

**Ss Alban & Stephen Catholic
Infant & Nursery School**

Behaviour Policy

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Behaviour Policy

1 Aims and objectives

- 1.1 At SS Alban & Stephen school we are concerned with the development of the whole child.
- 1.2 We believe every child is to be held in equal esteem as a child of God. We believe that our children will follow an example when praise is given in a positive way for acceptable behaviour.
- 1.3 We will aim to manage behaviour in a positive way in the classroom and in the playground.
- 1.4 We encourage our community of children and adults to be friends with one another remembering the school's mission statement of

“Building God’s Community of Love and Learning”

We aim to have a partnership with parents and expect that they will support their child in upholding the Home School Agreement.

As a staff we have formulated four main school rules which we feel encompass all possible occurrences. We aim to have visual clues to help children remember them.

1. **We respect everyone**
2. **We behave safely**
3. **We look after our school and everything in it**
4. **We do our best at all times and always tell the truth**

- 1.6 We will encourage the children to learn the rules and all class teachers will remind the children of the rules at the start of each new term or half term as appropriate.

- 1.7 As a staff we will

- Treat all children equally
- Set a good example for the type of behaviour which is acceptable
- Always refer to students and visitors by their title, Mr.... or Miss..
- Response at register time to be ‘Good afternoon Mrs’ etc
- Play a part in reinforcing the school’s idea of community
- Spend time with a child who is upset and deal with the issue
- Be alert to any signs of bullying and inform the Senior Management Team
- Be consistent at all times
- Expect the children to have the same respect and high standards of behaviour when working with any adult in school
- Work together to ensure that the highest standard of behaviour is maintained throughout the school
- Encourage the children to speak out if they see something

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2 Dealing with inappropriate behaviour in the playground

2.1 Children may sometimes forget the school rules. When this happens the adult will:

- Remind the child of the rules
- Invite them to say sorry
- Encourage them to start afresh

2.2 When this is not enough the adult will:

- Ask the child to walk around the playground with them or stand apart from the other children for a few minutes before rejoining their friends. While walking around with the adult the child will be asked to spot three children playing well then they may return to play.
- If the child breaks the rules again after a warning, he/she will have their name entered in the behaviour book and a summary of the incident will be noted
- For a serious offence, eg a deliberate punch or kick, the child's name will automatically go into the behaviour book without a warning
- If the same child's name appears in the behaviour book three times during one half term, then parents will be alerted
- School and home will work together to support the child in order to improve the behaviour
- If deemed necessary, an Individual Education Plan will be drawn up in consultation with the SENCo/INCo
- Each week a trophy will be presented to those classes who have no names in the Behaviour Book

2.3 In rare cases a child may have to be temporarily excluded for a fixed period. This will only be considered when all other procedures have been unsuccessful. Governors will become involved if this action is deemed necessary. Support may be sought from outside agencies such as the educational psychologist, Attendance Improvement Officer, or the Links centre.

3 Dealing with inappropriate behaviour in the classroom

3.1 At the beginning of each year, every class will decide with guidance on a set of behaviours for their own classroom.

3.2 In the classroom, the school rules apply, with a weekly reward of "Golden Time" for all those children who keep the rules.

Golden Time is a reward of 30 minutes of free choice on a Friday afternoon. In the Foundation Stage 'Child Initiated Learning (CIL) is a daily activity used in the same way.

Every child has the right to Golden Time (GT) and is in control of how much GT they enjoy. The children decide on their GT choice each Monday morning.

3.3 Sanctions

The following sanctions can be made by any member of staff dealing with a child in the classroom.

1. If a child breaks the rules in the classroom a verbal warning /reminder will be given.

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2. For a second offence in the same section of the day, a “warning card” will be issued.
3. If no further offence occurs then the card is put away at the end of the session and the child starts the next session afresh.
4. If the child offends when in possession of a warning card then 5 minutes will be deducted from their GT. This is recorded on a weekly chart and a summary given to the headteacher at the end of each half term.

A child who has lost some of their GT will sit apart for the amount of time lost while the rest of the class enjoy their GT. After the required amount of time the child sitting out will join in for the remainder of GT and will be encouraged to try to enjoy all GT the following week.

