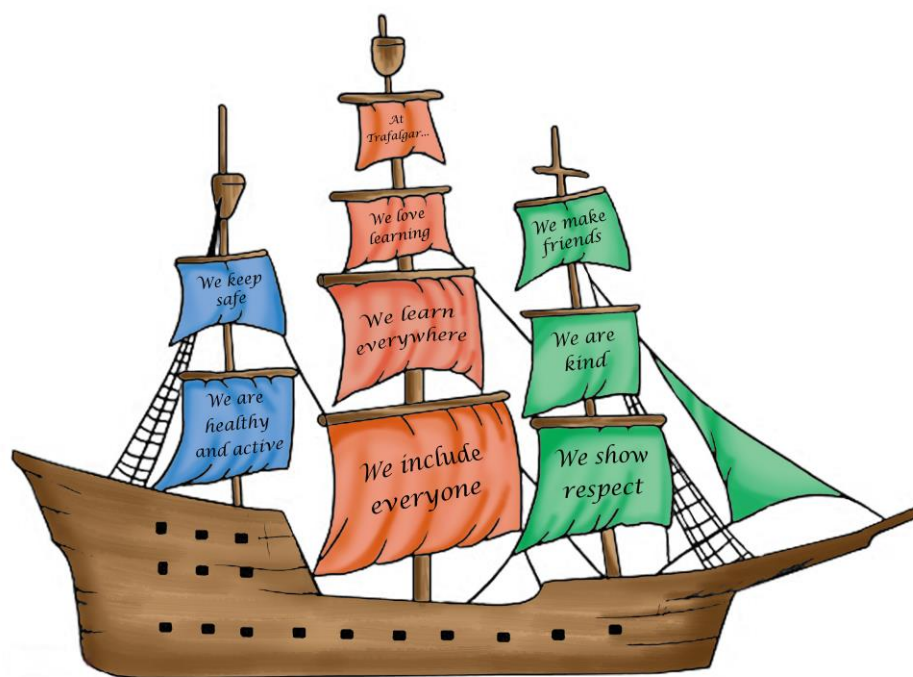


# Trafalgar Community Infant School



## Policy Document

### **Behaviour for Learning Policy**

Reviewed: Spring 2016  
Review: Spring 2017

*Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

### **Governors Statement of Principles**

At Trafalgar Community Infant School we believe that a successful Behaviour for Learning policy depends on good communications and positive relationships between children, staff and parents/carers. The policy is intended to provide our children with the security necessary to maximise their opportunities for development and learning and ensure that there is equality of opportunity for everyone, regardless of their differences. Our philosophy clearly establishes that all forms of anti-social behaviour, including bullying and harassment, victimisation, disruption and damage to property, are not acceptable and will not be tolerated. We are committed to eliminating discrimination and promoting the welfare of children. The Governors and all members of staff are committed to maintaining this approach throughout the school.

The whole school community should know and understand the school's Behaviour for Learning policy, the rules and reasons for them, together with the school's practice of sanctions and rewards. As we are working in partnership with parents/carers, we wish them to know what the school expects and encourage them to support our aims.

At Trafalgar we will:

- provide clear boundaries within which children can learn and play
- encourage and praise good behaviour for learning
- address unacceptable behaviour and be consistent and fair in our response to it
- help children to develop self-discipline
- encourage children to respect others and be sensitive to their particular needs
- expect children to be courteous and polite
- teach the importance of saying and meaning 'sorry' and of forgiving one another
- encourage children to be proud of their school and their good behaviour for learning
- be mindful of the children who demonstrate good behaviour for learning and ensure they are acknowledged as excellent role models.

Good behaviour for learning is a collective responsibility. All members of staff are committed to maintaining it throughout the school, both inside the building and outside at play. Our philosophy clearly establishes that all forms of anti-social behaviour, including vandalism, bullying and disruption, are not acceptable.

Our aim is to create an environment in which we live and work harmoniously, respecting one another and caring for our surroundings.

*Article 28 – “....Discipline in schools should respect children's human dignity”.*

Pupils know what is expected of them in terms of our classroom, playground, lunchtime and garden charters.

### **Classroom Charters**

In order to involve the children in the process, these will be led by individual teachers and learning assistants in collaboration with children at the beginning of each school year; they will include key ideas such as:

- moving safely and sensibly in the classroom
- putting up your hand to ask or answer a question
- being kind, polite and respectful to adults and children

- keeping your classroom neat and tidy
- doing your best at all times
- remembering that every child has a right to learn, to be safe and to enjoy coming to school.

### **School Charters**

These are very similar to classroom responsibilities, namely

- moving safely and sensibly inside the school and outside
- being polite and respectful to adults and children
- looking after and be proud of your school
- handling resources with care and respect

The playground, lunchtime and garden Charters have been agreed by the whole school and are displayed in a prominent position.

Where children do not demonstrate good behaviour for learning it will be dealt with as soon as possible. Children will be:

- asked to explain their behaviour truthfully
- reminded of their roles and responsibilities
- referred to the 'sad peg board' in their classroom if appropriate (see below)
- encouraged to apologise or put right the wrong that they have done
- praised for some good behaviour for learning as soon as possible thereafter

If witnessed by a member of staff or other children then their views may be taken into account.

