

Broomhill Infant School



Behaviour and Rewards Policy

Revised by Catherine Timbers:
Reviewed by TLCC Governors:
Next review date: January 2018

At Broomhill Infant School our policy for behaviour has at its heart a particular emphasis on creating an environment where good behaviour is promoted and flourishes. We believe this approach needs **constant and consistent** attention and a firm regard for its continuing development to achieve its aims.

Positive Behaviour

We aim to help the children in our school to acquire a high level of self-discipline and mutual respect for and tolerance of others. These terms are used in our 'Secrets of Success' we aim to help children:

- (1) Respect themselves, feel valued and maintain high self-esteem.
- (2) Respect others and show consideration and kindness demonstrated in caring responses.
- (3) Respect their school environment and the wider world outside school.

We aim to promote a consistent approach throughout the school so that staff, parents and Governors have the same expectations and view the promotion of good behaviour as a shared responsibility. We aim to create and maintain a school atmosphere, through good role models, that show the children examples of good behaviour. We believe in realistic, but high expectations of behaviour in our children.

We have agreed to promote the following positive aspects of behaviour:

- Be polite and friendly
- Be helpful and kind
- Try hard; work to the best of ability
- Be considerate of others
- Play carefully and sensibly in the garden and playgrounds
- Look after each other and our school

In order that the children value and accept personal ownership of our school environment they are asked at the beginning of each school year to set their own rules for their classroom. The School Council members then gather ideas for whole school rules from their classes. These ideas and contributions are put together as "Our Golden Rules". These rules are then displayed in classrooms and around the school. We work with the children to promote and explain these rules in the context of the classroom, in assemblies, when moving around the school and at playtimes and lunchtimes.

How we expect to achieve these aims

We encourage good behaviour by the following:

Relationships

- By enabling the children to experience good relationships between adults and children in school.
- By valuing the crucial role that parents play and fostering good home school relationships in a spirit of mutual trust and understanding. (see Home School Agreement)
- By using opportunities in the curriculum to foster empathy and understanding. (Through SEAL and P4C)
- By using assemblies to explore different behaviours and their consequences through stories and role play.

Physical Environment

Pride in the physical environment is developed by the provision of high quality resources and materials. Children's work is valued and used in displays that are maintained and regularly changed.

The children are taught to understand that rules and requests from adults in the school community are usually made to ensure the safety and well being of all. Therefore the children are expected to respond positively when asked to behave in an appropriate way.

Acknowledgement of feelings

Children are invited to discuss and share their thoughts and feelings. Through SEAL activities, P4C, circle time, stories and drama, the children have opportunities to explore attitudes towards others and to develop an understanding to care for others. At the heart of the Forest School ethos is Emotional Intelligence.

We recognise that reinforcing good behaviour through rewards and positive recognition is the most effective way of changing unacceptable or poor behaviour.

Good Manners

Good manners is about considering the feelings of other people - it costs nothing. We expect the children to be polite and respectful to everyone in school. Reinforcement of good manners happens throughout the school day - assemblies, lunchtime table manners, playtimes, during lessons, holding doors open for each other etc.

Assembly

In order to benefit from the daily assembly children are encouraged to have a positive attitude and a peaceful frame of mind.

- ✓ Teachers accompany their class in to assembly. If the teacher isn't required to attend the assembly then they should remain in the hall with their class until the person leading assembly is ready to begin.
- ✓ Children are expected to walk into the hall quietly, to sit without any unnecessary fuss and to be attentive.
- ✓ The children are expected to respond to the teacher or visitor's greeting cheerfully but quietly.
- ✓ Children are expected to sit quietly and listen; not only to the adult leading assembly, but also to the contributions of others.
- ✓ Children are also expected to respect each other's space and not to disturb the other children around them.
- ✓ Children who misbehave in assembly are usually given a warning either by the person leading the assembly or the teachers supporting. However, should they need to be spoken to repeatedly they may miss their playtime.
- ✓ Good behaviour is reinforced by inviting children to take part in the assembly and being given special tasks.

In the classroom

- ✓ Children are expected to walk around the classroom and the school, never to run.
- ✓ Children are expected to speak quietly and politely and listen carefully to each other and adults.
- ✓ Children are expected to greet visitors to school in an appropriate manner.
- ✓ Children are expected to take care of furniture, books and all other resources.
- ✓ Children are encouraged to take responsibility for tidying away books and resources either individually or in a small group at the end of lessons.
- ✓ Children are taught to take turns, to share with others and to be helpful and fair especially with visitors or new children.
- ✓ Children are rewarded for good behaviour by their class teachers e.g stickers, marble in the jar, star of the day

Success Time

- ✓ Success Time is an integral part of the whole school introduction of 'Secrets To Success'.
- ✓ Success Time is a celebration of children's success. Children earn their Success Time by working hard and keeping the school's golden rules, it is a special time for everyone to look forward to. Success Time lasts for 30 minutes. Children who have repeatedly broken school rules lose Success Time in 5 minute blocks - they do have the opportunity to earn it back. Success Time takes place on a Friday afternoon from 2:15p.m - 2:45p.m.

