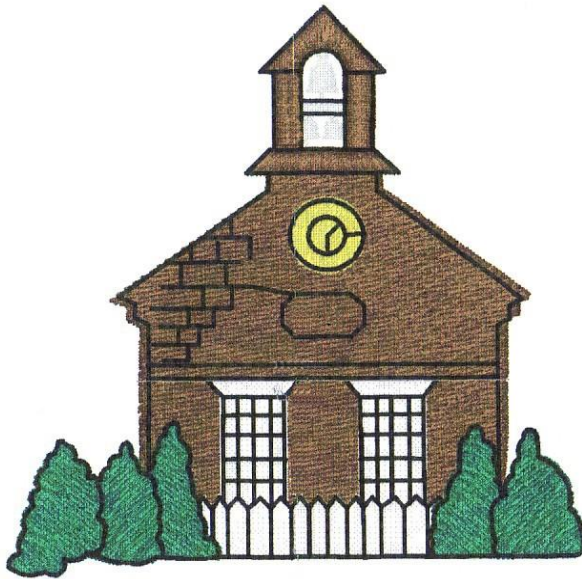


**Shinfield Infant and
Nursery School
Behaviour**



We care, we learn, we achieve!

Our rules

Our rules guide our behaviours alongside our values. Children are taught what these rules mean and how they are expected to behave in all school situations and environments. We use hand signs alongside verbal explanations.

Be respectful

We respect each other and celebrate differences. We are kind.

Be ready

We come to school ready to learn with the correct equipment.

Be safe

We are careful in our play and make sure that our actions don't hurt or harm others.

The whole staff team and pupils are involved in promoting rules and recognising where others are 'following the rules'.

MOTIVATION AND REWARDS

How we can motivate pupils:

- Planning exciting, stimulating and achievable tasks
- Lively and interesting delivery
- Matching work with individual needs
- Listening to pupils and valuing their views
- Encouraging pupils to succeed
- Expectations of high standards and giving due praise
- Genuine support and interest
- Establishing a broad reward system with both academic and social aspects included, available to all pupils and used consistently by all staff
- Presenting pupils with a balanced and varied diet of teaching methods and working groups within the class
- Giving pupils the opportunity to take on special duties that carry particular responsibility
- Awarding extra playtimes for consistently good behaviour

Rewards Options are:

- Public/private praise – sharing the appreciation of good work, behaviour and effort as appropriate to the individual pupil. Displaying work in corridors, classrooms and hall
- Positive contact with parents/carers

- Rainbow values assembly where children are praised for following the value
- Reading awards
- Headteacher's awards for outstanding effort or behaviour
- Whole school recognition reward for great behaviour and kindness around the school
- Assembly points for respectful behaviour
- Attendance cup for the class with the best attendance

SANCTIONS

There are a number of strategies that a teacher can use for the normal day-to-day behaviour problems that exist in any class. Teachers should ensure that sanctions protect the pupil's self-esteem and maintain a healthy relationship between pupil and teacher. To ensure that children meet their full potential they may have to complete unfinished tasks at another time that day.

All children are different, individual needs will be taken into consideration.

Within class

2 reminders of expected behaviour

- Sanction A- move within own classroom
- Sanction B- reflection with class teacher before playtime. Parents are informed by class teacher at the end of the school day.

- Sanction C- Senior Leadership Team member speaks to the child then the class teacher to understand the history of the event. They will then phone the parent if the behaviour involves verbal or racial abuse, physical violence towards another person or property, swearing or stealing. Class teacher to add behaviour to CPOMs, SLT to add action.

On the playground if an adult witnesses unkind or dangerous behaviour

1 reminder of expected behaviour

- Sanction A- moved away from the situation
- Sanction B- 1-5 mins standing with an adult (depending on the child)
 - Behaviours issues to be discussed with class teacher at the end of lunch
 - Parents told about persistent disruptive behaviour by the class teacher
- Sanction C- Senior Leadership Team member speaks to the child then the class teacher to understand the history of the event. They will then phone the parent if the behaviour involves verbal or racial abuse, physical violence towards another person or property, swearing or stealing. Class teacher to add behaviour to CPOMs, SLT to add action.

If the behaviour is violent or unsafe for the other children, we go straight to sanction C.

If property is deliberately damaged, we go straight to sanction C. It is at the Head teacher's discretion to decide if any additional sanctions need to be made or money paid, depending on the damage. If children were involved in encouraging the destructive behaviour they will also be included in the sanction.

Each class teacher will keep a log of behaviour on CPOMs when Sanction C has been reached. This will be monitored by SLT.

FURTHER SANCTIONS AND INTERNAL EXCLUSION

There may come a time when the teacher feels that the usual sanctions are proving ineffective. The key issue is to continue to work in partnership with the pupil's parents/carers to find better ways to best support the pupil, and a meeting will be arranged with the parents/carers.

The focus of the discussion will be what needs to be done to improve the current situation. An ISP (Individual Support Plan) for school action will be agreed with the pupil and parent, the targets and success criteria made clear and a follow up meeting arranged to review progress.

One action may be internal exclusion where the child is working in the Deputy or Headteacher's office for a specified time. This will be to ensure that they complete tasks without disrupting others, and are calm and ready to return to their class.

At this review it will be decided whether outside support is required which will be agreed with the parents/carers and the appropriate requests made with their support.

EXTERNAL EXCLUSIONS

A decision to exclude a child will only be taken in response to serious breaches of the school's Behaviour Policy, if three or more internal exclusions have already taken place and/or if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Headteacher has the power to exclude a pupil. If the Headteacher is absent from the school the teacher nominated to act as Headteacher (the Deputy Head or member of SLT in charge) has the power to exclude a pupil in exceptional circumstances. (See Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units Ref: DfES/0087/2003)

