

Greasby Infant School



BEHAVIOUR POLICY

Mission Statement

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

Introduction

At Greasby Infant school everyone is special and we have high expectations of the way in which we all behave towards one another. Our priority is to foster self confidence, self esteem and independence in all our children, in a climate of growth and opportunity that will enable us to achieve the highest standards. We aim to create a school in which healthy children enjoy learning and develop the skills needed to grow into caring and responsible members of society.

We believe that children have a right to feel safe, to learn and to be treated with respect. We believe that this will enable our children to be confident and articulate with a lifelong love of learning.

Therefore governors, staff, parents and pupils must all work together to promote an atmosphere of mutual trust and respect, where everyone ...

- Is kind and thoughtful towards other people
- Is polite
- Listens carefully
- Takes care of their own and other people's belongings
- Takes care of their surroundings

All these things help us to learn happily and safely together.

Aims

- To promote a caring environment where children and adults support one another
- To enable the children to make informed choices and stay safe
- To develop the skills, abilities and confidence to enjoy life and achieve
- To give the children the confidence to express their needs and feelings and assert themselves positively
- To encourage cooperation, honesty, politeness and good manners
- To teach the children the skills to enable them to solve conflicts as peacefully as possible through a process of negotiation and to show sympathy towards and tolerance of others
- To be considerate and sensitive towards the needs and feelings of others
- To recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability
- To expect all adults in school to provide an appropriate role model
- To involve parents in a community approach to good behaviour

We believe that these aims should help children to learn that they are responsible for their own actions and that each child takes his/her own decision about what is the right or wrong thing to do. We therefore encourage children to think about the consequences of any action they choose to take.

We encourage the children and their parents to take joint responsibility with us for the care of the building and grounds, their own property and the property of others.

We believe that it is vital that parents and staff work together in the management of children's behaviour. Our approach should be similar and consistent. We aim to work closely with parents and involve them at an early stage.

We have an agreed framework that enables us to

- follow a whole school approach to how we manage behaviour
- share with parents the school's expectations so home and school can work together
- ensure the school rules are clear to all concerned as to what they are and what will happen if they are broken.

Objectives

- Advocate positive reinforcement and celebration of good behaviour that is praise based
- Encouraging the strengths and interests of each child in order to build his / her self esteem
- Praising children verbally and with stickers and class "points" systems (collecting fish in a jar to achieve a class treat)
- Awarding a certificate for being kind and helpful /good work which is shared with the whole school in a weekly celebrations assembly
- Playground Pal certificates to reward positive behaviour at playtimes
- Establishing a clear set of Golden rules and prominently displaying these rules in communal areas and classrooms
- Operating a hierarchical behaviour modification system consistently across the school
- Involving the parents and children in their behaviour agreement
- Building Learning Power Certificates to encourage and promote a good attitude to learning.

We use Golden Rules as the basis for our positive behaviour policy

Golden Rules

- **Always be polite and helpful**
- **Play together sensibly**
- **Work hard and do your best**
- **Listen to others**
- **Always tell the truth**
- **Take care of property**

Golden time

Each class should be reminded of our Golden Rules and each class should discuss and agree their own individual class rules that also support the school's expectations of behaviour.

The value of Golden Time is that it encompasses a system of incentives and sanctions. All children begin the week with the expectation of Golden Time, they are not expected to earn this privilege. It takes place for 30 minutes on Friday afternoons when children can choose activities not normally available to them. The whole school has Golden Time at the same time.

The children have a choice to behave well or to break the Golden rules. If they choose to break a Golden Rule they will first receive a verbal warning unless the severity of the misdemeanour warrants immediate loss of Golden Time e.g. biting another child. If the rules are broken again the child is moved on the behaviour modification chart e.g. moving off the sunshine onto a rainy cloud, and they miss the subsequent outdoor break. If the child continues to break the rules they may move further on the continuum and miss a whole day of outdoor breaks. If behaviour does not improve and a third incident occurs they miss their entire Golden time and spend it in the Headteacher's office, where a discussion will take place about why the Golden Rules were broken and more appropriate ways to behave. Parents will be informed their child has missed Golden time and an explanation will be given as to why.

Automatic loss of Golden Time

Golden Time and the subsequent days play will be automatically lost and parents will be informed for the following reasons:

- Violence towards another child (biting, punching, fighting, slapping)
- Violence towards staff
- Swearing
- Spitting

Golden Time will be lost and the parents informed if a child gets three red cards over 1 week.

We understand there are varying degrees of what can be classed as violence and each case will be dealt with fairly and in accordance with our policy.

Recognition of Good Behaviour

In Foundation Stage 2 this is usually on an individual basis, in Key Stage One this takes the form of both class and individual rewards. Individual rewards may be stickers, certificates, Headteacher's award, team points or certificates for the Celebrations Assembly. Class recognition may involve collecting "Fish in a jar" which earns a class reward once the jar is filled. The children can then select their choice of reward e.g. class party / picnic, games afternoon etc.

Midday Assistants are also involved in actively promoting positive behaviour both in the playground and the dining hall. They reward good behaviour with a playground pal certificate and nominate children to sit on the Golden Table and have lunch with the Headteacher on a Friday.

When things go wrong!

1. Child discusses inappropriate behaviour with the class teacher.
2. If behaviour continues - Verbal warning – issued with a red card and missed playtime (children stand outside).
3. Teacher and child discuss behaviour individually, in pairs or groups as appropriate.
4. 2nd verbal warnings lead to a second red card and playtime (children stand outside) being missed followed by a discussion with Deputy Headteacher.
5. Teacher to inform parents of concerns and discuss course of action.
6. 3rd Verbal warning leads to a final red card, playtime being missed (children stand outside) and golden time spent in the Headteacher's office.
7. Child may write a "sorry" letter if appropriate.

8. Class Teacher / Head Teacher to contact parents to discuss behaviour in a supportive role.

Playtimes and Lunchtimes

Children are supervised at all times when in the playground. Children should use the toilet before they go into the playground and should not need to go back into school. In emergencies they should ask permission to do so.

Playground Rules (as agreed by the School Council)

- Use the amphitheatre for quiet games and stories.
- Only use the adventure trail when it is dry.
- Always listen to the active play leaders and use the active play equipment sensibly.
- Play games that do not involve play-fighting.
- Use the bike rack and scooter store to keep bikes and scooters safe during the day.

Special Educational Needs

Children with SEN are expected to follow school rules where possible. They may be supported by the Teaching Assistants where appropriate and are encouraged to play a full role in school life.

Equal Opportunities

We recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability.

Health and Safety

Greasby Infant School follows Wirral Local Authority Health and Safety guidelines and documents, which can be found in the Headteacher's office.

Each year group assesses the risk involved with all activities. Risk assessments are written and can be found in year group planning files. A copy is also kept by the Headteacher and can be found in the Risk Assessment File.

Mrs S Cooper
Dec 2018