



Princes Avenue,
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Behaviour Policy Roe Green Infant School

Statement of intent

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Aims of Policy

- To provide a safe, secure, caring and positive environment
- To ensure a happy atmosphere in the school and allow children to reach their potential
- To create an environment that promotes good behaviour across the school
- To ensure that children show respect for all staff
- To provide children with clear and consistent guidance for good behaviour
- To make the behaviour we expect clear to all staff, supply teachers, pupils, parents and governors
- To make the consequences of unacceptable behaviour clear to children and parents

Adopted Jan 22

Reviewed September 22



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- To outline a system for rewards and sanctions
- To involve parents in maintaining high standards of behaviour
- To monitor unacceptable behaviour

How will we achieve these aims?

We will:

- be consistent, clear and positive
- involve children in drawing up a clear set of rules for class, playtime and dinnertime
- make sure children understand the consequences of unacceptable behaviour
- keep a tracking record of persistent or serious behaviour incidents
- ensure that children are not labelled
- encourage Playground Friends to support new children and model good behaviour
- develop playground games and provide games/books for use at playtime
- reward good behaviour and effort (e.g. dipping into treasure chest, dojo points)
- use Circle Time and School Council to promote a caring, happy atmosphere in the school
- help children understand the need for rules
- set a good example of desirable behaviour for the children
- give older children more responsibilities
- Use whole school PSHE plans

School Ethos



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At Roe Green Infant School, we promote “British Values” through our spiritual, moral, social and cultural curriculum, Unicef’s Convention on the Rights of the Child and through Personal, Social, Health, Education.

A thread which permeates throughout the school and helps support and nurture the “whole child”. This is demonstrated through our core Values and Ethos. Everyone at Roe Green Infant School embrace the core values and ethos and are proud to belong to the school.

These core values are shared during our Ethos assemblies on a weekly basis.

The adults who care for our children in school have an important responsibility to model high standards of behaviour, both in their work with children and with each other.

As adults, we should:

- Create a positive climate for learning
- Stress the importance of being valued as an individual
- Promote honesty and courtesy through example
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of each other’s needs
- Ensure fair treatment and respect for all, regardless of age, gender, race, ability or disability
- Show appreciation of the efforts and contribution of all
- Use positive strategies to tackle behaviour.
- Use positive and appropriate language and not use sarcasm towards another.

Definitions

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We define “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

- Possession of legal or illegal drugs, alcohol or tobacco.

- Arriving at school under the influence of drugs or alcohol.

- Possession of banned items.

- Refusing to comply with disciplinary sanctions.

- Theft.

- Swearing.

- Fighting/ play fighting

- Leaving the school premises without permission

The Jigsaw Partnership defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils.

Classroom Management

At Roe Green Infant School, we use positive behaviour management strategies and the teaching methods that are outlined in the Teaching and Learning policy.

Relationships between the children and those who teach them have a vital influence on their learning. Clear and consistent strategies for encouraging positive attitudes, arrangements of the furniture, access to resources and classroom displays all affect the way children behave.

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They facilitate independence, personal initiative and raised self-esteem. Children thrive on praise and a welcoming environment.

Every class will display a set of class rules, (Classroom Charter) which are negotiated with the class at the start of the autumn term and display the traffic light behaviour chart, classroom rules and the jigsaw RHE charter and the Convention of the child's charter" which all staff will follow, therefore creating a whole school approach to behaviour that is consistent

and fair. When the rules are made clear to them, pupils feel safe and confident.

Sanctions and Rewards

Sanctions will be used when a child's behaviour in school is unacceptable. These will depend on the age of the child and the nature of the problem. The traffic light system is displayed in each class and is consistently used to instil good behaviour and curb negative behaviour.

- Discuss the traffic light system in detail. Refer directly to the traffic lights as children move colours, e.g.: Time out in the classroom for not letting others do their work.
- Be consistent.
- Ensure each child and adult in the room knows the system.

A child who is consistently misbehaving will be put on a report and this will be shown to the head teacher or another member of SLT at different times in the day, for positive reinforcement and having a conversation about recurring negative behaviour.

For serious unacceptable behaviour, the pupils name will be written in the Red book and the parent will be spoken to at the end of the school day. If there is serious, persistent unacceptable behaviour it may be necessary to leave out the milder sanctions and involve the Head-teacher and parents.

Rewards are negotiated by the class teacher with his/her class, e.g. the treasure box and using class Dojo points, an online website that is a two-way communication app that parents have access to on their mobile devices.

Also throughout the school we have agreed to reward extra effort by sending a letter home, when a child's name is written two times in the green book, special achievements, helpfulness and kindness to others, through our weekly whole school assemblies, by giving pupils a positive leaf or a pupil of the week certificate, handwriting and Physical activity certificates.

For more serious behaviour incidents, the Deputy Head - teacher or Head-teacher will be involved immediately and parents will be contacted where necessary. For Exclusions refer to the Exclusion policy.

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Circle Time and the School Council

Circle time is valued as a means of encouraging good behaviour and promoting self-esteem. Children have the opportunity of developing social skills such as courtesy and positive relationships through discussion and playing games. The School Council, which consists of boys and girls elected by their class to represent each year group, meets with the Assistant Head-teacher to discuss school issues and pass on the views of children in their class.

Parent Partnership

We believe in the importance of clear communication between the school and parents. We also ask every new parent to sign the Home School agreement.