Efforts are always made to look for the positive aspects of a child's behaviour, and rewards far outweigh sanctions. Because of the strong, carefully nurtured home-school links and the Home-School Agreement, parents/carers share in the responsibility for any instance of unacceptable behaviour.

A range of rewards and privileges positively reinforces good behaviour for learning. In each Reception and Key Stage One classroom, there are two separate pegboards - one for rewards (happy board) and one for sanctions (sad board). Rewards and sanctions could be applied at the same time but for different behaviours or learning outcomes.

Each child has two named pegs; one peg is for reinforcement of reward and for good behaviour for learning. The happy board accumulates between Monday and Friday. In Reception there are four reward stages. These are: Well Done, Choose a sticker, Visit another Reception teacher, Visit the Headteacher. In Key Stage One there are five reward stages. These are: Well Done, Choose a sticker, Wear a Star badge, Visit the Headteacher and Letter Home.

The sad board is for the sanction against unacceptable behaviour. In Reception there are four sanction stages. These are: Verbal warning, Sad Face, Time Out, Visit the Headteacher. In Key Stage One there are five sanction stages. These are: Verbal warning, Sad Face, Time Out, Go to the Headteacher and Letter Home. The sad board for unacceptable behaviour allows a fresh start each day, to ensure the opportunity to turn over a new leaf.

If a child chooses to ignore a key area in a Charter then they will have a behaviour for learning discussion with a member of staff as soon as possible. The child may be asked to move their sad peg. If deemed necessary by

the member of staff, a more senior member of staff may be informed and may take over. If more serious (e.g. having deliberately upset or hurt another person), then the child may need to miss some of their playtime (we would not allow a child to miss all of their playtime as recognise that they need to be active and to have fresh air), or may have some of their Golden Time removed. If the member of staff feels it is appropriate then parents/carers are informed as soon as is practical and are involved in reaching a solution.

Trafalgar Community Infant School is an inclusive school. We recognise that some children have particular difficulties in consistently managing their behaviour. If needed, an IEP (Individual Educational Plan), PSP (Pastoral Support Programme) or EHCP (Education Health Care Plan) may be written by the Inclusion Coordinator in consultation with the teacher, child and their parents/carers. Once agreed, the Inclusion Coordinator will then share this with all members of staff so that this can be consistently applied. This plan or programme is then reviewed at least once per term by the Inclusion Coordinator, again in consultation with the teacher, child and their parents/carers, and amended copies shared with all staff.

If a child is repeatedly and deliberately making the wrong choices and is not following our Charters then the class teacher will start to keep a record of poor behaviour incidents on the agreed behaviour log (saved on 'staff' drive in 'Behaviour Log'). This allows staff to identify any triggers to poor behaviour and allows actions to be recorded. If the use of the behaviour log for that child continues and the staff continues to be concerned, then the child's class teacher will share their concerns with the child's parents/carers so that they can then work together to support the child.

On very rare occasions a child may need reasonable physical restraint in order to protect themselves or other children and staff. Where possible this will be managed by trained members of staff who have undertaken positive behaviour management training. Our school follows the guidance from the DfE, Use of Reasonable Force, July 2013 (see attached).

### **Emergencies - The Red Triangle System**

In the event of a child losing control and becoming a danger or liability the school implements a Red Triangle system. Each classroom has a red triangle with the class name or area clearly written on. This can be used by any member of staff if they require urgent assistance. This should be placed in a prominent position so that it can be easily accessed by children and staff. Each class teacher must ensure that children are made aware of the Red Triangle, its location and its purpose when they move to their new classroom in September. The member of staff involved in the situation will ask two children to take the Red Triangle to another member of staff or the school office. All staff must be vigilant at all times and, if possible, should go immediately to the correct classroom to assist when a Red Triangle is displayed. If the member of staff is unable to attend the incident personally, they must support the children in finding a member of staff who is available.

In the event of a serious incident, that cannot be effectively dealt with at school, following consultation with parents/carers, expert advice can be sought from the Educational Support Services. If necessary, in extreme circumstances and after full consultation with the Governors, powers under the relevant Education Act could be invoked, resulting in temporary or permanent exclusion.

*Article 3 – "All organisations concerned with children should work towards what is best for each child".*

### **Assembly Responsibilities**

There is a weekly celebration assembly where good learning and excellent behaviour for learning are identified and celebrated. The Headteacher also awards a 'Wise Monkey' to one member of each class, who

has been identified by the class teacher or a LA, for taking the initiative and making a positive difference to the class or the school. There is a large soft toy gorilla called Mungo. This gorilla is given to a class for the day at the end of assembly. The class is chosen because they have made the best attempt to sit well, listen well and engage with the assembly theme. The aim is for the children to have consistent expectations to refer to, regardless of who is taking assembly, namely:

- walking into and out of assembly, quietly and sensibly
- raising your hand to ask or answer a question, engage with the assembly theme
- sitting quietly and smartly in order to listen and reflect
- focusing on the candle flame for reflection time or prayer
- joining in with the singing.