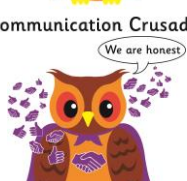


Behaviour, Discipline and Self-Esteem Policy

At Sitwell Infant School we promote positive behaviour through the consistent use of 6 very simple golden rules. We expect that these rules are followed by all members of our school community – children, staff, governors, parents and volunteers. Alongside our golden rules, are our six Sitwell Superheroes! These superheroes have been developed with the children to make learning about how to follow the rules relevant and exciting.

Golden Rules	Sitwell Superhero	Value
We are gentle; we don't hurt others.	Gentle Guardian 	Gentleness
We are kind and helpful; we don't hurt anyone's feelings.	Captain Kindness 	Kindness
We listen; we don't interrupt.	Communication Crusader 	Communication
We are honest; we don't cover up the truth.	Honesty Hunter 	Honesty
We work hard; we don't waste ours or others time	Determinator 	Perseverance
We look after property; we don't damage things.	Respecto 	Respect

At our school, we believe that all children have an equal right to education and that school should be a caring and stable environment, reflecting respect for everyone. We treat all children as individuals and we aim to create a positive atmosphere throughout school by raising the awareness of positive actions and behaviour. We believe that high standards of behaviour are essential for effective learning. Our aims can only be achieved through consistency in approach by all staff and a great deal of teamwork between children, staff and parents and carers alike. Throughout the school year, there are many opportunities for children, staff and parents to share their views about the systems and policies which underpin behaviour such as questionnaires, school council meetings and discussions at Parent Voice meetings. These views directly influence changes made to improve the provision in place within school.

How we encourage good social behaviour

- Recognise and highlight good behaviour as it occurs.
- Ensure that all children are praised for behaving well.
- Ensure that criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own actions.
- Reward children for good behaviour.
- Create an ordered and stimulating school environment.
- Use a progressive consequence rocket to promote good choices.
- Children are assessed and awarded Bronze, Silver & Gold badges for consistently following the Golden Rules.

Our Behaviour Rocket

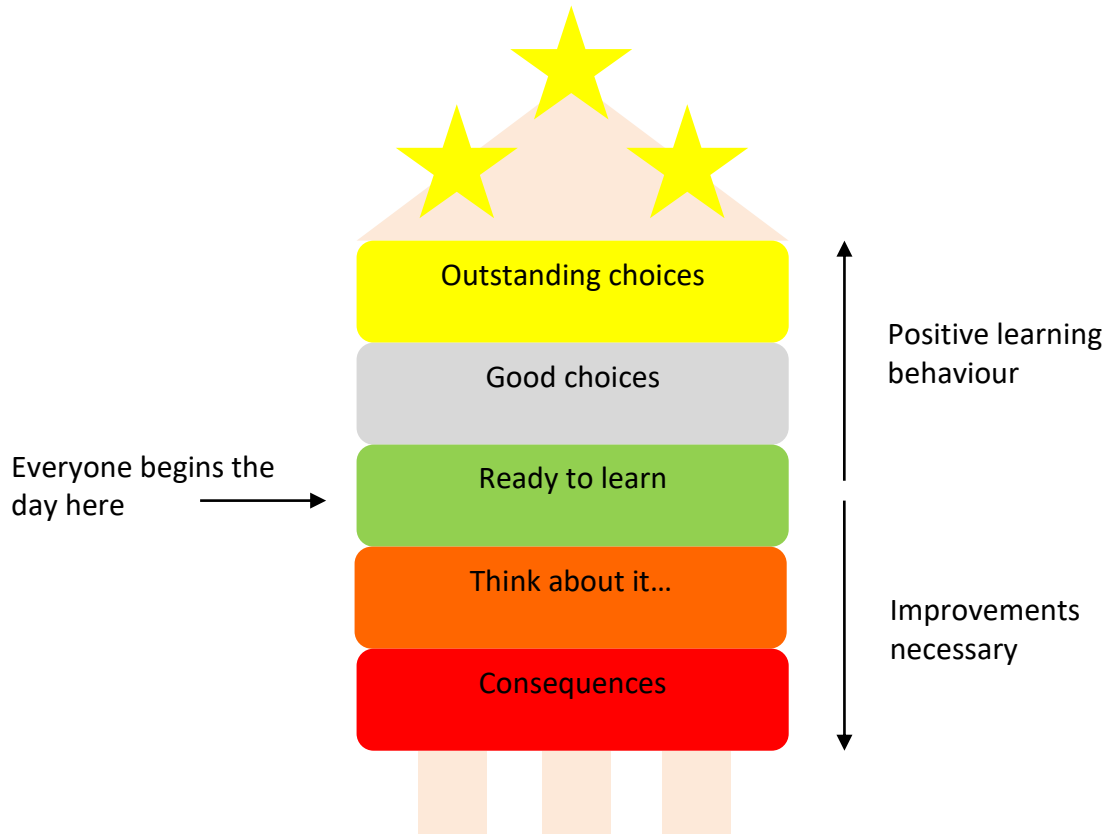
In every classroom in school, a behaviour rocket is displayed prominently with all children's names on. The rocket is used primarily to promote good choices, with children's name being moved up the rocket when adults see good behaviour. Children move from green, to silver, then gold and finally reach the golden stars after making repeated good choices. Once children reach the golden stars, they visit Mrs Peart to choose a special sticker. Once they have received a sticker, their name returns to green for the cycle to continue.

