



## **BEHAVIOUR AND RIGHTS & RESPONSIBILITIES POLICY**

School includes our nursery, all after school clubs and breakfast club.

### **Aims**

Our aim is to encourage everyone within our school community to respect themselves, each other, our belongings and to make 'good choices'. We believe all pupils have an entitlement to high quality learning experiences through which they can be supported in reaching their full potential. Effective learning can only take place in an environment which is safe, supportive and in which children feel valued and secure. All children are welcomed to every session with positivity regardless of previous behaviour.

We recognise all behaviour is a form of communication. We understand that when children are finding it difficult to keep within our sparkly rights, that there is a reason for their behaviour and therefore the strategies we use aim to try and identify and support these.

We are a Rights Respecting School and we expect all members of our community to be part of this. We teach the children that they have their own rights which need to be respected and to respect the rights of others within our school community. The rights are kept simple, are widely publicised around school and regularly discussed with children. With each right there are responsibilities which highlight the behaviour they need to demonstrate. This ensures that our school is a safe and happy place to be. Good behaviour and discipline is the responsibility of all staff and everyone should act promptly to deal with any issues as soon as they arise. We believe in discouraging unacceptable behaviour and encouraging positive behaviour with praise and good role models. Therefore, all members of our school community should lead by example in modelling both appropriate behaviour and embedding Rights Respecting Schools.

### **At the Brook Infant School and Nursery we:**

- Show each other we care
- Aspire to do the right thing
- Work together as a team
- Believe in our dreams
- Respect everyone's unique talents
- Give everyone a voice
- Encourage everyone to think for themselves
- Stimulate creative thinking

## **Positive behaviour management**

A positive behaviour approach means we are working to create interactions which allow us to teach children about socially appropriate behaviour at the same time as protecting dignity and self-esteem.

Key features of positive behaviour management:

- An emphasis on positive rather than negative statements.
- Regular sustained use of praise.
- Teaching children the social skills they need to be successful.
- Redirecting children towards success rather than highlighting their mistakes.

An example of two different approaches

A positive approach

- “Sam, focus on your work and let Katy focus on hers.”
- “Katy, put your hand up when you want to tell me something, thank you”

Negative style

- “Sam stop talking and pay attention to me! “
- “Katy I have told you before stop calling out”

## **Important features of positive behaviour management**

Effective practitioners will:

- Use a wide range of skills and tools.
- Manage their emotions well.
- Build positive relationships.
- Set clear agendas.
- Have high expectations.
- Be very consistent
- Show an interest in children as individuals.
- Listen to the point of view of others.
- Give children responsibility.
- Maintain dignity and self esteem.
- Treat others with respect.
- Manage their own emotions.
- Stay calm and rational.
- Remember their emotions will influence the classroom climate.
- Model good emotional management for the children.

## **Positioning**

Where the teacher is positioned in the classroom will have a significant impact on their effectiveness. The following points should be considered and the adult will always:

- Move around the room and when working with a group or individuals always sit where they can see the rest of the class.
- Continually scan the whole classroom, commenting on good behaviour -“ I like the way you are working on the painting table, well done.”
- Move over to a child who is not behaving rather than shouting across the room.

To create a secure positive atmosphere and learning environment:

- Staff will set boundaries but remember children will try and test them
- Children making mistakes about their behaviour is normal and healthy
- Children should be helped to experience achievement
- Caring means saying no and meaning it at the right time
- There is always more to a child than the problem they present - we need to try and understand what a child is telling us through their behaviour.

Features of positive behaviour:

- Behaviour is treated as a choice
- Children are accountable for their choices
- There is a culture of praise focusing on what the children can do
- Children are redirected towards success
- Sanctions are applied to the behaviour but not the child

**Sanctions and rewards:**

- We believe sanctions should always be applied as a choice - "Sam, you either let Katy work or you will go on the thinking cloud"
- Effective sanctions simply limit behaviour long enough to allow praise for the newly desired behaviour.
- It is not the severity of the sanction that makes them effective limiters. It is the understanding by the child that the teacher will follow through the sanction.