5. Any child who loses GT on a regular basis and is not motivated by the reward of GT, will be put on “special measures” These might be
 - Involvement of parents
 - Earning GT in 5 minute slots for acceptable behaviour
 - Sticker charts for appropriate behaviour during each section of the school day.
 - Time out chair – mainly used for the younger children
 - We expect the same high standards of behaviour at After School Clubs. Children who regularly break the rules may lose the opportunity to attend

Classes managing to keep all the rules for a week will be awarded a class trophy to be kept on their class for a week

4. Merit sticker scheme

- 4.1 We place great emphasis on high standards of work, behavior and manners in our school.
- 4.2 Stickers are used as an incentive for children to strive to do their best in every area of school life. A class chart will be used.
- 4.3 Stickers may be issued by any member of staff for:
 - Good behaviour
 - Working well in class or showing an improvement in any area
 - Being kind/generous to others
 - Showing respect
 - Being helpful
 - Being polite
- 4.4 After every 5 stickers a child will be awarded a Headteachers Certificate.
- 4.5 The certificates will be awarded each week at the Friday Birthday and Achievements Assembly. This public recognition of the high standards achieved by our children will reinforce the need to keep all the rules and strive to do our best in everything that we do. As a further reward occasional letters home will be sent from the Headteacher, timed to arrive on a Saturday when the whole family can celebrate.

5. Marbles in the jar

- 5.1 Positive behaviour or performance of a group or class can earn a marble in the class jar.

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5.2 When all marbles are in the jar the whole class receives a reward eg extra golden time, 10 mins more play than other classes.

6.0 Gold Book

6.1 MSAs all give out 2 golden tickets each day to children seen to be keeping the rules, playing well, sharing etc. The names of those receiving a ticket are entered in The Gold Book and the names read out every Monday at assembly

Use of Reasonable Force

- From time to time, infrequently, reasonable force may be required to ensure the safety of all pupils. This is defined as either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom or playground where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

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Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Recording & informing parents

Where it has been necessary to use force, the incident should be notified to the headteacher and recorded in the incident book. Parents should be informed verbally at the end of the day, or if it is deemed appropriate, by telephone during the day.

Anti-Bullying Policy

There are many different definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- **It is repeated often over a period of time directed against one child**
- It is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, including racist remarks
- Indirect – spreading nasty stories about someone, excluding someone from social groups

The safety and happiness of our pupils is of paramount importance. When pupils are bullied their lives are made miserable. They may:

- suffer injury
- be unhappy about coming to school
- lose self confidence

We would like our school to be known as an effective, caring school. We would like parents to feel reassured that we will respond positively and effectively to any report of bullying.

In order to achieve this:

- All reports of bullying will be taken seriously and investigated by the Headteacher
- We will act promptly by observing, reporting back and interviewing those concerned
- We will administer sanctions according to the behaviour policy
- The incident will be recorded in the behaviour book and a return made to County
- Children will be given guidance on bullying to enable them to recognise it and respond appropriately to it, ie 'See Something – Say Something'
- MSAs will tell teachers if there is an incident. Post-it notes in MSA bumbags for messages
- Bullying will be discussed at school during Circle time and in school assemblies
- Parents will be informed of the outcome of any reported incidents
- Whole school SEAL work deals with the topic of bullying.
- Some support staff have had training to help vulnerable children. This support is given as needed.

Guidance For Children

- Inform an adult if you see any bullying or experience bullying yourself
- Tell your class teacher what has happened.

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- Do not join in when you know it is wrong, be brave and tell them to stop
- Remember that we help to look after everyone in school

Guidance For Adults

- Be aware of the definition of bullying in the behaviour policy
- Reminders about our procedures will be sent to parents annually
- Listen to the child. The children have been told that all adults at school will help them sort out a problem. This is not the same as telling tales
- Report all incidents of bullying to the Head or Deputy
- Watch out for early warning signs, children who are always alone or unhappy
- Boredom often leads to a deterioration in behaviour. Try to pre-empt this by directing children towards the playboxes, or involve them in a game when they are bored or over boisterous.
- The Head or deputy will want to follow up the reported incident. Be observant on the playground in order to give feedback.

Guidance For Parents

- If you think your child is being bullied at school, please contact us at once.
- Remember that bullying is not an isolated incident, but something which is repeated over a period of time.
- Do not encourage your child to hit back, instead remind them to report the incident immediately to an adult at school.
- Continue to communicate with staff at school if you feel that the situation has not been resolved.
- Do not attempt to challenge another parent about their child's behaviour at school. We will deal with both parties.

Date: 1 Sept 2014