



Coteford Infant School

Good Behaviour Policy Summer 2020

Our Aim is to have a consistency of approach in fostering self-discipline and mutual respect across our school.

Objectives:

- To provide a calm, purposeful and safe environment.
- To have all staff, parents and visiting adults aware of the policy.
- To put in place strategies for adults to encourage children to develop appropriate behaviour.
- To encourage all to care for the environment and property.

BEHAVIOUR EXPECTATIONS AT COTEFORD

We expect staff to:

- Provide good role models of co-operation, trust, respect, courtesy and self-control.
- Be warm, welcoming and courteous to all parents and visitors to the school.
- Not shout in anger.
- Develop caring and respectful relationships.
- Be seen to be fair and consistent.
- Establish clear boundaries of acceptable behaviour.
- Be sensitive to the experience, maturity and feelings of the child.
- Accept responsibility for general behaviour throughout the school.
- Share strategies for dealing with children with particular problems.

When dealing with behaviour problems, staff should give the child the opportunity to regain his/her self-control and:

- Avoid confrontation.
- Listen.
- Talk quietly.
- Establish the facts (try to involve all concerned).
- Judge only when certain.
- Be seen to be fair.

We expect children to:

- Be respectful, courteous, controlled and considerate of others.
- Understand that name calling and verbal abuse of any sort is just as unkind and unacceptable as physical aggression.
- Care for the school environment and property.
- Follow school rules (each class should have a copy of the school rules displayed and they should be discussed fully termly).

CLASS TIME EXPECTATIONS

We believe the following fosters good behaviour:

- Staff organised and in the classroom **ready to greet the children**. This means that talking to parents should happen after school where possible.
- An atmosphere where children are praised.
- Work that is carefully prepared and matching individual's ability.
- Careful planning at the beginning of a school year so that children are explicitly told about classroom organisation and the expectations of behaviour in the classroom and around the school.

MOVING AROUND THE SCHOOL

We believe the following fosters good behaviour:

- We should take time to move around the school in a calm, quiet and orderly manner.
- Praise is given for considerate and self-controlled behaviour in the corridor. This is more effective than criticism.
- We have found that because our corridors are long it is best to have 'stopping places' when a whole class is moving. This allows close supervision and prevents rushing.
- Children are reminded that running is never allowed in corridors and are encouraged to be careful in the use of doors (at least termly).

PLAYTIMES AND LUNCH TIMES

We believe the following fosters good behaviour

- Staff supervise the children between class and the playground.
- Children are allowed to bring in a pocket toy, which will be kept in the cloakrooms.
- Children are not allowed out until there is an adult in the playground.
- We are fortunate to have so many staff on duty in the playground. Staff must spend their time with and observing the children and spread themselves around the playground.
- The teacher on duty decides whether children may play on the grass, especially if wet. If children go on the grass then some of the staff must be there too. At lunchtime this decision should be made by the SMSAs. The climbing frame cannot be used if it is wet.

- There is a rota for the climbing frame.
- Class teachers should talk regularly to children about appropriate games and activities.
- Children should also be told about 'out of bounds' areas (behind the new classes, conservation area and back corner of the field).
- Only softballs are allowed in the playground.
- Ropes are only to be used for skipping.
- When the bell rings children must walk to their lines.
- SMSAs, support assistants and teachers negotiate about suitable activities for wet playtimes. Children are not allowed in classrooms on their own at any time.
- Support assistants, nursery nurses and SMSAs deal with minor incidents independently but pass on reports of good and bad behaviour to class teachers and, if necessary, the Headteacher.
- We do not allow 'play' fighting.

BEHAVIOUR ON THE CLIMBING FRAME

Our climbing frame was built to enhance the quality of our children's playground experience. It was designed so that all our children could have some form of access and so that they could be physically challenged. The following guidelines are shared with all our staff, children and parents:

- Never touch any other children.
- Chippings must not be thrown.
- Children should leave a space on the monkey bars by not setting off until the person in front has crossed the middle section.
- Children should start using the monkey bars at the same end.
- Children must not climb the walls of the boat or jump off the top.
- We will refer to the 'climbing frame' and 'the boat' in the rota.
- Don't climb on the roofs.
- Children must be encouraged to be thoughtful, considerate and vigilant.
- Staff supervising should stand near to the monkey bars and on other side.
- **Children should not play on it, before or after school, without their parents watching. Parents will be reminded in the first newsletter of the new school year.**

REWARDS

Encouragement of good behaviour is given by:

- Praise and recognition of effort in both behaviour and achievement.
- Opportunities to show achievements before a variety of audiences, including assembly.
- Stickers and smiley faces are considered appropriate rewards, both in books and on clothes.
- Appreciation of efforts or attainment can be shown by a positive comment on work.