Where a child's behaviour is giving us cause for concern, we will follow the sanctions set out in this policy. The class teacher is initially responsible for the child's welfare and he/she will communicate concerns to the Head-teacher and discuss possible solutions. Parents are involved informally at first so that we can work together and try to prevent the problem from escalating. Parents and teachers working together can make a huge difference. We encourage parents to contact the school if they have concerns about their child's behaviour or if their child is having difficulties with other children. A close partnership with parents, good communication and consistency of approach will help us achieve our aims, reduce opportunities for unsociable behaviour or bullying and promote a happy, positive learning environment.

Please also refer to the school's Anti-Bullying Policy

Safeguarding

Roe Green Infant School is committed to Safeguarding and Child Protection. By making our children feel safe and secure we create an atmosphere where it is acceptable to speak to a trusted adult and if any child or adult should have any concerns regarding the behaviour of a person at this school, to

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report it immediately to the Designated Safeguarding Lead (Marina Aziz) where their concern The behaviour policy has been written in

will be followed up.

Please see appendix

Home School Agreement

The Governing Body will:

- promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them.
- review the Head-teacher's exclusion decisions
- dismiss exclusions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaints procedure
- receive training to equip themselves to discharge their duties properly
- The discipline committee will consist of at least three members. The Head-teacher may not be a member
- ensure that all exclusions meetings are clerked.

In cases of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- all fixed-period exclusions totalling more than 15 school days in any one term
- fixed-period exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the Governing Body
- exclusions that would result in the loss of an opportunity to take a public examination

The Governing Body (or discipline committee) will meet to:

- consider the circumstances in which the pupil was excluded
- consider any representations about the exclusion made by the parent and by the LA
- consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

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The timescales and requirements about presentation of evidence as set out in the Guide to Law for School Governors will be followed at all times.

Children will be consulted when rules are being developed and will contribute to the monitoring of impact.

Parents will be encouraged to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and children will be aware that the school has an equal opportunities policy and will be consulted when monitoring the impact of the policy on different groups by race, gender and disability.

In writing this policy, references have been made to **Keeping Children Safe in Education, September 2022**, **Working together to safeguard children 2018**, **Behaviour in schools: advice for headteachers and school staff 2022** and the **Equality Act 2010**.

Where the Governing Body has upheld a permanent exclusion, parents may appeal against its decision to the local authority. The decision of the local authority panel is binding on the parties.

If the parent considers that there was maladministration by the appeal panel, he or she may make a complaint to the Local Government Ombudsman or the Secretary of State, depending on what the arrangements are in the local authority (from September 2011 it is expected that complaints can only be made to the Local Government Ombudsman).

Where a reintegration meeting is arranged following a fixed term the parents' presence is crucial.

A parent's failure to attend may be a factor taken into account by a court when considering whether to impose a parenting order, if one is applied for at some future time.

Arrangements for monitoring and evaluation

The Governing Body will evaluate the impact of this policy through receiving data analysed by year group, gender and ethnicity on the number and range of fixed-term and permanent exclusions each term together with the reasons. It will encourage debate about the relevance and effectiveness of the school's behaviour management strategies, including the involvement of pupils and parent's in forming policy.

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Agreed: Autumn Term:

Review due: Autumn Term :

Name: Mrs Nicole Lobo Head teacher Roe Green Infant School

Appendices:

Traffic Light System

- Certificates
- Dojo points
- Praise
- 2 times in the green book = a letter home

- Verbal warning
- Time out in classroom
- Time out in another classroom
- Miss playtime and write school rules
- Time out with the Assistant Head teacher/
Deputy head/ Headteacher
- Name in the red book and contact parents



REWARDS and SANCTIONS

The traffic light has been designed to enable children to manage their behaviour in a positive way.

GOOD BEHAVIOUR CHARTS are kept in classes and certificates are awarded as appropriate.

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TIME OUT is used after two warnings (unless behaviour is extreme and/or violent).

AN INCIDENT BOOK (red book) is kept by the Headteacher to record persistently poor behaviour or extreme/dangerous behaviour. Parents will usually be spoken to when a child's behaviour has been recorded in the book.

Home School Agreement:

HOME SCHOOL AGREEMENT

The School Agrees to:

- provide a full and balanced curriculum within a caring and positive ethos.
- let you know immediately if your child is having any difficulties in school.
- contact parents if there are any difficulties with punctuality or attendance.
- make sure all children follow the school behaviour policy and allow others to learn.
- arrange termly meetings with your child's teacher and be available at other times if you have questions or concerns.
- provide regular information on your child's progress in all areas of your child's development.



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- provide an annual written report detailing your child's progress and attainment
- provide homework activities and a variety of reading books for your child to read and share with you at home.
- inform you of school events, developments and appointments.

For..... (The child)

Signed:.....(for Roe Green Infant School)

Date:.....

HOME SCHOOL AGREEMENT

The Parent Agrees to:

- support and work with the school and encourage a positive attitude to education.
- let the school know of any concerns I have about my child's education.
- ensure my child attends school on time every day unless ill, or there is another valid reason.
- ensure my child is dropped off to school on time and picked up at the end of the school day on time. **NB:** If a parent or carer picks up their child late **more than once** then they will incur a fine of £1 a minute per child to cover the cost of the school's additional supervision, every time their child is picked up late.



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- take responsibility for the behaviour of my child and work with the school in ensuring my child is well behaved.
- attend meetings to discuss my child's progress and to learn about the work of the school.
- ensure my child has a reasonable night's sleep and has the necessary clothing/ equipment needed for school.
- ensure my child wears their **PE kit** to school on their specified PE day.
- read my child's report and ask about anything I do not understand.
- take an interest in my child's learning by sharing books with my child, listening to my child read his/her guided reader and ensuring homework is completed.
- sign and return letters/forms on time.

For..... **(The child)**

Signed:.....**(Parent / Carer)**

Date:.....