If children do not make a good choice, initially they are given a warning either by a look, gesture or by using their name directly. We will then remind children of the golden rules to give them a chance to make the right choice. If the unwanted behaviour continues, their name will be moved down the rocket onto the next colour. Children are then asked to think about their behaviour before things go any further. Their name can be moved back up the rocket when they are seen to be making the right choice and following the golden rules. If the unwanted behaviour continues, their name will be moved down the rocket again. Children whose name reaches red at the bottom of the rocket have to speak to Mrs Peart about the choices they have made. Some actions will result in an automatic move to red on the rocket and a visit to Mrs Peart's office, such as using unkind names towards others, hurting others physically, spitting or swearing. This is not an exhaustive list but an indication of the kinds of behaviour that will not be tolerated in school.

Our aim is to work together with parents to ensure that children's behaviour is excellent at all times. We hope that parents will support us in our work; reinforcing that certain behaviour is unacceptable, whether at home or at school.

Detailed below are the rocket systems in place for both Foundation and Key Stage 1 classrooms. The system in place is appropriate to children's age and therefore does differ slightly in each key stage.

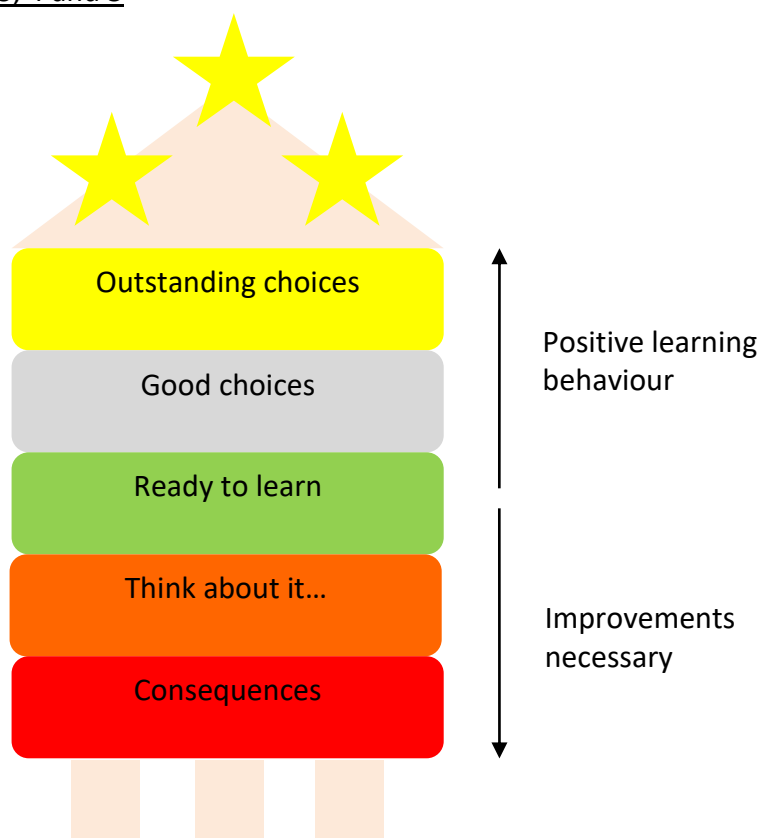
Foundation – Classes 6, 7 and 8



Every child begins a new day on the green part of the rocket, which signifies that they are 'ready to learn'. Adults will move them up the rocket for making good choices. Children move up once onto silver, once onto gold, and the final step is onto the golden stars. This is 3 steps altogether. When a child reaches the golden stars, they will visit Mrs Peart for a special sticker from her golden box. Children can wear their sticker or save them in the 'My Awards' section of their Reading Diary.

If children are not making the right choice, they will move down to the colour below where their name is currently e.g. if they are on gold, they will move to silver. Adults will then encourage them to make good choices so they can move back up the rocket. As detailed above, certain behaviours will result in a visit to Mrs Peart's office. Incidents such as those mentioned above will be shared with parents so that they can discuss this with their children at home. If a child ends the day on amber or red, their name will be moved back up to green and the next school day will be a fresh start. This encourages children to learn from their mistakes and begin the next day with a positive attitude.

