



# LITTLE MISSENDEN CE INFANT SCHOOL

## BEHAVIOUR POLICY

### Introduction

At little Missenden Infant School we believe in working together as a team. The children, staff, parents and governors work together to build and maintain a positive environment in which caring and responsible attitudes can develop and flourish. Through carefully planned opportunities and guidance we provide a framework for our children on which they can build an understanding of the boundaries of acceptable behaviour. We expect and encourage all members of our learning community to conduct themselves in a responsible manner demonstrating self-control, consideration, courtesy and respect for others at all times. We encourage the children to show respect for the school building and school property by helping them to create an environment they feel proud of and have part ownership in. The children are encouraged to be involved in creating aims for their classes that they will try to abide by.

### Aims

The aim of our school behaviour policy is:

- To develop in the children a sense of self discipline and an acceptance of the responsibility for their own actions.
- To create conditions for an orderly, enjoyable community in which effective learning can take place, where there is mutual respect between all members, and where there is proper concern for the environment.

### Objectives

The children are expected to:

- Co-operate with all members of the school community in both work and play.
- Show consideration for others and offer help when needed.
- Give their very best in all areas of school life.
- Respect the school values in all they do and say.

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## Guidance for All Staff

### At Little Missenden Church of England School we believe:

1. Positive reinforcement of good behaviour is more effective than negative punishments.

Although there are agreed sanctions for children who misbehave the encouragement of good behaviour is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc... Verbal feedback on behaviour should be given a high priority both in and out of class. Staff have a variety of rewards available to them, see list below.

2. A well managed, well planned environment decreases the potential for undesirable behaviour.

Staff should ensure that all school activities are well planned and the resources well organised as this will ensure that every child knows what is expected of them and the time scale within which they have to operate. Behaviour needs to be taught just as we teach other aspects of the curriculum. Classes that are well organised with well prepared lessons, taking into account the range of abilities and needs within the class tend to have few discipline problems. A calm, controlled environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain self esteem and a positive self image. Censure should always focus on the behaviour and not the child.

3. Children need to understand why some behaviour is unacceptable.

Staff should take time to explain the reasons for children being asked to do, or not to do certain things. They should take every opportunity to keep the care and respect of people and property in high profile. An opportunity for the child to put their point of view should always be given. They should be spoken to in, and encouraged to use a calm tone of voice. No member of the school community should ever feel belittled.

4. Incidents should be dealt with immediately to ensure the children involved understand the consequences of their actions.

It should not normally be necessary to shout. Physical punishment is never acceptable and will not be supported under any circumstances. In certain instances restraint may be necessary. Please see paragraph on restraint below.

Teachers will inform parents of any behaviour concerns they have. The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in the future lead to the imposing of more serious sanctions. Staff should consult the Headteacher if unacceptable behaviour continues or is a cause for concern.

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## **Classroom Behavioural Management Strategies**

Within each classroom the school 'Code of Conduct' and class rules are displayed. There is also a behavioural management display. This includes a happy face under which is displayed the names of all the children in the class; then there is a warning and a sad face and a star. If children do not adhere to the school 'Code of Conduct' their name is moved into the warning. From the warning a child's name can be moved back onto the happy face if behaviour is improved, or into the sad face if it does not. Each time a child is in the sad face a minute is lost from their golden time. For EYFS children each time the child is on the sad face they immediately miss a minute of their playing time. If a child's behaviour is exemplary their name is displayed on the 'star'.

## **Playtime Behavioural Management Strategies**

At playtime if a child does not follow the school 'Code of Conduct' they are given a verbal warning. If they continue not to follow the rules the child is asked to stand by the wall to miss some of their playtime.

## **Behaviour Log**

If a child is sent to the Headteacher for persistent misbehaviour their name will be recorded in the 'Behaviour Log'. If a child appears in the log three times their parents are informed (or sooner for a serious incident such as violent behaviour to others).

## **Strategies for Teaching Desirable Behaviour**

At Little Missenden CE Infant School we have high expectations of behaviour and aiming for good behaviour underlies everything we do at the school. There are a range of ways that we teach children about how they should behave

### **Circle time**

Circle time is an important method of teaching and learning in our behaviour management strategy. It is a regular session where the children are introduced to a social theme or topic for discussion. The rules for circle time are agreed and reinforced at the beginning of each session. The idea that the circle is a safe environment where children may express themselves freely without anxiety that it may be carried outside the session is central to the success of the strategy and continuously reinforced.

