

GRINDON INFANT SCHOOL



Behaviour Policy

POLICY FOR BEHAVIOUR

Introduction

- This document is a statement of the aims, principles and strategies for Behaviour and Discipline at Grindon Infant School.
- This policy will be reviewed annually.

This policy is a working document and must be used by every member of the school community and be shared with parents. It should be referred to constantly and used to ensure the consistent management of rewards, sanctions, school rules, school ethos and behaviour within the classroom and the school. This policy should be read in conjunction with the school's Child Protection policy and Anti Bullying policy.

Aims of the Policy:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour during PSHE, Collective Worship and RE.
- To help children, staff and parents have a sense of direction and feeling of common purpose.
- To promote a professional atmosphere of support so that colleagues are able to share experiences without fear of being regarded as 'unable to cope' or even failing.

Leadership and Management

In our School behaviour is everyone's responsibility and we will all work together to promote positive behaviour. Leaders within the school will be pivotal in establishing good and positive behaviour in school.

In leading the school behaviour policy the leadership team will:

- Take responsibility for implementing measures to secure acceptable standards of behaviour.
- The Head Teacher, Mrs Andrea Charlton, will ensure that the school has high expectations of pupils' conduct and behaviour, which are understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- Visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- Be highly visible, with leaders engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Make sure pupils, staff and parents understand the behavioural expectations of the school and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the school's behaviour policy to ensure they understand its rules and routines and how best to support all pupils.
- Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.
- Engage with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams to inform effective implementation of this policy making links to whole school approaches to mental health and wellbeing.
- Behaviour is constantly monitored by all staff consistently. When a child's behaviour is evaluated and causing concern, the school staff work together to establish a plan to support the child to improve their behaviour. This is then shared with all stakeholders including parents to ensure that the plan is consistently followed.
- Staff record incidents in a behaviour log and this is monitored weekly by the Head Teacher.

Training for staff

The school will ensure that all staff have the appropriate training they need. This maybe in house training or outsourced to another provider. The school will always choose the most suitable training available to ensure staff are equipped with the best skills and knowledge available. The school will base this training on an analysis of the needs of the school and children.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect and good manners.
- To co-operate with other children and adults.

- To comply with the instructions of the school staff.
- To increasingly develop an understanding that actions have consequences.
- To take care of property and the environment in and out of school.
- To be able to take positive behaviour beyond school.

Staff responsibilities are:

- To treat everyone fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly, fairly and consistently regardless of age, gender, race, ability and disability, religion and belief, sexual orientation
- To be a good role model, promoting through example, honesty and courtesy.
- To share collective responsibility for behaviour throughout the school.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To be aware of individual needs.
- To offer a framework for social education. (See PSHE Policy)
- To carry out agreed playtime procedures

The Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of the behaviour policy.
- To be aware of the school rules and expectations.
- To make sure the child arrives at school or nursery on time.
- To ensure best possible attendance.
- To offer a framework for social education
- To sign, after consultation, the Home-School Agreement

What we do to encourage good behaviour

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example, high standards of behaviour.
- We praise good behaviour both privately and publicly.
- We encourage regular attendance.

What we do if a child misbehaves

- We ask them to stop misbehaving.
- Where necessary we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour.

Repeated or persistent misbehaviour

Where there is repeated or persistent misbehaviour the following sanctions will apply:

- Withdrawal of privileges eg. Playtime.
- Informal contact with parents.
- Involvement of Deputy Head Teacher
- Involvement of Head Teacher
- Behaviour Monitoring Record – to be completed by staff member who dealt with the incident. All incidents recorded in the behaviour log must be communicated to parents. Class Teacher must pass the full record to the Head Teacher on a Friday after 3:20pm for monitoring purposes.
- Formal contact with parents
- Involvement of Primary Behaviour Team.
- Suspension or Permanent Exclusion – (Following LA Guidelines)

Suspensions and Permanent Exclusion Procedure

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as the other strategies listed in the policy can manage the behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

The Head Teacher reserves the right to suspend or exclude if the behaviour of a child is particularly severe or school rules are constantly ignored. This will be a last resort but the following points need to be considered:

- The safety of the child, other children and staff.
- The level of disruption caused to the education of other children.

Once suspended, the parents of the child will be invited to meet with the Head Teacher to discuss the terms of re-entry, in the case of suspensions. Very careful arrangements will be made to try to ensure that any child returning to school after suspension is helped to behave appropriately.

Suspensions and Expulsions for serious incidents outside of School

The behaviour of pupils outside school can be considered grounds for suspension or permanent exclusion. This will be a matter of judgment for the Head Teacher in accordance with the DFE advice from Maintained Schools Document 2017.

(Please also refer to Suspension and Permanent Exclusion Policy).

Supporting Guidelines

Basic Assumptions

Children do not misbehave if they are on-task.

