

Brampton Cortonwood Infant School



BEHAVIOUR POLICY

Written: November 2019

Reviewed: July 2021

The purpose of this policy is to provide a clear code of conduct for all members of our school community. It reflects the values and attitudes we consider to be important and which we strive to foster at all times.

Our Mission:

Our mission is for children, staff and parents to work together; to encourage children to fulfil their hopes and dreams; to nurture their self-belief and confidence and to inspire a love of learning, allowing them to succeed at the highest possible level in all aspects of their lives.

Underpinning Ethos

The core element of our ethos is positivity. Having unconditional positive regard for all pupils is the driving force in supporting the range needs presented by our pupils. At Brampton Cortonwood we recognise that behaviour is driven by feelings and displays of negative behaviour are often a result of a child being unable to identify, understand and communicate those feelings. We aim to provide a safe, nurturing environment that is built on warmth, understanding and trust so our pupils can be supported in self-regulation and managing their feelings to achieve positive behaviours.

School Values

Our values encourage everyone to show care and respect others and the environment and they form the basis of Circle Time / PSHE work in each year group. They are also discussed in assemblies and referred to frequently throughout the day. Our Values are enforced positively with attention focused on adhering to them. Copies of them are displayed in each classroom and at various points around the building.

Our Values:

We are...

Kind and helpful

Honest

Gentle

Polite and show good manners

Hard working

Good listeners

Respectful of all people and property

At Brampton Cortonwood Infants all pupils have the right to:

- Learn and work in a safe, calm environment.
- Be treated as unique individuals with respect and dignity.
- Have their individual needs met at every level and aspire to our high expectations.
- Be protected from harm, violence and acts of verbal abuse.
- Feel valued and happy every day.

All staff must:

- Recognise that behaviour is a form of communication and understand that low level disruptive behaviours are a possible indication of a underlying need/issue
- Take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours with regular reference to our school values.
- Always pick-up on pupils who are failing to meet expectations.
- Be proactive in identifying and addressing low level behaviours/signals to prevent escalation.

The Head Teacher and The Senior Leadership Team must:

- Be a positive, visible presence around the school.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home/certificates/stickers etc.
- Ensure staff training needs are identified and met.
- Use available data and staff concerns to target and assess interventions.
- Support teachers in managing pupils with more complex or challenging behaviours.

Members of staff who manage behaviour well, will:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils and wider family.
- Relentlessly work to build mutual respect
- Remain calm with a professional manner and seek support from SLT if necessary.
- Be proactive in identifying and addressing low level behaviours/signals to prevent escalation.
- Follow the points outlined in 'all staff must'.

Classroom practise

Within every session staff work tirelessly to ensure that all barriers to learning are minimised so all children are able to fulfil their potential. Therefore, it is our expectation that all children are accessing their learning, in a safe and appropriate manner and space.

<p>Tier 1 Positive Reinforcement</p>	<ul style="list-style-type: none">• Child addressed by name• Praise explained• Appreciation expressed <p><i>Example:</i> <i>Xxxxx, I love the way that you're showing me that you're ready for learning by having your eyes on me and lips closed, thank you.</i></p>
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<p>Tier 2 Positive Reward</p>	<ul style="list-style-type: none"> • Child addressed by name • Reason for reward explained • Appreciation expressed <p><i>Example:</i> <i>Xxxxx, I am giving you a ‘Monster Point’ because you’re following our school values by being kind and helpful to your classmates, thank you.</i></p>
<p>Tier 3 Positive Reminder</p>	<ul style="list-style-type: none"> • Child addressed by name • Short command, using the positive opposed to the negative where possible. • Appreciation expressed <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>Xxxxx, eyes on me, thank you</i> vs. <i>X Xxxxx, stop turning round please.</i> <p><i>By saying ‘stop turning round’ you are reinforcing the negative behaviour as opposed to highlighting the positive and using the word ‘thank you’ at the end gives the expectation that it is going to be done.</i></p>
<p>Tier 4 Warning</p>	<ul style="list-style-type: none"> • Child addressed by name • Expression of non-acceptance. • Positive behaviour reinforced, closed choice* offered where appropriate. • Appreciation expressed <p><i>Example:</i> <i>Xxxxx, this behaviour is not acceptable, I need you to..... thank you.</i></p> <p><i>*Closed choice – offering two choices both of which deliver the outcome you desire. This is most effective when your preferred choice is offered last.</i> <i>E.g.</i> <i>You can do it in 5 minutes or you can do it now.</i> <i>You can finish your learning on the carpet or at your table.</i> <i>You can walk there holding my hand or by my side.</i></p>
<p>Tier 5 Conversation</p>	<ul style="list-style-type: none"> • Child addressed by name • Recognition that something isn’t right. • Closed choice issued. • Appreciation <p><i>Example:</i> <i>Xxxxx, I’m wondering if something is bothering you because you’re still not.....would you like to come and have a chat to me about it.</i> <i>If child is still reluctant, closed choice offered:</i> <i>You can either come with me and have a chat or *insert desired behaviour*</i></p>

Rewards and Sanctions

Rewarding pupils

Use of rewards can be effective for motivating most pupils with the focus on positive rewards for positive behaviour; however rewards have to be used with care for some children, particularly those with additional SEMH needs, so that they do not, by default, become punishments.

Some examples of rewards that you may see in school are:

- ‘Monster Points’ (Class Dojo) – when children reach multiples of 50 they receive a small prize.
- Certificates / assembly awards – each week we chose a ‘superhero’ of the week. This means the children have been following all of our ‘Green Family Values’ all week and they get to

wear a green cape and mask for the morning. F2 and KS1 Teachers also choose a 'star of the week' linked to good learning.

- Sharing good work/behaviour on 'go and shows' – children who have demonstrated 'effort level 5' work may be chosen to show their work to another class or member of SLT.
- Conversations with parents – positive phone calls / postcards are used on a weekly basis.

Formal rewards are targeted and **individualised** according to the age and need of the pupil, and celebrated with their peers and the whole school as appropriate.

Consequences

In many instances, restorative practice is followed as opposed to sanctioning. However, in circumstances where consequences are deemed necessary, or have been agreed during the restorative conversation, they must be in proportion to the action and appropriate for the needs of the **individual** child. It should also be made very clear that it is the **behaviour** that is unacceptable and any sanction should address this and not be made personal to the pupil.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Be consistently **applied by all staff** to help to ensure that pupils and staff feel safe, supported and secure.

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences / trauma, family circumstances or a Special Educational Need or Disability (SEND). As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use staff who are specially trained in trauma-informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'Positive Handling Plans' and will access enhanced packages of support through the inclusion team, as directed by the SENDCo. When dealing with an episode of extreme behaviour, a pupil **may** need to be restrained if they or another person is, or could be, in danger of harm. This will only be used as last resort and all teaching and support staff are fully trained in team teach strategies and have accessed basic trauma-informed training to ensure the safety of all.

Communication with parents

- We remind parents that we operate an open door policy and recommend that parents frequently liaise with the adults in school.
- Where an incident has occurred in school, staff will endeavor to inform parents on the same day, either face-to-face at home time, via a sealed note or phone call.
- Where serious, or numerous, incidents have occurred the SLT will be made aware and may request a meeting with parents to discuss any concerns.
- In addition, if parents have any concerns about their child's behavior at home, we recommend that they seek advice from a member of staff in school.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. For more information on exclusions please see the JMAT Exclusion's Policy on our website.