Key Stage 1 – Classes 1, 2, 3, 4 and 5



Each half term, every child begins on the green part of the rocket, which signifies that they are 'ready to learn'. Adults will move them up the rocket for making good choices. Children will make 3 steps on silver, 3 steps on gold and then a final step onto the golden stars. This is 7 steps altogether. When a child reaches the golden stars, they will visit Mrs Peart for a special sticker from her golden box. Children can wear their sticker or save them in the 'My Awards' section of their Reading Diary. When children have reached the stars, they will move back to green and the cycle continues.

If children are not making the right choice, they will move down to the colour and step below where their name is currently e.g. if they are on second gold, they will move to second silver. Adults will then encourage them to make good choices so they can move back up the rocket. As detailed above, certain behaviours will result in a visit to Mrs Peart's office. Incidents such as those mentioned above will be shared with parents so that they can discuss this with their children at home. If a child ends the day on amber or red, their name will be moved back up to green and the next school day will be a fresh start. This encourages children to learn from their mistakes and begin the next day with a positive attitude.

How we create an environment that encourages good behaviour

- The staff and children follow the six golden rules that are clearly displayed and referred to regularly.
- The staff and children follow the High Five procedure, particularly during outdoor play. The High Five procedure gives children 5 strategies to use to try to solve conflicts with others by themselves. The last step is to seek out an adult to help. This teaches children to be more independent in dealing with issues that may arise. An example of this is shown on our website under the 'Behaviour @ Sitwell Infants' section.

- Plan and deliver a well-paced, challenging, differentiated curriculum, providing appropriately for children's needs.
- Display children's work creatively, to a high standard, in order to highlight their achievements.
- Create stimulation through interactive and visual displays using a variety of artefacts and resources.
- Provide a neat, tidy and high-quality classroom, which promotes independent access to resources and to learning.
- Use assembly times as a vehicle for promoting the school's positive values, or addressing a problem.
- Highlight good moral values through assemblies, circle time, Sitwell Superheroes learning activities and other discussion opportunities.
- Respond to and deal with problems which arise immediately.
- Never tolerate bullying (see Anti-Bullying Policy).