- Each class operates a weekly system that celebrates individual achievement e.g. Star of the Week. A copy is displayed outside the classroom, sent home, given to headteacher and placed in the assessment folder.

SANCTIONS

- If a child becomes involved in unacceptable behaviour, they are first spoken to by the 'finding' member of staff and told why the behaviour is unacceptable.
- If the behaviour continues the child may be asked to stay with a member of staff or withdrawn from the group for a specified length of time in order to calm down.
- Persistent, unacceptable behaviour and incidents of a more extreme nature are referred to the headteacher or deputy, who will deal with the matter on an individual basis and inform parents.
- If a child has persistent behaviour problems staff will meet to agree on the most appropriate approach. Parents will be fully involved.
- All incidents will be recorded on CPOMS.
- Normally staff would avoid restraining a child in a way that made him/her feel trapped.
- Occasionally a child may need to be held for his/her own safety or for the safety of others.
- If a serious breach of the school's behaviour policy occurs a child may be excluded from school. All exclusions follow agreed procedures outlined in a Governing Body document.

RACIAL HARASSMENT OR ABUSE

On the very rare occasion that a child is racially abusive the following steps are always taken:

- The incident is immediately reported to the Headteacher or deputy
- The Headteacher or deputy will speak privately with the child, listen to their account of the incident and explain why racially abusive behaviour is unacceptable in school. It may also be necessary to speak with the recipient of the abuse.
- The Headteacher or deputy will speak to the parent of the child that day, giving a clear account of the incident and the steps she has taken. She will explain that racially abusive behaviour is never tolerated in our school and ask for the parent's co-operation in helping the child to understand.
- If the Headteacher feels it is necessary she may also speak to the parents of the recipient.
- All racist incidents are recorded and shared with the Local Authority
- All incidents will be recorded on CPOMS.

RELATIONSHIPS AND NEGOTIATIONS WITH PARENTS

We believe that staff and parents share the responsibility for the behaviour of children in school. Parents should be told about their children's standard of behaviour in school if there are any concerns. Parents may also wish to discuss children's behaviour at home, or other concerns.

Consultation Evenings and Annual Reports

There are opportunities during the year for parents to discuss their child's progress in school and this should include the child's social adjustment in school and his/her relationship with adults and peers. In the majority of cases this would be a positive and reassuring report.

Individual/Occasional Meetings

- If a child's behaviour is causing concern, either because of a specific incident or an on-going trend, the class teacher should speak privately to the parent and give a clear account of the concern. The teacher should completed any parent meetings/discussion on CPOMS.
- There should be the opportunity for an exchange of views and for the development of mutually agreed strategies to overcome the problem.
- If necessary, the teacher and parent may wish to make a future appointment or even arrange regular meetings to discuss progress.
- It may be that in some cases the Headteacher will conduct or be involved in these discussions. Teachers will always share their concerns about children's behaviour with the Headteacher.
- **In our school the Headteacher and teachers will always be willing to talk to parents at the earliest convenient time.**
- In extreme cases of behavioural difficulties the Headteacher may consult the Governing Body on further actions.

PERSONAL SPACE

At Coteford Infant School, we always encourage our children to be mindful and respectful of personal space. This has now been heightened as a result of the current Covid-19 pandemic. We wish to foster a climate and an ethos where personal space is valued and respected and where most physical contact is seen, in the main, as unnecessary.

Children will learn and play in their 'family bubble' and will not mix with other adults or children. They will have their own set of resources, including a water bottle, and will be encouraged to only use their own and not those of their peers.

While we still value turn-taking, sharing and teamwork we need to consider ways in which this can be promoted in a way that respects each other's personal space. While we cannot share our resources and equipment fully we can encourage the sharing of our thoughts and feelings to enhance and validate our emotions. Turn taking will be developed through group discussions and team work will be enhanced as they work within their 'family group'.