



MELBOURNE INFANT SCHOOL

Behaviour and Relationship Policy

Purpose

The purpose of this policy is to clearly set out Melbourne Infant School's approach to managing behaviour within our school community.

The DFE document 'Behaviour in Schools' has been used to develop school policy.

This policy can be cross referenced with

- KCSiE
- Melbourne Infant School Child Protection and Safeguarding Policy
- Melbourne Infant School Anti-bullying Policy

Introduction

At Melbourne Infant School, we know that good behaviour is central to a good education. We will provide the children at our school an environment which is safe, calm and supportive where children want to attend and where they can learn and thrive, which is in line with our STAR Standards and modern British Values. Children need to understand that their behaviours have consequences and that sanctions may be put in place.

Leadership and Management

The role of the leaders in school is to maintain high expectations of behaviour, create an atmosphere where children feel valued and supported and role model good behaviours to children at all times. We know that behaviour is a form of communication and positive relationships between adults and children is vital to create an environment where everyone treats one another with dignity, kindness and respect.

All new staff to school will receive training on our school behaviour policy as part of their induction.

This policy will be reviewed annually.

STAR Standards

Our STAR Standards were developed with our whole community. At the beginning of the school year, all children are explicitly taught our STAR Standards. Throughout the day, including lunchtime and assembly time, children are reminded of our expectations.

The following structure has been agreed and operates across the whole school.



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Star Standards are woven through everything – academic, playtime/ lunchtime and socially.



Children who follow our school expectations will receive Dojo points:

1 dojo for each STAR Standard

3 dojos for being Star Student of the Week

3 dojos for Author of the Week

1 dojo for reading at home/ school

1 dojo for completing a piece of homework from the menu

Children are then rewarded for their total of dojo points:

25 dojos - sticker from teacher

50 dojos - wristband from Headteacher

75 dojos - sticker from teacher

100 dojos – certificate from Headteacher

All children's dojo points will be reset at the start of each big term.

Children who do not follow our star standards will incur the following sanctions:

1. A warning will be given from the adult
2. If behaviour continues a red dojo will be applied to the children's dojo account
3. Parents are informed.
4. If the incident is physically, sexually, racially motivated, this will then be recorded as a behaviour incident on My Concern.



If the severity of the incident is sufficient then the adult may apply a red dojo immediately.

It is also important to note that each day every child starts a fresh. (There may be circumstances where a consequence has to take place the next day due to timings).

Role of staff during behaviour management

We recognise positive behaviour to reinforce our high expectations in school. All staff will model exemplary behaviours, recognise and praise good behaviours, use positive language to showcase what is expected of the children and use positive reinforcements such as stickers, dojo points and certificates in assemblies.

If sanctions have to be applied, staff will respond promptly and predictably and with confidence to maintain a calm, safe learning environment. They will consider how such behaviour can be prevented from reoccurring.

Staff will clearly explain why the child's behaviour was unacceptable, discuss what the child could have done differently, where possible, ensuring this is done in private and not intended to humiliate the child. We will always ensure that a child apologises when their behaviour has hurt someone else or damaged property.

If inappropriate behaviour persists it is imperative that staff seek to understand what may be causing this. Discussions with the Headteacher, Deputy Head Teacher and/or SENDco and DSL will take place to understand if there are any other underlying concerns. In school we may put additional strategies in place for the specific child for example additional nurture provision. Class teachers will communicate repeated poor behaviour to parents.

If behaviour does not improve

If behaviour does not improve, or becomes consistent, disruptive and harmful to others, the Headteacher will become involved with any steps taken to support the child to improve their behaviour. This could include; meeting with parents, regular reviews of behaviour with the child and class teacher, restriction of privileges e.g. reduction in play/ lunch times, work completed in a different class/ with the Headteacher.

At times the school may need to implement a behaviour plan and involve other agencies with the agreement of parents.

Exclusion



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Exclusion is seen as a last resort when all other attempts to modify behaviour have failed. Internal exclusions, where possible and depending on the circumstances will be the preferred form of exclusion.

At this point the Headteacher will seek the advice, guidance and support of a wide range of professionals within the Local Authority.

Behaviour Logs

All behaviour incidences which are directed towards other children/ staff/ property are logged onto the electronic system – My Concern. This enables the teachers to monitor incidences. The Headteacher monitors the incidences termly to look for patterns of behaviour by specific/ groups children.

Child on child sexual violence and sexual assault

Following any report of child-on-child sexual violence or sexual harassment, staff will follow the general safeguarding principles set out in KCSiE – especially part 5. The DSL in school will advise on the school's initial response. Each incident will be considered on a case by case basis.

We are clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Children with SEND

Some children in our school have SEND and on occasions an individual's barriers to learning could be the cause of their challenging behaviour. Having SEND however, does not justify or excuse violent behaviour and this would be dealt with appropriately according to the needs of the child. A child may have an additional Learning Plan which will be monitored by the SENDCo.