Any problem arising throughout school is viewed as being the responsibility of all staff. Consistency from all staff is essential to achieving the aims of our Behaviour Policy. It is essential that staff are punctual when children come in from the yard at break times and that there is high-quality supervision as children come into and go out of school and move to and from the hall for assembly, PE or lunchtime.

Children are expected to move around school quietly on the left, in an orderly line, enter the hall quietly and sit quietly to listen to the music at the beginning and end of assembly.

Rewarding Good Behaviour

We place great emphasis on recognising good behaviour and/or achievements. This consistency in approach by all staff is essential in making the ethos of the school a positive and rewarding one.

We show recognition of good behaviour/achievement by:

- Giving verbal praise which is specific to the behaviour observed.
- A written comment on a piece of work.
- Stars are used in Writing, Mathematics, Foundation Subjects books and Science folders when staff mark children's work to reward good learning behaviour and effort.
- Where a child has produced a special piece of work of any kind, it may be shown to another member of staff, or the Headteacher.
- Excellent effort or behaviour is celebrated in Special Mentions assembly each week, where one child from each class is nominated for displaying one or more of our key values. Children are chosen following observations of excellent behaviour and attitudes throughout school.
- Throughout the year, children are also nominated for the Bronze, Silver or Gold awards linked to our Sitwell Superheroes. Children must consistently demonstrate high standards of behaviour linked to all six characters to achieve their awards. Children who receive a badge are celebrated during Special Mentions Assembly. A postcard explaining why a child has achieved their Bronze, Silver or Gold award is posted home to inform parents.
- Children who receive Gold awards will be celebrated by their picture being displayed on the 'Hearts of Gold' board in the school hall. A special celebration event is organised for

these children in the summer term, as a reward for their excellent behaviour during the year.

- Lunchtime Leaders give out gold cards for excellent behaviour at lunchtimes, linked to the golden rules.
- Raffle tickets are given to children who have worked hard to follow the golden rules each week. Their tickets are put into a golden box in preparation for Special Mentions assembly. Children sit on special mats during Special Mentions and names are drawn from the golden box to win a prize.
- Moving children's names up the rocket; they receive a sticker from Mrs Peart when they reach the top of the rocket.
- Praise pads may be used by class teachers and support staff to celebrate hard work and excellent effort. These are sent home to parents.
- A reward of golden time for each class NOT receiving any marbles during the week. This shows that children have been moving around school quietly and sensibly, demonstrating gentleness.
- Children are given opportunities to build resilience by attending after school clubs linked to Children's University.

We must also emphasise that good attendance is an important factor in determining children's behaviour in school. A child who is a regular non-attender or arrives late can become isolated and find difficulty in forming relationships with other children. We therefore offer an opportunity for children to arrive at school before 9.00am and begin a learning task which sets them into the correct work pattern for the day. Parents are welcomed into school to share this learning with their children. Where there are repeated absences or issues around lateness, these are recorded and further support for families may be requested through outside agencies such as Early Help.

Attendance certificates are given at the end of each term for full attendance. Also, best weekly attendance certificates are given to classes with the closest to 100% attendance during Special Mentions assembly each week.

Dealing with inappropriate behaviour

At Sitwell Infant School, all staff provide opportunities for children to work and co-operate well and make the right choices in their behaviour, application to learning and in their relationships with each other and with adults. On occasion, difficulties may arise when children forget our aims for good behaviour and may not be following the golden rules. These difficulties are actioned immediately; they will not correct themselves and our children have a right to their problems being dealt with immediately and efficiently to prevent recurrence. Any significant behaviour incidents are recorded so that we can monitor incidents and ensure that bullying behaviours do not develop.

It is important to note that as a school we focus on using positive language to support children to make the right choices. We use the High Five procedure throughout the school day to enable children to develop strategies to deal with conflicts independently, if they arise. Please see the High Five poster below. These are displayed around school to help them to recall the five steps.



All children must be given the opportunity to explain their actions. Colleagues and records should be consulted to look for evidence of previous lapses in behaviour. Staff look for patterns of behaviour and possible reasons for a child behaving inappropriately. We do not use negative terms such as 'naughty' when dealing with inappropriate behaviour.