**Brook Infant School Sparkly Rights**

- I have the right to be safe and healthy
- I have the right to have a voice and be heard
- I have the right to be different and be me
- I have the right to play and have fun
- I have the right to learn
- I have the right to be a part of this world

These are displayed around the school and in all classrooms. Each class has a set of responsibilities that they apply to each right. They are discussed regularly with children as part of our personal, social, health and citizenship education curriculum.

**School Charter**

As a school we devise the responsibilities linked to each sparkly right annually. These will be displayed in all classes and across the school. Children will be asked to sign these.

**In EYFS**

In EYFS we encourage children to:

- Listen to adults and other children in their setting.
- Follow instructions given by an adult in their setting.
- Be kind to other children and adults.
- Play and move around the setting safely developing an awareness of hazards.
- Look after toys and books in the setting.
- Begin to learn about right and wrong.

## **Rewards**

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces, names on boards, stars etc) are not effective in the long term and should only be a short term prop. Children should be encouraged to make the right choices without bribes.

Rewards should not be used as bribes for the most difficult children.

We believe that everyone starts each day on a positive and are keeping to the Sparkly Rights. We also believe that everyone can expect to give and receive praise. Motivation and achievement are raised when children and adults are praised, encouraged, valued and their self-esteem is high. We use a number of reward systems to develop and sustain this. These are:

- Sparkly Fish Award
- 'Sparkle Time' each week – Friday afternoons for KS1.
- Verbal and written praise during work sessions, when marking and around school generally.
- Showing work and sharing successes and achievements with other children and teachers, also in whole school assemblies to which parents are invited (Fridays)
- Marvellous Manners award
- Golden Ticket for super lunchtime behaviour
- Various special stickers and stamps.
- Headteacher certificates or stickers.

## **Particular reward routines**

We have Celebration assembly every Friday. In this we celebrate our Brook Sparkly Fish award. This is for a child from each class who keeps or demonstrates a sparkly right. They are given a sticker and a fish to decorate which goes onto our sparkly fish celebration board. In each classroom, the child's photo is put up to show they are the Sparkly Fish for that week and their particular strengths highlighted throughout the next week. Parents are invited to the assembly (by both class teacher and text) during the week and children are told they are Sparkly Fish on the Thursday.

We also use:

- Whole class rewards - each class has to collect a given amount of class animals (10) for demonstrating working together. This leads to a whole class reward such as a party, parachute games or cinema time.
- Billy Bear - he is given by the headteacher weekly to a child who has shown outstanding behaviour, achievement or bravery either in or out of school. The children keep him for a week.
- Rainbow award - children who show amazing behaviour linked to our Sparkly Rights may go on the rainbow. This will be celebrated with the class.
- Tidy cloakroom award – this is given weekly to the class/es who have the tidiest cloakroom who receive a tally on their picture in the hall. At the end of each term, the class with the most tallies is given a trophy and a certificate.
- Stickers - we limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.

## Approach to Behaviour Management

**In all cases of unacceptable behaviour, staff must make children aware that it is the behaviour that is unacceptable not the child.** Children are entitled to see that any approach to sanctions or punishment is explicit and is fairly and consistently applied by all adults. We have adopted a progressive strategy for managing behaviour. The strategy outlined below applies on a daily basis. Everyone starts a new day with a 'clean slate'. In this way, we endeavour the approach to be fair and inclusive. Children can move back up to the thinking cloud and sun if they begin to make good choices.

### Classroom Management

Classrooms are calm, purposeful and well disciplined learning environments. Raised voices are used only as a very last resort. Adults will have established systems to gain children's attention so as to avoid having to shout over the class noise level such as chimes or a small bell.

*For younger children:*

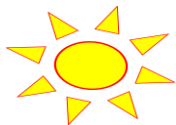
- Where possible, staff should try and diffuse any situations prior to disagreements arising.
- Staff should intervene at an early stage to try and establish the cause of the problem.
- Staff should talk to the child/children involved and ask each child how they are feeling so that both children begin to understand the feelings of others.

