



## **Alverstone Infant School Behaviour policy**

### **Rationale**

We believe that learning can only take place in an environment that enables children to feel safe, secure and cared for. We aim to create an ethos where children and adults are valued and encouraged within an atmosphere of mutual trust and respect; where good behaviour is praised and poor behaviour is addressed in a consistent manner.

The ethos of the school is established by:

- A shared understanding of our school values – **Belonging, Respect, Thankfulness, Honesty, Democracy and Responsibility**
- Shared expectations of very good behaviour
- A common teaching and learning approach

### **Expectations**

Children are encouraged to take responsibility for their own behaviour and to take pride in their school, their class, their work and their environment.

We expect that respectful behaviour towards others will be modelled at all times by all adults in school.

We expect all adults to take responsibility for the good behaviour of the children and to always treat children fairly, respectfully, consistently and sensitively.

All children will know the limits and boundaries and they can expect to be praised when they follow the rules, and sanctioned when they do not.

### **Class Rules**

These are negotiated and agreed between the class teacher and their new class at the beginning of each school year.

### **Management of Good Behaviour**

Children should know and be regularly reminded of school expectations.

We believe it is important to give all children genuine praise for good behaviour. Process praise will be used to reinforce high expectations of behaviour for other children to copy (“well done Sam, you are walking, not running”, “Thank you Lucy for not shouting out”).

### **Rewards for Good Behaviour**

- We do not give extrinsic rewards, such as stickers, to individual children unless they have a specific Special Educational Need where this is deemed appropriate and advised by SENCo or outside agencies.
- Each class has a visual display of class rewards. Class rewards are earned by the class for good behaviour. The whole class can earn rewards by working together and gaining a class treat.
- Lunchtime supervisors will promote good behaviour at lunchtimes and will offer class rewards when appropriate. They will attend class circle times when positive behaviour can be praised, so that the children are aware that the same expectations are held at lunchtimes, as at other times.

### **Management of Unacceptable Behaviour**

Unacceptable behaviour is discussed with the child as to why that behaviour is wrong. Adults will comment on the behaviour, not the child, and discuss what to do in the future (“Tell me what you will

do next time this happens?”). When a child is rude or unkind to adults or other children, they are expected to apologise politely, directly to the other person.

### **Sanctions for Unacceptable Behaviour**

If a child does not meet our expectations of behaviour, we may use any of the sanctions below:

- Verbal warning.
- Child's name is moved down the visual class display. They lose 5 minutes of Busy Bee/Star/Challenge Time.
- Second consecutive move down the visual class display- with a warning of being sent to Headteachers office.
- Child is sent to Headteacher.
- If a child displays physical aggression towards others, they must **always** be sent to the Headteacher.

### **Continued Unacceptable Behaviour**

At all times, when a child displays continued unacceptable behaviour, the parents/carers should be informed. If a child displays physical aggression to another child or adult, parents/carers will be informed. This will also be the case if a child uses unacceptable language to another child or adult (deliberate swearing or using racist terms).

Where unacceptable behaviour continues, any of the following strategies may be used:

- Make a dated record of incidents. (ABCC chart)
- Discuss continued unacceptable behaviour with parents/carers.
- Use the Behaviour Management Toolkit to identify causes of behaviour (available in school)
- The Inclusion Manager and teacher will complete a Behaviour Management Plan (BMP) with parents/carers
- Involve outside agencies – Behaviour Support Team and/or Educational Psychologists.

### **Exclusion**

Exclusion may be used as a sanction of last resort, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. All attempts to reach an agreeable solution with the child's parents would be made. The school will follow statutory guidance on exclusion (see [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion))

**Reviewed by Governing Body: Autumn 2020**

**Next Review: Autumn 2023**