



Dorothy Barley Infant School

Behaviour Policy

This policy was reviewed on:

Date: October 2021

By: J.Osborne

Policy will be reviewed in:- October 2023

This policy was ratified/reviewed by Governors on:

Date: November 2021

Frequency of review: Every 2 years (or sooner in line with current legislation)

Note: This policy has been written in line with the following guidance:

- *DfE 'Behaviour & Discipline in Schools' (Jan 2016): Advice for Headteachers and school staff.*
- *DfE 'Preventing and Tackling Bullying' (Oct 2014): Advice for headteachers, staff and governing bodies.*
- *DfE 'Keeping Children Safe in Education' (September 2021): Statutory Guidance for Schools and Colleges.*
- *DfE & DoH 'SEND Code of Practice' (Jan 2015)*

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Objective

At Dorothy Barley Infant School we aim to provide a learning environment in which children can achieve their maximum learning potential. Teachers work with all classes to draw up a class charter which reflects the UNICEF 'Rights of the Child'. The charters are displayed in all classes. The Headteacher, Governors and all staff also agree to keep pupils safe

Children need security, consistency, praise and encouragement if they are to develop a positive self-image and be able to achieve. It is also our aim to teach children not only all aspects of the curriculum but also appropriate behaviour, so that they become responsible social people within the school and society.

In order to meet these aims we have created a structured behaviour plan in which:

1. Clear, firm limits are set
2. Children are encouraged to be responsible for their own behaviour
3. Children are given a great deal of positive reinforcement
4. Consequences of inappropriate behaviour are dealt with fairly and consistently

The following document outlines Dorothy Barley's Behaviour Agreement in detail.

Agreed Behaviour Code

These are 6 instructions to the code which apply at all times in all places:

1. Stop, look and listen to all staff speaking to you
2. Follow directions the first time
3. Keep hands, feet, objects and hurtful comments to yourself
4. Use and store all property in the correct way
5. Always walk quietly inside the building
6. Do the work you should be doing

Acknowledging children's efforts

Praise is the most effective, powerful tool for developing self-esteem, confidence and positive appropriate behaviour. At Dorothy Barley we aim to develop a welcoming, warm, positive ethos and attitude to work and behaviour by use of praise.

Praise will mean acknowledging both individuals and groups of children, recognising their good behaviour.

It is our aim that praise is the most consistent, positive reinforcement strategy used in our school. Teachers should find opportunities daily for acknowledging children's good behaviour. Celebration assembly takes place each Friday; this is an opportunity for teachers to acknowledge the children's efforts and hard work. All certificates in addition to being awarded to the child (for them to take home) are displayed on the school's celebration wall.

Rewards

In each class teachers use a range of reward systems and strategies for good behaviour, courtesy and learning that may include: Letters home, class star charts, stickers or small rewards, whole class treats, Golden Time, certificates or Star of The Week Award.

Head teacher 'Kindness Award'

Each week teachers in each year group nominate a child to take home a Dorothy Barley Dog. The dog comes with a book and children are encouraged to stick photographs or draw pictures in the book and write about what they have done with the dog at the weekend. Children show the books and talk about what they have done in Monday's Assembly.

Teaching Responsible Behaviour

Just as the children need to be taught about the curriculum in order to learn and understand, so they need to be taught how to behave responsibly if they are to do so.

At Dorothy Barley, children will be specifically taught responsible, appropriate behaviour.

Children with persistently challenging behaviour

Some children with more specific behaviour needs may have a Personalised Behaviour Plan in place with individual targets and strategies. These may include:

- Home/school liaison diary

- Daily sticker chart
- Specific mentoring sessions

Very challenging behaviour may result in fixed-term exclusion at the Head teacher's discretion. There is a clear hierarchy of sanctions that should apply if children do not follow the rules:

1. Lose 5 minutes from break or lunchtime.
2. Spend playtime with a member of SLT.
3. Working in isolation with the TA.
4. Sent to DHT (or other member of senior staff). Parents contacted.

Persistent challenging behaviour & SEND

In line with the SEN Code of Practise (Jan 2015) all challenging behaviour is closely monitored and appropriate interventions should be tried. In the event of tried and tested strategies proving unsuccessful a more formalised approach will be put in place in relation to identifying the cause of the persistent behaviour(s). In some cases it may require the Education Psychologist observing the child to assess their needs; this may in turn lead to a submission to the LA for consideration for an Education Health Care Plan (formerly known as a Statement of SEN).

In all cases parents' consent is sought; the school communicates regularly with the parents/carers to keep them up to date with the process. The school will offer strategies and in specific cases signpost parents/carers to additional more specialised services that are available through the LA.

Discriminatory Behaviour

Any racist, sexist or discriminatory behaviour is regarded as unacceptable and is logged separately and reported termly to the LA.

- The school specifically teaches the importance of valuing and respecting each other and their beliefs and culture.
- Children are taught that all forms of discrimination are wrong.
- All staff, Governors and visitors to the school comply fully with the school's Equalities Scheme and Policy.
- All incidents of behaviour are monitored in terms of equalities.

Recording

All incidents of negative behaviour are recorded on the schools safeguarding system '**Safeguard**'.

Behaviour data is analysed and reported to governors half termly.

UNICEF Rights of the Child

The following articles underpin our behaviour policy

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 12 – Children have the right to give their opinion and their views must be taken seriously.

Article 23 – Children with disabilities have the right to live a full life and receive support from the government.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this

Article 29 – Every child's education must develop their talents and abilities.