



Farncombe C of E Infant School

Behaviour Policy

'Train a child in the way he should go, and when he is old, he will not turn from it.' Proverbs 22:6

This policy was last reviewed: Autumn 2022

This policy will be reviewed next: Summer 2023

Review frequency: Annually

Approved by: Governing Body

Aim

In keeping with our Teaching and Learning policy we encourage all children to respect themselves and each other and to behave in reasonable and responsible ways at all times.

In order to achieve this, we aim to develop self-confidence and self-discipline in all children by using a positive approach of reinforcing good behaviour.

Good behaviour is essential for good learning and well-being and therefore needs to be supported by all involved in school.

School Rules

We promote desirable behaviour through five school rules. These rules are drawn from our Christian vision (below) and relate to 'Let all you do be done in Love'.

1. We are always kind and helpful.
2. We always look after everyone and everything.
3. We always listen and use indoor voices.
4. We always do our best.
5. We always walk in school.

Communication with Children

The same language is used throughout the school. Our rules are reinforced regularly in assemblies and class circle times. Staff explain to children exactly what each rule means and what behaviour is and isn't permitted. Our school rules are displayed in every classroom and around school. Children are reminded that the rules apply everywhere in school. All staff use the rules consistently.

Positive reinforcement is used consistently throughout the school. For example, staff draw attention to the children sitting ready to learn 'Who can I see looking this way?' 'I'm going to

say well done to three children...' 'Look at X, what beautiful sitting.' This is much more effective than drawing attention to those behaving in an inappropriate manner which often results in using negative language.

Staff use language of choices, talking about 'good' and 'bad' choices.

At all times it is the behaviour which is criticised and never the child. For example, a child kicking will be reminded about 'looking after everyone' or 'showing being kind' and told that kicking is a bad choice. Children are never told that they are naughty, but that they have made a bad choice and will need to make good choices in the future.

Each lesson, children have a fresh start and are able to put previous bad choices behind them. This means that they can look forward to praise and encouragement; reasons to try to improve their behaviour.

Rewards

For children who follow our rules the following rewards are used.

- Praise, particularly in earshot of others
- Stickers or stamps
- Visit to headteacher to show work
- Golden leaves in celebration assembly
- Block in the jar
- Cushion (for good listening or responses on carpet)
- Seat on the bench during assembly

Sanctions

For those children who do not adhere to our rules we follow a hierarchy of sanctions.

1. Reminder of expected behaviour
2. Name in Warning Book
3. Time Out (5 minutes with sand timer)
4. Sent to headteacher (class teacher to inform parents)

If a child's name is in the Warning Book 3 times in one week, then the parents will be informed.

Once sent to the headteacher, a discussion will take place, most often using conflict resolution questions. The most appropriate course of action for that individual child on that individual day will then be determined. This may involve missing playtime, clearing up a mess made, paying for damage or writing a note of apology.

Conflict Resolution

If a child has hurt another (either physically or caused distress in another way) then the 'magic questions' of conflict resolution are used. The victim answers the questions first so that the offender can hear how they are feeling. The aim of this system is to develop empathy and thought, enabling the victim to feel heard and cared for and the offender to gain a sense of the damage done and understand when he or she should have thought and made a different choice.

1. What happened?
2. How did that make you feel?
3. What were you thinking?
4. What do you want to happen to make this better?

Anti-Bullying

In keeping with our Anti-Bullying policy any allegation or suspicion of bullying is taken seriously and dealt with immediately. Each case will be handled individually with the child and parents consulted. Bullying is never ignored or condoned. Cyber-bullying and staying safe online is discussed with all children throughout the year in e-safety lessons.

We teach children to protect themselves by promoting the phrase 'Stop, I don't like it' when feeling uncomfortable. This gives a clear signal to other children that the play needs to change.

Peer on Peer abuse was recently updated to Child on Child abuse in Keeping Children Safe in Education, as a clear reminder to all staff that children can abuse others. Any rough play will be monitored carefully, challenged and modified to enable physical activity but not inappropriate touch during playtimes.

Challenging Behaviour

Some children may occasionally exhibit challenging behaviour which will require greater intervention than our usual rewards and sanctions. In this case the headteacher will discuss the child's behaviour and possibly use additional sanctions, such as eating lunch alone, limiting time with other pupils or missing a class treat to punish dangerous or violent behaviour.

If a child's behaviour is consistently dangerous or disruptive, county services will be involved, with visits from the Educational Psychologist or Behaviour Management Services. An IEP will be created with specific targets and systems to improve the child's behaviour. In these extreme situations, a behaviour plan will be drawn up so that all involved with the child will understand the current protocols for managing their behaviour.

Through following our behaviour policy consistently, we hope that our school is a calm and pleasant place to be.