint included in their Additional Needs Plan/Individual behaviour Plan. This should be brought to the attention of the parent/carer and signed.

Regular updates of Team-Teach methods and issues are carried out at Staff Meetings.

Birkby Infant & Nursery School follows Kirklees Guidance on dealing with exclusions.

ANTI-BULLYING POLICY

It is a basic entitlement of all children, irrespective of gender, ability, disability, race, religion or belief, to receive their education free from humiliation, oppression and abuse.

Definition: "When a person or persons deliberately sets out to intimidate or humiliate their victim in order to cause distress or fear, using physical, verbal or indirect means."

Victims of bullying can suffer physical and psychological abuse, isolation, loneliness, insecurity and anxiety. They can be subjected to name-calling, teasing and intimidation.

It is important to note that all bullying is aggression, either physical, verbal or psychological, although not all aggression is bullying.

In line with our Single Equalities Policy we strive to be a 'listening school' and we take seriously all experiences of bullying and hurtful behaviour resulting from bullying. We seek to ensure that the victims of bullying are confident of support, whilst perpetrators are helped and advised about the error of their ways. It is a two way process.

Through the ethos of our school, our responses to each other (children and staff), PSHCE and Acts of Worship, we strive to develop:

- An understanding of the difference between right and wrong
- Respect for all adults in school including Support Staff & Lunchtime Supervisors
- Respect for each other and property
- A concern for how our actions may affect others
- Moral behaviour
- Quality of relationships in school
- Pupils' ability to work and play successfully

The school's approach to bullying:

- Support children who are being bullied.
- Help bullies change their behaviour.
- Take bullying seriously and find out the facts.

IMMEDIATE STEPS

- Stop offending action, showing disapproval.
- Try to deal with the situation promptly. Meet the individuals concerned. Stress that the child must come to you if bullied again - to show support for the victim and check that there are no repetitions of the incident.
- Every case to be treated individually according to the circumstances, the children involved and the type of bullying.
- Involve parents at an early stage.
- Help children develop positive strategies.
- Discuss with and involve children in agreed class and school rules.

Review Date

Summer Term 2015 or earlier if determined by statutory requirements or Government guidelines.

Reviewed: Summer 2014