If the situation was unable to be diffused, staff should:

- Remove the child from the situation with an adult.
- Talk to the child about the situation.
- Reassure the child that it is his/her behaviour that is not a good choice and not him/her.
- Children then return to the group.

### Whole School

Every class and shared area including the hall uses the following system.



- All children start on the sun. This shows that everyone comes into school keeping the Sparkly Rights.



- If a child has been showing brilliantly, that they are keeping the Sparkly Rights they can be moved to the rainbow. This is for WOW moments linked to behaviour. If however a child is not keeping the Sparkly Rights they will be given a reminder that they need to keep the Sparkly Rights.



- If this continues, they will move to the thinking cloud.
- If they then make good choices, they will move back to the sun at the end of that session.



- If they continue to not make the right choice, they will move to the thunder cloud.
- This will result in 'Thinking Time' either straight away or at playtime/lunchtime.
- If they then continue to make good choices, they move back to the sun at the end of that session.
- Thinking Time areas are signified by a carpet square, timer and sign that the children recognise. Thinking Time areas are also situated in the shared areas and outside.
- Some children may need their own behaviour management plan based on the above system. This will always be based on the individual child's needs.

All issues should be dealt with by the class teacher first. Serious incidents go to the Head.

Progress through the stages can be accelerated for serious incidents. However, we need to be mindful of the need to be perceived as consistent and fair in the eyes of the children and their parents. **Staff should record any significant behaviour incidents and contacts with the parents / carers on CPOMS. If staff are unable to get onto CPOMS then an ABC log should be filled in and scanned onto CPOMS when available.**

**Below is the behaviour ladder for responding to inappropriate behaviour.**

#### Behaviour ladder: Used across whole of school

	Please remember the age of the child, length of time in school and maturity level when using this ladder. YR & Y1 up to Christmas or children with specific behaviour plans use 'Thinking Time'. Y1 from Christmas & Y2 use loss of Sparkle Time.	
	<b>Low Level Behaviour including:</b> Not listening, talking when shouldn't, being silly, calling out.	
1a.	Unwanted low level behaviour such as calling out, not doing as asked, being silly.	Verbal reminder of their choice of how to behave.
2a.	Continued low level behaviour.	Verbal reminder of their choice of how to behave & warning of thinking cloud or if play/lunchtime warning of holding hand for a few minutes.
3a.	Continued low level behaviour.	Verbal reminder of their choice of how to behave & move to thinking cloud or if play/lunchtime - holding hand for a few minutes.
4a.	Continued low level behaviour	Verbal reminder of their choice of how to behave & move to Thunder cloud. This will now be 'Thinking Time' or loss of 5 minutes sparkle time.
5a.	Continued low level behaviour	Verbal reminder of their choice of how to behave & then either 'Thinking Time' or loss of more sparkle time in blocks of 5 minutes or loss of part of play or lunch time. This step may be repeated several times.
6a.	Continued low level behaviour	Removal from part of class, activity or to parallel classroom for a short given time such as between 10 and 20 mins.
	<b>Red Line Behaviour including:</b> Deliberately hurting someone, swearing or damaging resources/property, spitting, fighting, running away, hiding, continued unacceptable behaviour, serious anti social behaviour.	
1b.	Unwanted behaviour	Verbal reminder of their choice of how to behave & straight to Thunder cloud. Either 'Thinking Time' or loss of 5 minute blocks of sparkle time, play or lunchtime.
2b.	Unwanted behaviour continues or higher severity of initial behaviour	Verbal reminder of their choice of how to behave. Stop activity or separate from peers or move to another classroom for a short amount of time - 10 to 30 minutes.
3b.	Unwanted behaviour continues or higher severity of initial behaviour	Verbal reminder of their choice of how to behave & sent to Headteacher. Discussion with Head & kept for rest of session with work. Parents contacted. If appropriate, start a behaviour risk assessment & adult management plan. Warning of internal exclusion.