### **Aims of circle time**

- To raise awareness of each other's rights and responsibilities.
- To develop an awareness of the need to monitor "volume" within the classroom.
- To formulate positive strategies for working together co-operatively.
- To identify and develop key friendship skills.
- To identify and practise skills for listening to each other.

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- To accept some responsibility for our difficulties and formulate problem solving strategies.

## **Golden Time**

KS1 child are entitled to “Golden Time” each week. This is of approximately 15 mins in duration during which the children may choose their own activities thus rewarding good behaviour. All children receive all their Golden Time unless they have been on the sad face during the week, they miss a minute of their golden time. For EYFS children minutes off playing time for being on the sad face are lost immediately

## **Rewards that may be used**

Verbal praise  
 Praise in front of class  
 Visit to another member of staff  
 Placing name on the ‘star’  
 Stickers  
 Certificates  
 Positive comments to parents  
 Golden Book

## **Sanctions**

Immediate verbal or non-verbal check of misbehaviour  
 Warning (verbal and displayed)  
 Name on the ‘sad face’ for a minute lost from Golden Time  
 Removal from activity for “cooling off”  
 Removal from class to an alternative class for cooling off period  
 Removal to Headteacher’s office and their name placed in the ‘Behaviour Log’  
 Parental consultation to agree support strategies to improve behaviour. These may include monitoring sheets for home, class and playground.

From this stage cases will be dealt with individually to meet each child’s needs  
 Internal, temporary and permanent exclusion from school remain an option as a last resort (see policy).

## **The use of Force to Control or Restrain Pupils.**

Staff must only ever use physical intervention as a last resort, for example when a child is endangering him / herself or others. On such an occasion the minimal force should be used to prevent injury to another person. Please refer to DfES Guidance on Positive Handling Strategies 2001 and DFE Use of Reasonable Force (2012). An incident report should always be completed following physical intervention. The Headteacher has attended Team Teach Training and should always be called if there is any requirement of physical restraint.

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# Code of Conduct

- Be polite and truthful at all times
- Be kind and caring to everyone
- Care for our school e.g. by picking up items off the floor and clearing up after ourselves
- Do not hurt others in what we say or do
- Use appropriate language at all times
- Listen to others when they are talking
- Have consideration and respect for others e.g. hold doors open, don't walk between or interrupt others when they are talking

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## Playtime and Lunchtime Guidelines

There is a box of equipment that the children may play with at playtime.

Year 2 children act as mentors and playtime leaders

Children are expected to treat the equipment with care

If the playground is wet the playtime supervisors will carry out a visual risk assessment before allowing children to play with the equipment, in the adventure playground or on the field

Five minutes before the end of play the whistle is blown and children are expected to put the equipment away

At the end of playtime the whistle is blown and children are expected to stand still. On the second blast of the whistle the children are expected to walk to their lines.

Adults will encourage children to use a range of equipment and share with others

Adults on duty must maintain vigilance at all times in all areas and need to circulate round the playground and not spend the time chatting

Children must not stand on benches, gates or jump on walls or fences

Children are not allowed in areas where they cannot be seen

There is a friendship post in the playground. Children will stand by it if they have no one to play with. Year 2 children act as mentors and encourage other children to play with them so the child is not left standing there.

Whilst it is appropriate to reassure children independence should be encouraged. It is not appropriate for a child to spend all playtime with an adult. Peer relationships should be encouraged and facilitated.

### Promoting Good Behaviour

All adults are expected to promote good behaviour at all times

Examples of co-operative play should be praised

Children can be awarded stickers and certificates for good behaviour

Each week one child will be selected for a certificate for lunchtimes this may be for the way they eat their lunch or exhibiting good behaviour or being helpful  
Children should not grab each other by their clothes or hold them for periods of time

'Play fighting' - pretending to fight - is not allowed

Adults are expected to listen to children who complain about the behaviour of others and speak to all children involved calmly

A playground Book is available to record any incidents

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Adults are expected to inform the class teacher of any incidents so parents can be informed if necessary

### Discipline Procedures

1. A warning should be given for unacceptable behaviour
2. If improvement is not seen then the child is expected to have time out. This may be walking round with one of the adults on duty or being asked to stand at the wall. This is time away from their friends to reflect on their behaviour. The child needs to understand why they are having time out. After the period of time out they are allowed to return to play. The class teacher is to be informed at the end of playtime that time out was required.
3. If the behaviour is repeated or if aggressive behaviour occurs send the child into the Headteacher accompanied by one of the adults on duty and their name will be included in the Behaviour Log
4. If assistance is needed and an adult is not available then a red or yellow card will be sent to the office. A red card indicated that immediate assistance is required. A yellow card indicates that assistance is needed but it is not an emergency.

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