Children tend to be engaged in tasks if:

- The tasks are meaningful.
- The level of challenge is appropriate i.e. not too difficult so the child feels overwhelmed or confused or not too easy so that the child becomes bored.
- The children have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence.
- They have a high self-esteem through being valued and the development of a growing sense of competence.
- Children need to feel safe and secure both physically and emotionally.

Positive Approaches

- Aim to ensure that the children experience success through their efforts. These can be developed through the National Curriculum/Early Years Foundation Stage Curriculum and the broader curriculum ie. Circle time etc.
- Are communicated through the relationships, unwritten and unspoken rules and expectations that exist in a school.
- Aim to ensure that children feel recognised as individual and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement

- Praise.
- MarvellousMe badges being awarded.
- Sharing achievements outside of school at Our Achievements Assembly.
- Star of the Week certificates.
- Positive feedback to parents.
- Headteacher's Award.

- Smiley faces/stars/stickers.
- Awards
- Listening/Good Manners/ Kindness to others Stickers
- Beanstalk Incentive – children climb up a Class Beanstalk to earn a prize each time they reach the top.

Encouraging Good Behaviour

- Emphasis on encouragement and motivating children.
- Positive feedback
- Descriptive praise
- Give attention for success, not failure eg. “catch them doing good”
- Appropriate and meaningful work.
- Respect for all individuals, including their culture and background
- Modelling desired behaviour
- Listening to children and communicating that you have heard what they have said.
- Creating safety – physical/emotional
- Clear and consistent use of rules and sanctions.

Raise self-esteem

- By communicating a sense of importance.
- Ensuring children experience and have a sense of their own success.
- Maximising opportunities for children to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible.
- Ensuring that 'feelings' are part of the curriculum.

How children can sort out their own difficulties.

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict.

Suggested Strategy for resolving conflict – 3 steps

- The other children listen with no interruptions.
- They are encouraged to maintain eye contact.
- Each child has to say:
 - 1) What the other(s) has/have done to upset them.
 - 2) How they feel about it.
 - 3) How they would like them to behave in future.

Dealing with disruptive behaviour

Research (and experience) suggests it is constant low level disruptive behaviour that is most difficult to respond to effectively. Having a clear (to teacher and children) set of procedures helps this process.

Behaviour

eg. Wandering about, calling out, interrupting teacher, interrupting other children, ignoring minor instructions.

1st Time

A look, a gesture / a word/ point to the displayed rule/move closer to them/encouragement/focus on work rather than comment on misbehaviour (ie. What's the next thing you have to do?)

2nd Time

Name and question/humorous (de-escalating response)/reminder of the rule/repeat the instruction. Clear description of desired/ Warning of the implication of breaking the rule one further time.

3rd Time

Use of a sanction.

Sanctions

These might be:

- Miss part/all of playtime.
- Being moved or time out.

Children need to be clear what they are and what the time span is for its operation.

Rules and Sanctions

- Limits need to be clear and negotiated/discussed/talked through in each class eg. Each class devising its own rules.
- Class rules would belong to the class, be displayed and adopted by any staff teaching that class.
- Class Rules would generally be consistent between classes but could highlight particular concerns for that class.
- Class rules can change in response to behaviour trends/concerns.

Responses need to be clear and predictable.

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school. This enhances rather than reduces the likelihood that the child will want to co-operate with the teacher in future.

The severity of a sanction should always be kept to a minimum.

All staff will follow the Traffic Light System.

- Child is given a clear warning.
- Child's name is moved from green light to amber.
- Child is given second warning
- Child's name is moved to red light and sanction applied.
- Following the consequences child's name is put back on green light.
- If a child's behaviour improves after being placed on amber, the child can move back down to green.
- A gold star is placed above green and children can be moved to this from green for good behaviour choices.
- A "Beanstalk" is also displayed in all Reception (10 steps) and KS1 (20 steps) classes and when good behaviour choices are made children progress up the beanstalk and achieve a prize every time they reach the top.

Reasonable Force

The Head Teacher authorises all school staff to use reasonable force provided staff have made the judgement that they are acting in the pupil's best interests and it is reasonable and proportionate. 'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force can be used in the following circumstances:

- remove disruptive children from the classroom 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.
- Restrain a pupil at risk of harming themselves.
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Seven members of staff are trained in Team Teach should be used, where possible, to withdraw the child, giving him/her the opportunity for “Time Out” to diffuse the situation. All incidents where this has been necessary should be brought to the attention of the Head Teacher and the correct forms completed. See Positive Handling Policy.

Banned Items and Powers to Search

The school will reserve the right as stated in the DFE guidance ‘Searching, screening and confiscation 2022’ to search and confiscate anything which may harm and put others at risk.

The list of prohibited items (DFE publication 2022) is;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images.