The following gives some guidance about the type of actions that may take place:

- Indicate inappropriate behaviour to the child by a look, gesture or saying their name.
- Remind a child about the golden rules.
- Use non-verbal gestures or visual prompts to remind children of expectations around behaviour.
- Moving their name down the rocket to the colour below e.g. from gold to silver, from green to amber.
- Marbles put in class cylinders for inappropriate behaviour in the corridor, hall or toilets.
- More formal verbal warnings and a reminder of the correct behaviour and the reasons for this. (This warning should be direct and short and may take place away from the rest of the pupils, though there are occasions when it may be necessary to warn a child with others present.) At this stage it may be appropriate to offer the child a choice e.g. If you sit still and listen you can stay on the carpet, but if you choose not to, you will have to sit away from everyone else.
- Referral to the Headteacher for a formal verbal warning.
- The enforcement of playtime or lunchtime sanctions which may mean a child missing part or all of one of these times. This should be supervised either by the member of staff initiating the sanctions or by the Headteacher. Red cards are used at lunchtime for inappropriate behaviour which continues after a verbal warning has been given.
- The child may be asked to write a letter of apology or sign an agreement to follow rules in future.
- Where children repeatedly make the wrong choice, the class teacher should consult with the Headteacher. After consultation, goals may be set and monitored through the use of a behaviour chart. These goals should be achievable and measurable e.g. SMART...specific, measurable, achievable, realistic, time related.
- Head teacher contacts parents to make them aware of a problem.

- Parents meet with the Headteacher and class teacher to discuss the problem, and ways to help their child overcome it. A 'Behaviour Monitoring Book' may be set up at this time. This would be a joint monitoring system between the class teacher and parents.
- Further meetings may be arranged with parents, SENDCo, class teacher, learning mentor and Headteacher to review the behaviour after an agreed time limit. An Individual Education Plan may be set up and regularly reviewed and/or referrals made to Early Help for additional support for the family.
- At I.E.P. reviews, other agencies may be informed with parental agreement e.g. Educational Psychologist, Early Help, Social, Emotional & Mental Health team or Learning Support Service.

It should not be presumed that all the above procedures would be gone through in turn. Teachers and support staff will always try to prevent inappropriate behaviour by reminding children of the golden rules and praising a child who behaves in the expected manner, thus reminding others e.g. "Thank you Alice, for sitting so quietly" or "Isaac, I really like the way you always put your hand up and wait your turn instead of shouting out the answer." Where children may be displaying behaviour that is unsafe to themselves or others, staff may need to use positive handling techniques to remove them from the area they are in. Any incidents such as this are shared with the child's parents and triggers or patterns of this kind of behaviour are looked for. Information about this can be found in the Use of Reasonable Force Policy.

In very rare cases, it may be necessary to exclude a child due to an incident of a serious nature. This procedure will only be carried out after careful consultation of the appropriate Local Authority Guidance, informing the Chair of Governors and of the Governing Board. The aim would be to return to acceptable behaviour as soon as possible. We would ensure that any child returning to school after exclusion is given every opportunity to be successful in the future.

It must also be emphasised that no member of staff should accept either physical or verbal abuse from pupils, their parents or any other visitors to school. These incidents should be reported to the Headteacher immediately. Parents may be asked to leave the premises if their behaviour is deemed aggressive and/or abusive.

Recording of Incidents

Incidents of a more serious nature are recorded on the online monitoring system used in school, CPOMS. All staff can log incidents and this will inform the Headteacher and other staff members immediately. Any incidents of racism or bullying must be logged with the Headteacher as these are reported separately to the Local Authority.

Equal Opportunities

All children at Sitwell Infant School are treated equally, irrespective of gender, race or belief. All children are given every opportunity to succeed to their full potential, in all aspects of their school life.

*This policy will be reviewed annually in the Autumn term.
Autumn 2020*