4b.	Unwanted behaviour continues or severity of initial behaviour increases further.	Verbal reminder of their choice of how to behave. Internal exclusion given and meeting with Inclusion Manager & parents arranged. Internal exclusion letter sent to parents. Work with parents to identify any SEMH needs & consider the SEND list. External agencies now asked to be involved.
5b.	Unwanted behaviour continues or severity of initial behaviour increases further.	Verbal reminder of their choice of how to behave & child. Internal exclusion issued with warning letter to parents of possible external fixed term exclusion. Parents contacted to discuss.

Parents are notified via a quick word at the end of the day or phone call about any red line behaviour. For low level behaviour where child ends up on thunder cloud with repeated time outs, parent spoken to at the end of the day.

### **Playtime and lunchtime behaviour**

The class teacher should be informed of any behaviour incidents that occur at playtimes or lunchtimes and a note should be made in the confidential log book where it is deemed appropriate. Parents / carers should be advised if necessary.

The progressive strategy is as follows and is situation dependent:

- 1 Two verbal warnings
- 2 'Thinking Time given holding the adults hand.
- 3 Thinking Time in designated spot for 5 mins.

Most behaviour can be dealt with by lunchtime staff. Only very serious red line behaviour is sent in to see Head or Deputy.

Any playtime/lunchtime issues must be reported to the class teacher at the end of lunchtime briefly when the member of staff comes out to collect class.

### **Communication**

Communication and sharing of information within the staff team is essential in ensuring a consistent and supportive approach. Issues relating to behaviour and discipline and the effective implementation of this policy will be discussed as a regular item at staff meetings as and when necessary.

### **Working with parents/carers**

Working closely with parents/carers and addressing any concerns quickly are essential in ensuring our policy is effective. Parents/carers should be notified of all instances where children get to Stage 1b or at stage 5a. Any concerns regarding behaviour should be addressed with parents at the earliest opportunity.

The child's behaviour is best supported when home and school adopt a consistent approach and communicate regularly.

### **Additional support**

For some children, we may need to use other incentives to encourage positive behaviour such as individual reward charts or the use of a magic carpet tile. Advice on the use of particular strategies to manage and modify behaviour should be sought from the Inclusion Manager. If Social, Emotional or Mental Health (SEMH) Needs are identified, school and parents will work together to decide if the child should be put on the SEND list and an Individual Learning Plan (ILP) started.

## **Breakfast and After School/Extra-curricular Clubs**

A child's place at a breakfast/after school or extra-curricular club may be withdrawn if their attendance at that club could pose a risk to the safety of themselves, other children or adults or if it could undermine the behavioural expectations required of the club and school.

## **Serious incidents**

In the very unlikely event of extreme displays of aggressive or violent behaviour that pose a significant harm or threat to the safety and well being of the individual or others, then exclusion procedures may need to be invoked. This would be as a very last resort. Each instance would be considered carefully on a case by case basis according to the procedures and processes laid down in the exclusion policy.

## **Internal Exclusion**

In some cases, children are removed from their classroom for a set period of time. They may either be asked to go into another class or they may spend time doing their work in either the Headteacher's office or with The Inclusion Manager. Internal exclusions are only used when there have been a variety of incidents throughout the day and where the learning in the classroom is being disrupted by the behaviour. These must be recorded and parents notified that they have had an internal exclusion.

## **Fixed Term Exclusions**

For extreme and rare cases, a child may be given a fixed term exclusion, generally between one and three days. These can only be given by the Headteacher or Deputy Headteacher. The child is not allowed into school during the dates given for the Exclusion. Please refer to our Exclusions policy for more information.

## **Permanent Exclusions**

We would usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of on-going issues or even for a 'one-off' incident.

## **Bullying**

In some circumstances, repeated misbehaviour towards another child may need to be dealt with using our Anti-Bullying policy.

## **Use of Reasonable Force**

In some circumstances, staff may need to use reasonable force with pupils. Please see our 'Use of Reasonable Force' policy for further guidance.

