

**ASKERN LITTLEMOOR**

**INFANT ACADEMY**



**Our Good Behaviour**  
**Book**

<b>Book Updated</b>	<b>September 2021</b>
<b>Next Review</b>	<b>September 2022</b>

## **OUR GOOD BEHAVIOUR BOOK**

Good behaviour is essential for effective teaching and learning to take place. We expect high standards of behaviour, and the achievement of such standards involves praise and rewards, positive relationships between staff and children, and effective curriculum & classroom organisation. ***Children need a calm, safe ethos in which to learn.***

However, in some instances, the application of sanctions and punishments will be necessary.

Our school needs to establish and maintain high standards of behaviour, and one of the most important external influences is that of parents and the home. A partnership between school and home must be based on mutual understanding and support, together with a clear view of the school's aims. If we can create such an effective partnership, we can strive to provide support in dealing with individual young people and, at the same time, create the appropriate conditions in which all children can attain to the best of their ability and display high standards of behaviour.

We insist on respect for and between all the individuals of the school community, and encourage our children to make a contribution to improving the lives of others.

Our ultimate aim is to bring out the best in everyone within our school community.

At Littlemoor, we want to ensure that our children are **happy and aiming high**. Children are happy when they are learning **'how'** to do things. We want our children to learn :

- How to read and write
- How to play together
- How to make things
- How to make discoveries
- How to behave appropriately towards each other, the adults in schools and their parents/carers.

We like to work alongside parents to encourage our children to develop as fully as possible. We want our children to develop socially, personally and academically. We are particularly concerned with good behaviour and believe that it needs to be carefully developed. Young children learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged to do it.

This booklet describes how we strive to develop high standards of behaviour in our school.

We have high expectations of the way in which all members of the school community behave towards one another. These are based on agreed rights.

### **Children - have**

- a right to feel safe
- a right to learn
- a right to be treated with respect

### **Teachers - have**

- a right to teach
- to be treated with respect

### **Parents - have**

- a right to know their child is safe
- their child is taught
- their child is to be treated with respect

### **All adults - have**

- a right to be treated with respect
- to do their job

### **Defining Good Behaviour**

We have agreed that good behaviour means that everyone in school is:

- kind and helpful
- polite and friendly
- careful
- hardworking

### **GOLDEN RULES**

We have agreed Golden Rules in school which encompass the above definitions. They are understood by all members of the school community and provide clear guidance of our expectations.

These are as follows:

We are gentle	(We don't hurt others)
We are kind and helpful	(We don't hurt anybody's feelings)
We listen	(We don't interrupt)
We are honest	(We don't cover up the truth)
We work hard	(We don't waste our own or others' time)
We look after property	(We don't waste or damage things)

These rules apply in all situations throughout the school. Each class also has an agreed set of class rules, regarding organisational routines for that class. The Golden Rules are reinforced in Circle Times and Assemblies and are displayed throughout the school for all to clearly see. Each class has the same high expectations of good behaviour and the teacher creates class rules with the children at the beginning of each school year. The children all sign to show they accept this charter. These are displayed in each classroom for parents and children to clearly see.

## **School Behaviour Plan**

### **Foundation Stage/Key Stage 1**

#### **Classroom/Shared Area Rules**

- Follow directions the first time they are given.
- Wait until others have finished speaking before you speak.
- Always use your quiet voice (say please and thank you).
- Keep hands, feet and objects to yourself.
- Always walk around school.

#### **Consequences of inappropriate behaviour**

- Verbal warning.
- In Foundation Stage, the children will be given time out and watch the sand-timer for 3 minutes.
- Child's name put on the serious face on the board and then onto the sad face if behaviour fails to improve.
- Child sent to work with another teacher in the team.
- Child sent to a member of the Senior Leadership Team.
- The class teacher discusses the child's behaviour with parents.
- Child is put onto an individual behaviour plan.
- If all the above have been tried, the headteacher invites parents to discuss the child's behaviour and set targets.
- In cases of extreme or violent behaviour or prolonged disruptive behaviour, suspension/exclusion will be considered (example, where physical abuse takes place or safety of others is compromised).

#### **IN THE PLAYGROUND -Playground Rules**

- Follow directions the first time they are given.
- Play in the correct play areas only.
- Keep hands and feet to yourself.
- Play sensibly together.
- Stand still when the bell rings.
- Walk smartly to the line and line up quietly.

## **Consequences**

- Verbal warning.
- Walk with staff member for 5 minutes.
- Report to class teacher.
- Miss next play.
- Send to headteacher, parent informed.
- In extreme cases, the child will be excluded from school at lunchtime.

### **Strategies used for the encouragement of positive behaviour**

- Remain calm, treat children with respect and act with consistency.
- Expect, encourage and insist on high standards of behaviour as a matter of course.
- Establish routines within the classrooms that are adhered to consistently.
- Devise and agree classroom rules with children.
- Encourage pupil voice and sense of shared responsibility for school life (e.g. through class council meetings).
- Recognise and highlight good behaviour as it occurs.
- Ensure that all children are praised for behaving well.
- Ensure that criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Provide on-going activities so children do not have time to waste at the start of a session or when they finish their set tasks.
- Invite parents to our Friday Achievement assemblies and to Class Assemblies.
- Display work on our 'Stars of the Week' display.
- Build children's self-esteem and develop their social and emotional skills (e.g. through PSHE lessons, circle time and class council meetings).
- Stars of the week are chosen weekly; one from each class who become the monitors for the week.
- Children are given extra responsibilities appropriate for their age, eg tidying areas of the classroom, class monitors, Y2 children serving at lunchtime.
- On occasion, certificates will be sent home which celebrate good behaviour from the class teacher/headteacher.
- Golden Time is used to recognise the good behaviour of the whole class.
- 'Marble in the Jar' is used as a class behaviour strategy.
- Supervise children appropriately, in classrooms, cloakrooms and around school.
- Return to classrooms promptly at the end of playtimes and lunchtimes.
- Organise opportunities for older classes to work with younger ones (e.g. paired reading)

### **Expected Outcomes**

- Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- Pupils will take responsibility for their own actions.
- Pupils will show development of self-esteem and self-discipline.

- Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.

### **Individual Behaviour Plan**

- Parents must be informed before this is implemented.
- The child's behaviour is reviewed after each working session/playtime and a stamp may be awarded for good behaviour.
- Other motivational strategies may be adopted, depending on the child's needs
- Positive body language, smiles, glances, pat on the back.

### **Sanctions for unacceptable behaviour**

- Children are expected to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher/teaching assistant, or to sit on their own.
- Children are expected to try their best in all activities. If they fail to do so we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands them. If a child misbehaves repeatedly, the child will take "time out" and be isolated from the rest of the class until they calm down, and are able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens or hurts another child, the class teacher or Headteacher reprimands them and the child may be punished by losing their playtime.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

#### **In summary, the sanctions available are:**

- Missed break
- Time out in another class
- Loss or reward or treat
- End of day discussion with parents
- Phone call/letter home
- Meeting with Assistant Head Teacher or Head Teacher

#### **At this point behaviour needs to be recorded in our Behaviour Logs on CPoms**

Individual teachers record unacceptable incidents of behaviour in class. This is then used to monitor and inform necessary action. The information is also used to report to governors. Teachers who have children in their class with specific, ongoing behavioural needs keep an individual log for such pupils, which is used in conjunction with the SENCO to identify any necessary interventions.

Any significantly disruptive/serious behaviour is logged on CPoms.

If at this stage the child has not begun to move towards positive behaviour then move into the next phase of behaviour management.

### **Long Term Challenging Behaviour or High Level Negative Behaviours**

When a child displays long term challenging behaviour or a sudden change towards high level negative behaviours, the school will complete an individual chart/diary which records behaviour incidents over a period of time. The class teacher will then analyse this to ascertain any triggers or causes. An Individual Behaviour Plan will be put in place by the Class teacher in conjunction with the SENCO. This will be shared with the child's parents. The child may complete a positive behaviour plan to help give them the tools to deal with their behaviour. If the child's behaviour continues to be a concern then the Behaviour Outreach Support Service will be consulted. This can be accessed through the SENCO.

### **The role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. Class teachers share responsibility with Teaching Assistants for the management of pupils behaviour, when they are on duty in the playground at Littlemoor.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The Class Teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teachers deal with the incidents themselves in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and advice from the Head Teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of a child with the Educational Psychologist.

The Class Teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are any concerns about the behaviour or welfare of a child.

### **The role of support staff**

It is the responsibility of all the support staff to ensure the school rules are enforced within the shared areas of the school, such as corridors, toilets and the library.

Teaching Assistants share responsibility with the teachers for the management of pupils' behaviour when they are on duty in the playground.

Lunchtime Supervisors have responsibility for the management of pupils' behaviour at lunchtime.

### **The role of parents and carers**

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

A supportive dialogue is set up between home and school, and parents are informed immediately if there are any concerns about a child's behaviour or welfare.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, they should contact the Headteacher. If the issue is still not resolved, a formal grievance or appeal process can be implemented.

### **Developing good behaviour through the effective management and organisation of the curriculum**

At Littlemoor School, a range of teaching methods are used that match carefully with the learning styles of the children. The curriculum is organised into half-termly topics that are stimulating, exciting and enjoyable. Exciting resources are used to enthuse and support the children's learning. The school uses elements of the SEAL scheme (Social and Emotional Aspects of Learning) in PSHCE to help children reflect on their feelings and behaviours, and to teach the behaviours expected.

### **Developing good behaviour through the effective organisation and management of the classroom**

At Littlemoor, lessons are carefully planned to meet the needs of each child and differentiated to ensure enjoyable and challenging activities. Children are grouped appropriately for each task for whole class, group, pair or individual work. Children are supervised at all times, although independence and responsibility are developed. The classrooms provide displays that value the achievements of the children and are interactive to enhance learning. All children are expected to care for their room (furniture and resources) and keep it tidy.

**Communicating clearly to all members of the school community, a code of conduct which incorporates certain crucial principles**

Verbal praise is used to award and encourage children and firm but fair discipline is established throughout school with all staff taking responsibility for talking to children if they see them misbehave. Sanctions for unacceptable behaviour are enforced if necessary. There is close liaison between the Lunchtime Supervisors and the Class Teachers. If needed, children will be sent to the Headteacher and if appropriate, sanctions such as losing playtime will be enforced. The Headteacher will keep parents informed of any behaviour from their child that is causing concern and work with them to reiterate the school rules at home. Any incident of bullying is dealt with by the Headteacher immediately. The use of exclusion as a sanction is very rare but may be used in the most serious of case.

We hope you have found this booklet helpful. We hope it conveys our positive view about behaviour in school.

In our view, the importance of good behaviour cannot be over-estimated. Parents, staff and children all enjoy the happy social community of Askern Littlemoor Infant Academy and wish to maintain this through the help of all involved