

BUSHFIELD ROAD INFANT SCHOOL

BEHAVIOUR POLICY

Spring 2020

BUSHFIELD ROAD INFANT SCHOOL

BEHAVIOUR POLICY

CURRICULUM INTENT

Bushfield Infants is a school which recognises and respects difference; a calm, safe and inclusive school which celebrates the progress and achievements of all our children. A school which supports not only its pupils, but also their families.

Bushfield Infant School prides itself on integrity, values and high expectations and these qualities are what drive the school.

At the heart of the school is a broad and balanced curriculum, offering exciting challenges in a meaningful way, constantly encouraging children to learn and practise skills which will stay with them for life.

Raising standards, whilst supporting emotional well-being is a priority and the responsibility of every member of staff. An emphasis on language rich learning experiences promotes the communication skills which are fundamental to successful learning.

At the heart of the school curriculum, is an innovative and well embedded approach to teaching the key skills for future success:-

Communication, Teamwork, Resilience, Problem solving, Creativity and Financial awareness.

Bushfield Infant school is a positive environment in which to work and learn, a safe place to take risks and accept challenge and most of all a community where we all strive to be the very best we can.

AIMS:

- To influence children to behave in an appropriate manner, despite any of the problems they may bring to school with them.
- To recognise good behaviour through positive encouragement.
- To respect and value each other.
- To develop a sense of responsibility for their own actions.

We have agreed 'Golden Rules' in school as follows:

GOLDEN RULES

Do.....

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

Don't.....

- Hurt anyone
- Hurt people's feelings
- Cover up the truth
- Waste time
- Waste or damage things
- Interrupt

The school's nursery also have key 'Golden Rules' based on those used in Main School as follows:

- Share
- Care
- Walk
- Talk
- Listen

Children are consistently encouraged by all staff members, to follow the school's rules through positive reinforcement, modelling good behaviour and through the use of positive language, specifically the language of choice. Children are prompted to make good choices and to think before they act.

Through our British Values curriculum we teach children about the importance of making the right choices, being tolerant of others, valuing other's views and the need to respect similarities and differences. The school has a set of three school rights and it is everyone's responsibility in the school to keep these rights:-

- Everyone has the right to be treated with respect
- Everyone has the right to learn
- Everyone has the right to feel and be safe.

CONSEQUENCES OF BREAKING RULES

FIRST TIME

- This is a warning
- You have broken a Golden Rule
- If you do that again I will take away 1 minute of your Golden Time

SECOND TIME

- You have had a warning
- You have broken a Golden Rule
- I am taking away 1 minute of your Golden Time

POSITIVE BEHAVIOUR BOARDS:

In Foundation Stage classes a display board is dedicated to promoting hard work and good choices, and photographs of the children are all placed on this board. When rules are broken, the board is used as a reminder and a pupil's photograph can be moved onto an identified part of the board until they make the right choice, at which time it is quickly moved back to join the other photographs. Children are encouraged to take responsibility for their choices and are aware of the consequences.

REWARDS

These are the rewards that we will use as a school to recognise the children who follow the rules:

1. Golden Time (20 minutes of choosing activities each week).
2. Consistent positive reinforcement through verbal praise and gestures.
3. A whole class reward to be decided by the class teacher or the class. This is through the class collecting marbles or beads in a jar.
4. 'Celebration' Assembly every Friday.
Special Badge Assembly, Termly.
Thank you board.
5. Invitations to sit on the special lunchtime table every Friday.
Lunchtime 'Class of the Week'.

It should be recognised, that although incidents of constant disruption to the class, or constant unacceptable behaviour will be rare, there needs to be appropriate consequences to deal with such incidents.

Children and parents would need to be aware of these consequences. In some cases, an IBP (Individual Behaviour Plan) may be required to address individual behaviour needs. This would then be shared with parents and staff and children will be made aware of expectations and targets.

PLAYTIME AND LUNCH TIME

Time Out Bench.

The time out bench in the quiet area should be used to give children a set time to reflect on their behaviour, but in particular to think about the golden rule they have broken.

Procedures

- If a pupil breaks one of our golden rules, they must first be given a warning.
(If the incident is very serious in nature, the warning would be replaced by immediate action as appropriate.)
- If the same child continues to break the golden rules, they must be given a coloured band from the time out bench and instructed to have 1 minute time out. They should be encouraged to think about their action and consider why they are having 'time out'. The child will turn the timer and be left to think.
- When the sand has run through the timer, the child must return the band to the person who gave it to them. They can then return to their play.
- Should the incident be extreme, the incident should be dealt with immediately and a golden minute lost.
Appropriate staff need to be informed when incidents are extreme, and parents would also be kept informed.

POLICY FOR HANDLING AND RESTRAINING CHILDREN

The school has a very effective behaviour policy to which the vast majority of pupils are able to conform. However, there are incidents that arise when this behaviour policy is not sufficient.

Our aim is to enable all children to learn in a happy, caring, safe and secure environment.

Staff have received training in the use of 'Team Teach' which is a positive moving and handling technique for restraining and moving children if they are physically endangering themselves or others. This is a strategy required only in rare situations.

To this aim we will respond to certain situations in the following ways:

1. If a pupil constantly disrupts a group and distraction does not help, that pupil will be given a warning and if necessary, the option to sit out in a designated area for a set period of time, but no other options. No handling will be used in this situation.
2. If a pupil has a tantrum and lies on the floor, the area around them will be cleared by staff to keep others safe. The child will be calmly encouraged to conform to the required task but will not be handled.
3. If a pupil climbs onto inappropriate equipment i.e. table or chair, a member of staff will try to guide the pupil safely off again.
4. If a pupil refuses to be guided gently, then two members of staff will use the 'close elbow hold' to guide the pupil to a sitting position if possible and then slide them forward until they can safely be guided off the equipment. Only in extreme circumstances, when there is no alternative, will a child be lifted and then by two members of staff. This will only be done if the immediate safety of the child is at risk, or the safety of others is at risk.

5. If a pupil physically attacks another child and does not respond to verbal instructions, in order to safeguard the other child, the 'close restraint' hold will be used - if at all possible with another adult witness and only for the least time necessary to guarantee the children's safety.

Any incident that involves handling a child in the ways set down in this policy will be noted in the pupil profiles on CPOMs together with an incident report, reporting the circumstances leading to the restraint, the strategies used to de-escalate the situation before restraining and any injuries sustained by anyone involved. Following de-escalation, pupils will be encouraged to reflect on their behaviour and discuss the incident with a member of staff. Parents will be notified of any restraining procedures used.

Where behaviour becomes extreme, an IBP or support plan will be drawn up and discussed with parents and staff. EPU (Education Preparation Unit) may become involved for those not yet five, or PBS (Primary Behaviour Support) for those over five. Support will be requested, and parents/carers would be involved.

Only in extremely serious circumstances, would the head teacher make the decision to exclude a pupil for a fixed period of time. This would be discussed at length with parents and a set return date agreed, where a fresh start can be made and the pupil will be supported in making good choices.

At Bushfield infant School, we are committed to safeguarding and promoting the welfare of all our children. At the heart of the school is a commitment to raising children's self-esteem and self-confidence through positive language and positive actions. Children are consistently encouraged to make the right choices and to respect themselves and other people. This ethos permeates throughout the whole school.

Review:

Spring 2021