

South Wootton Infant School

Positive Behaviour Policy

South Wootton Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others to do the same.

At South Wootton Infant School we are committed to:

Our motto:

Smile, Work, Inspire, Succeed

Our vision:

A great place to discover and learn

Our values:



The AIMS of our Behaviour Policy are:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To build self esteem, positive attitudes and a feeling of belonging
- To clarify the expectations of behaviour for all members of the school community, both children and adults.
- To make the rules clear, explicit and easily understood
- To communicate each individual's role in support of the management of behaviour
- To ensure that excellent behaviour is a minimum expectation for all
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it

Good behaviour at South Wootton Infant School is considered to be part of the learning process. It is a necessary condition for effective teaching and learning to take place. It is a key part of the school curriculum promoted throughout the curriculum and a great emphasis is placed on its development.

Good behaviour is recognised by adults and children displaying:-

- Consideration towards others
- Honesty
- Good manners and politeness
- Care of school equipment
- Non-disruptive behaviour in class
- Calmness

SCHOOL RULES

- Ready (to learn, brainboxes on)
- Respectful (to everyone and everything)
- Safe (Kind feet, kind hands, kind voices)

STRATEGIES USED TO ENCOURAGE POSITIVE BEHAVIOUR MAY INCLUDE

- Clear routines which used through the school
- “Over and above” praise for effort rather than achievement
- Learning Behaviour assembly – children celebrated who have demonstrated behaviour from our Tree of Good Learning
- Silver and Gold stickers are used to reward good and outstanding learning behaviours
- Positive Feedback- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- Positive Correction- tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- Non-verbal Cues- twinkly fingers(show me 10)
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good"

SANCTIONS

Behaviour that is not acceptable both inside and outside the classroom is dealt with immediately in order to maintain a positive learning environment.

Each classroom has traffic lights. The children all start on green. After a warning, if the unacceptable behaviour is repeated, the child's name is moved to amber and then if there is another incident of unacceptable behaviour onto red. A child on red must see the headteacher (or member of the Senior Leadership Team) to complete a reflection sheet. This is then sent home to the parent. Three red incidents in a half term will result in the parents being asked to come into school to meet with the class teacher and the head.

Incidents of physical and verbal abuse may result in the child going straight to Step 5.

These include:

- Biting
- Kicking
- Hitting
- Spitting
- Swearing
- Name-calling
- Deliberately breaking school property

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction.
2) Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour. Use scripted approaches at this stage.
4) Thinking time	If the warning is not heeded and the behaviour continues the

	child will be placed on orange. They will spend three minutes in the Thinking Zone in the classroom.
5) Internal Referral and Reflection and reparation	At this point, the learner will be placed in the Stop Zone. A Relection sheet will be sent home detailing the child's views of the behaviour and what reparation if any was put in place.
6) Formal Meeting	Children who receive more than 3 reds in a half term will be called to a meeting with parents and the headteacher,
7) Exclusion	A serious breach may lead to a fixed term exclusion.

Our scripted intervention to support good behaviour choices:

- I have noticed that you are not being... (refer to rules and child's behaviour) right now.
- You could choose to ... (refer to behaviour you want to see e.g. moving to another table, complete learning at another time)
- Can you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

Everyone needs to use agreed script!

Children with identified social and emotional needs may have individual behaviour plans with detailed strategies for all staff to follow. These will be shared with everyone and will be regularly reviewed with the pupil and parents. Trained staff may use de-escalation techniques and/or physical means to ensure the safety of individual children and groups of children. (Norfolk steps) Only fully trained staff will use restraint methods to deal with extreme physical behaviour and ensure the safety of all concerned.

FIXED TERM AND PERMANENT EXCLUSIONS

Our aim is to avoid the use of exclusions however, if we are unable to modify the behaviour presented and a child is significantly impacting on the learning and safety of other children using the strategies above, a fixed term exclusion will be used as a first stage, followed by a permanent exclusions if there is no change in behaviour. Persistent and unmodified behaviour that will result in fixed term/permanent exclusions are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
 - Damage to school property (broken windows, classrooms)
 - Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Preventing the learning of other children in the classroom.

BULLYING AND RACIAL INCIDENTS

At South Wootton Infant School we encourage all children to have respect for each other and welcome diversity. Bullying is not tolerated and any instances of bullying reported by children or adults are reported to the class teacher and immediately investigated. If bullying continues the children concerned will be referred to the headteacher and parents informed.

All members of staff take incidents of a racial nature very seriously. Any incidents reported by children or adults are referred to the headteacher. The Norfolk guidelines are followed when any incidents of a racial nature occur. All racial incidents are recorded and reported to the LA.

Teachers deal sensitively with bullying and racial issues through the PSHE and RE curriculum and during collective worship sessions.

COMPLAINTS PROCEDURE

The school's procedures for dealing with complaints about behaviour are in line with the LA Complaints Procedures.

Policy written by: J Davenport in consultation with staff and pupils

Date approved by Governing Body: 21/09/23

Signed: Emma Cooper Chair of Governors

Signed: J K Davenport Headteacher

Review Date: Autumn Term 2024