Other policies that relate to this are:

- Policy on the Use of Reasonable Force
- Safeguarding & Child Protection policy
- Exclusion policy
- Accessibility policy
- Equality policy
- Anti Bullying policy

September 2019

## Appendix 1 - Behaviour Guidelines

### BEHAVIOUR EXPECTATIONS:

**These are our behaviour expectations for most children across the school (exceptions may apply to some of the expectations due to a specific SEND)**

#### General:

- Children should be polite at all times - hold doors open, say please and thank you.
- Children should use an inside voice when inside the school - no shouting, screaming.

#### Assembly:

- Children should sit cross legged, hands in lap and keep their hands to themselves.
- Children should not talk unless part of assembly.
- Children put their hands up to answer or ask a question.
- Children do not talk when a class stands up to leave an assembly.
- Children leave the hall quietly.
- 6 super sitters are chosen to sit on a chair through the week and model how to sit and are changed on a Monday assembly.

#### Consequences:

- If a child talks, touches someone else when they shouldn't or is silly in assembly they have to stay in for 5 minutes at the beginning of break or lunch to practise how to behave.
- If a child continues to talk in assembly after staying back to practise they will have to sit down at the front for a week to show they can behave properly.

#### Coming in to and out from assembly:

- Classes walk in quietly.
- Lines walk down the corridor in silence and keep to the left.
- Children whisper and sign thank you to anyone holding the door open - no high fives or touching the person.
- Classes go out of assembly in order starting with Reception then Year 2 and then Year 1 - this is for safe space along the corridor.

#### Consequences:

- Classes will be sent back to practise immediately or you will practise in their play or lunch time.

#### Lining up - playtimes and lunchtimes:

- When children come back from assembly they go and get their coat and line back up in their classroom before going out. Year 1 can go out of their back doors to avoid a blockage area where the Year 2 exits.
- Year 1 and 2 line up in classes quietly to go out to play or to lunch at 12.00. They do not go out unless there is room and they are quiet.
- Children go out to play quietly.
- When the bell is rung outside all children stop. No instructions are given until everyone has stopped no matter how long this takes. Other members of staff support getting the children to stop and listen - We say and the children join in 'hands on top, we stop'.
- If they don't manage this then it will need to be practised at either playtimes, lunchtimes, sparkle times or play is stopped 5 minutes early.
- When asked to walk to the line they must walk; anyone running has to come back and do it again until they walk.
- Lines need to be straight and silent.
- Children walk into school - anyone running or talking is brought back to re do.
- Children go into the cloakrooms quietly and into class quietly.

#### Consequences:

- Play will be stopped 5 minutes early to practise.
- Children will practise in playtimes, lunchtimes or sparkle time.

#### In class

- Children use an inside voice at all times.
- Children sit on carpet - legs crossed, hands in laps.
- Children do not call out and put their hand up if they want to gain an adult's attention. Lollipops and other strategies are used for answering a question to ensure children all listen.
- Children sit at tables with chairs tucked under, there should be no swinging on chairs.

#### Consequences:

- Use behaviour ladder for this.
- Practise in playtimes, lunchtimes and sparkle times.

#### **Work**

- Work presented is their best.
- Staff lay out the rules for presentation.
- If children make a mistake they should underline it and re write or for maths use one neat cross through it.
- Children will dot their 'i's' rather than drawing a circle and there will be no scribbling.
- Colouring needs to be neat, children will take pride in how they present their work.

#### **Consequences:**

- Work will need to be repeated either during lesson or in own time if it is rushed.

#### **Thinking Time:**

- Thinking Time will be done straight away for Reception & some Year 1 & children with SEND (teacher discretion) and at playtime for Year 1 and Year 2. For Year 1, if they are given a Thinking Time in class time, but have work to do they will come down and complete their work at play time or lunchtime.
- When Thinking Time is finished, the children must talk through what the expected behaviour is, where appropriate this will be using a comic strip conversation.