



Emscote Infant School

Relationships Policy for Managing Behaviour

Our Vision: 'Working Together, Valuing Everyone, Learning for Life'

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Rules

1. Follow instructions from all adults in school
2. Keep yourself and others safe by making good choices
3. Listen to others and speak as you would like them to speak to you
4. Persevere to achieve your best
5. Take care of the school environment and the property within it

These rules are given a high profile around the school. Each class has their own classroom rules, negotiated with the pupils, and these are displayed in each classroom.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children class rewards.
- Post cards or phone calls home to parents.
- In normal circumstances, each 'worker of the week' would receive a certificate in the whole school Achievement assembly on a Friday afternoon. During Covid-19 restrictions, these will be presented in classrooms.
- Class teachers may negotiate a class incentive / reward system for their own classes to run in conjunction with class rules. E.g. one marble put in a jar when whole class or an individual behaves positively. When the jar is full the class gets the negotiated reward. By changing the reward it can reflect interests and motivations.

The school acknowledges all the efforts and achievements of children, both in and out of school.



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Sanctions or consequences:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Restorative Justice:

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

This practice is implemented throughout school and is used at all levels – by class teachers and TAs, and by members of the senior leadership team.

In a time of reflection children are encouraged to answer the questions above, enabling them to take responsibility for their own actions and behaviour. This can be in class time or at break or lunch.

Sanctions for unacceptable behaviour in the classroom

- Non-verbal warning from an adult.
- Verbal warning.
- An adult will quietly talk to a child to understand their motivations for not following the rules.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- An immediate consequence maybe the loss of playtime, choice time or other.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- A child may be sent to a member of the SMT and parents informed by class teacher.
- Parents will be invited in to discuss how to support their child.
- If a child is sent to a member of the SMT three times in two weeks the Head Teacher will be involved and parents will be invited in to discuss how to support their child.
- Formal discussion with the headteacher/SENCO for a behaviour plan.
- Exclusion from sections of the day that are causing distress to the child or danger to themselves or others.
- Exclusion from school,



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Sanctions for unacceptable behaviour outside the classroom:

Midday supervisors and adults running clubs will follow the same consequences. Expectations remain the same inside and outside school.

Behaviour incidents are logged on CPOMS and monitored by the SMT and overseen by governors.

Supporting Behaviours

If appropriate, some children can be supported in developing more appropriate classroom behaviour via the implementation of a Behaviour Plan, which includes systems of sanctions and rewards, and timescales. Such a plan would be discussed with parents before implementation and reviewed on a regular basis.

Other less formal, but frequent support is available in the form of Circle Time, Friendship Stop and during Assemblies and PSHE lessons, where role modeling and many discussions and activities about making good choices take place. Post Covid-19 lockdown (Spring 2020), the proportion of time dedicated to support for Social, Emotional Mental Health (SEMH) has been increased across school.

Role of the class teacher:

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Setting work that is at an appropriate level so children can access it.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.



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The role of the headteacher:

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Where there is a risk of permanent exclusion, Governors will be informed. The headteacher will report the number of exclusions on a termly basis.

The role of parents and carers:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to impose reasonable sanctions on a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, the Governors can be contacted. If this does not resolve the issue, a formal grievance or appeal process can be implemented.

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions – see Exclusion Policy

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school or when uniform is being worn.



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Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Executive Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Physical Restraint Policy
- Anti-Bullying Policy

Monitoring and Review



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The Executive Head teacher and SLT monitor and review the effectiveness of this policy on a regular basis. Reports will be made to the Governing Body on the effectiveness of the policy and, if necessary, recommendations can be made for further improvements. The Governing Body will review the Behaviour Policy every year.

The Executive Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour Policy Outline for Staff and Visitors

We have a positive behaviour policy that promotes good choices in school. Classroom systems such as marble jars, raffle tickets, etc are implemented by class teachers. However, if children find it difficult to make positive choices then we follow the following system.



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Sanctions and discipline guide





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Rewards and motivations