Playtimes

- ✓ Children are expected to treat each other with respect.
- ✓ If any child has been treated unkindly or hurt by another child they are encouraged to talk to one of the adults on duty for support and management of the situation.
- ✓ Children are not allowed to run, tread on the soil, throw stones/sticks or climb.
- ✓ They are instructed not to pick or eat anything. All living things in the garden should be treated with respect.
- ✓ Children have the opportunity to join in Positive Playtime games. This encourages children to become more physically active while teaching them co-operation. Quieter activities also allow children to socialise and share resources in an independent setting.
- ✓ When the bell rings signifying the end of playtime the children are expected to line up with their class and follow their teacher quietly into the school building.

Lunch-times

- ✓ Children are expected to wash their hands before eating.
- ✓ Children are expected to line up quietly.
- ✓ Children are expected to use good manners.

Forest School

The children's safety is paramount. For children to really thrive we must have clear boundaries where everyone feels safe to explore, take risks and learn new skills. Therefore, when children take part in Forest Schools they must follow an additional set of rules:

1. Always walk
2. Only ever use quiet, friendly voices
3. Always show that you are listening to everyone
4. Always follow the safety rules
5. Respect the wildlife and environment

No reminders, no chances. IF YOU BREAK A RULE, YOU STAY IN SCHOOL.

On-going ways to promote positive behaviour

All adults in school are expected to speak to children quietly and calmly. Adults show disappointment and sadness rather than anger towards inappropriate behaviour. Routines and situations are planned in order to avoid disruption or potentially disruptive behaviour. Teachers are always well prepared for lessons and children **should never** be left in a classroom unsupervised.

Children are taught to be resourceful and reflect with an emphasis on doing things for themselves without being asked, and promoting appropriate behaviour at all times.

Individuals and groups of children may visit the Head Teacher to receive rewards for good work and behaviour. Special mentions are given to children in Friday's Special Work Assembly for good work and behaviour. Parents are invited to celebrate their child's success.

The Head Teacher may be called upon to support a difficult situation. Parents are usually made aware of this stage. Children should always be given the chance to reflect and explain their behaviour, discuss consequences and remedy the situation (acceptable apology, clear up mess etc.)

Incident file

This file is kept in the Head Teacher's room and is used to record incidents of a more serious nature. It should be analysed regularly so that any patterns of behaviour can be noted and dealt with accordingly.

Bullying and racial incidents

- Incidents of bullying and racism are **always** unacceptable. Children are encouraged to tell an adult if they or others are being bullied or are the victims of racial abuse. Bullying is persistent behaviour whether verbal or physical which hurts, threatens and intimates others. See Bullying and Anti Racism policies for details as to how it is managed at our school.
- Bullying and racist incidents are reported to the Local Authority.

Physical Restraint

The use of physical restraint should be seen as the last resort and should only be used to prevent a child:

- From harming him/herself
- From harming others
- From causing serious damage to property
- From behaving in a way that prejudices the maintenance of good order

Staff are not expected to restrain a child if they are likely to put themselves at risk, and should send for help if necessary to avert potential injury. When staff decide that physical intervention may be necessary then they should warn the child of the consequences of his/her behaviour.

All staff will be trained in Team Teach techniques

Physical restraint is legally difficult to define, but would probably include:

- Holding a child in a way that restrains him/her without injury until s/he calms down.

- Physical contact with a child to control her/his movements which pose a danger, e.g. holding arms and legs to prevent hitting/kicking
- Use of minimal force to remove a dangerous object from a child's grasp
- Physically preventing a child from leaving the premises

During intervention staff must:

- Employ the minimum force for the minimum period necessary to restrain the child
- Keep talking to the child, e.g. when you are calm I will let you go
- Avoid making threats or committing an act of punitive violence
- Control his/her temper
- Be aware of the safety and reactions of the other children in the vicinity

After intervening staff must:

- Remove the child from the situation as soon as possible and if felt appropriate take the child to the Head Teacher (but in any case **always** report the incident to the Head Teacher)
- If necessary follow injury/accident procedures
- Make a written report in the incidents folder on the physical restraint form (kept in each classroom)

The Head teacher must:

- Provide support for the child(ren) and staff concerned
- Consider the needs of others present who observed the incident
- Notify parents/carers of the action and instigate appropriate follow up. This might include working with parents and staff/ Inclusion co-ordinator to advise an IEP/action plan.
- Review the incident to ascertain that existing procedures were useful
- Follow complaint or disciplinary procedures, if necessary.
- Explain to visitors, students and or voluntary helpers the procedures adopted by the school, how they can help and how each incident must be dealt with confidentially and with sensitivity to the feelings of the child and his/her family.

In very extreme situations the Head Teacher and the Governing Body reserve the right to exclude a child either on a temporary or permanent basis (see exclusion policy).

Where a child's behaviour is consistently challenging the school will offer the parents/carers a Parenting Contract in order to support them.

Above all the development of a happy secure school community is recognised as the best environment for good behaviour to flourish.