Only the Head Teacher, or a member of staff authorised by the Head Teacher can carry out a search. Guidance ‘Searching, Screening and confiscation Advice for Schools July 2022 will be adhered to at all times.

Grindon Infant School will not return these items to the children. These items will be returned to parents after discussion with Senior Leaders if appropriate or handed to the Police.

Child on Child Abuse

Within our Safeguarding Policy there is the statement and procedures on how the school deals with child on child abuse and this is in line and refers to the guidance in Keeping Children Safe in Education 2024. The school recognises that child on child abuse can happen in our school and all staff are expected to monitor behaviour to look for any signs that this maybe happening. All staff have a duty to safeguard all our children and understand that they need to be respond predictably, promptly and assertively when they become aware of misbehaviour.

Children with Special Educational Needs and Disability (SEND)

The SEND Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

At Grindon Infant School, we understand that children may experience a wide range of social and emotional difficulties or have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Children with speech, language and communication needs may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school. As a school, we always do our best to ensure that the necessary provision is made for any child who has special educational needs or disabilities.

All members of staff understand the need to make the adjustments when dealing with the behaviour issues of pupils with SEND, particularly in regard to sanctions. If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the SENDCO or Head Teacher.

Playtime Procedures

- i. Toilets – all children are to be encouraged to use toilet before going into the yard
- ii. If children do need the toilet then they write their name on the 'We are in the toilet..' laminated sheet on the door. Staff will ensure only 1 boy and one girl are at the toilet at any given time
- iii. All accidents are to be recorded on an accident form and put in the file. The staff on duty will normally care for a child having an accident in the yard.
- iv. All staff have whistles.
- v. Confirm with any adult as to their reason for their presence in the yard.
- vi. Make children aware of 'strangers'.
- vii. Strategies for misbehaviour include holding teacher's hand, missing playtime (children staying in must be properly supervised)
- viii. The whistle is blown at the end of each session. Children stand still. The whistle is blown a second time and children WALK to line.
- ix. No children's personal toys except skipping ropes allowed into yard.
- x. Lunchtime Supervisors bring the children into School at 1pm after their lunchbreak. On PE days, Lunchtime Supervisors bring the children in at 12:45pm and get the children changed ready to start their PE lesson at 1pm (KS1 only) Reception children are brought in at 1pm, have the opportunity to go to the toilet and then they are read a story before the Teacher comes back at 1:15pm.
- xi. Teachers to escort their classes into and out of for morning break.

'KS1 Yard'

- i. Walls – children are not allowed on the wall.
- ii. Children must not go around corners out of sight.

Wet Playtimes

- i. There must be one member of staff in each classroom at all times including indoor breaks.

Playground Behaviour Guidelines- OPAL

Working as a member of the play team at playtime or lunchtime, staff need to ensure that all children have meaningful play every day. Staff will work as a member of the play team to create a safe and stimulating outdoor environment providing social, active and creative play experiences for all.

Positive input is necessary to improve children's playground behaviour. It also needs to be reinforced regularly.

Adults need to spend time teaching children:

- To walk out to playground sensibly and quietly.
- Assist with putting out and packing away of OPAL play equipment.
- To play traditional games eg. Poor Mary, In and Out the Dusty Bluebells etc., as some children do not know how to play them.
- To be active.
- To use the equipment sensibly.
- To reinforce acceptable/unacceptable behaviour.
- What to do when Teacher blows the whistle.
- Facilitate play opportunities and act as an ambassador for play.
- Work with the Site Supervisor, Play Coordinator, and play team members to ensure that all our children have a safe site for play.
- Assess play areas for risks daily and communicating/implementing any changes required.
- Record and report incidents of note that occur during lunchtime – e.g. site issues, behaviour, first aid.
- Assess and deliver first aid to pupils (if trained). Assist with first aid reporting.
- Contribute ideas and suggestions to improve the team practices and performance.
- Promote and safeguard the safety and welfare of children in accordance with school safeguarding and behaviour management policies.
- Support and uphold the school's values system, our school rules and reward pupils with verbal praise for positive attitudes and behaviours.

Teachers and Teaching Assistants must arrive promptly and take up positions to supervise children coming into school.

Teacher on duty to make sure their own class is last into school and doors are closed.

Children misbehaving follow established procedure:

- eg. Reported to Class Teacher
- reported to Deputy Head Teacher

reported to Head Teacher

Staff to involve parents if poor behaviour persists.

The Behaviour Policy does state that keeping children in at playtimes is an option if unacceptable behaviour persists.



BEHAVIOUR POLICY

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| Author's Name | Grindon Infant School |
| Review Date | January 2026 |

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| Date Ratified by Governing Body | January 2025 |
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SIGNATURES:

| | |
|---------------------------|--|
| Head Teacher | |
| Chair of Governors | |