

RUSKIN INFANT SCHOOL AND NURSERY



BEHAVIOUR POLICY

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Behaviour Policy

Introduction

At Ruskin Infant School we have high expectations of pupil's behaviour both within the school and outside in the wider community. Our children are often praised for their good behaviour by visitors to the school and by those they meet when attending trips and events off site.

- We want our pupils to be calm and attentive whilst at school. They need to be able to listen to and follow instructions given to them by any member of staff so that they can be successful in their learning
- Children should be polite to everyone that they meet and remember to say 'Please' and 'Thank you.'
- No child should experience physical or verbal harm from another child or adult.
- All children should feel safe within the school environment or when taking part in off site visits.
- Children will have pride in their school and will take care of their learning environment and learn how to keep it tidy and safe.

Teachers and support staff will be clear with the children about what is expected of them in terms of behaviour at the start of each and any teaching session and before major transitions e.g. going into assembly or going out to play. Many children will need reminders of behavioural expectations at the start of whole class and independent working or during unstructured times e.g. playtime. The aim will be for children to develop their own internal behaviour management system from an early age. We acknowledge that some children find this easier than others.

For some children the school's expectations will be different to those required of them at home and we will do our best to share with parents and carers the nature of the boundaries we are setting and how this might be translated into behavioural expectations at home as well. There is a home/school agreement which outlines both the school's and parent's expectations and this is regularly updated and signed by parents/carers each year. Our Parent Support Advisor can work with Parents/Carers to help them make use of Behaviour Management Tools such as '123 Magic' or 'Good to Be Green' as well as helping with boundary setting, bed time routines etc.

We place great importance upon the social and emotional aspects of learning and aim to provide a learning environment which promotes and supports mental health and wellbeing. Our aims include developing pupils who have respect for each other and for all those with whom they have interactions both inside and outside the school. Our approach to behaviour management fits within this context and we are aware that some children have significant needs of a social and emotional nature that can at times impact negatively on their behaviour. In order to help address this issue we have intervention group, breakfast, lunchtime and homework clubs. These interventions, alongside curriculum provision, study support and targeted work for groups and individuals, help us to address the needs of pupils so that they can function positively and take advantage of the curriculum on offer.

At Ruskin Infant School bullying of any sort is not tolerated. There is an Anti-Bullying policy which can be read in conjunction with this document which is regularly reviewed. The school has achieved the Foundation level of the Anti-bullying accreditation.

The school has 5 Values that are promoted across the whole school community:

1. Independence
2. Respect
3. Responsibility
4. Aspiration
5. A love of learning – incorporating BLP (Building Learning Powers)

Teachers may also from time to time add in one or two class specific rules/values which children can work towards. These can be changed as and when needed.

Values Jars

When a child demonstrates one of the school values they will be given a glass pebble. Each class has a jar to collect the pebbles and they are then brought to the 3 weekly celebration assembly. The pebbles are then added to the Year group's 'Values Jar' and when it is filled there will be a reward given e.g. mufti day, film etc.

At Ruskin Infant School, we thrive on encouraging children to try and do their best in all they do. Alongside the value pebble, a raffle ticket system is in place for those children. The child will have their name written on a raffle ticket and these tickets will be placed in the Values bag for that year group. 3 names will be picked out of the bag at random during the assembly and an individual reward will be given.

Class Dojo – this Autumn we have introduced a Class Dojo system to focus children on their positive learning attitudes. Children can gain dojo points for their own 'avatar' for demonstrating the learning powers. Parents are also encouraged to reward children with dojo points for success outside of school. This system will be rolled out across the whole school over the next year.

Improving Pupil's Behaviour

We expect all the children to follow our agreed code of conduct for behaviour and to help children meet this expectation and to reward those children who consistently behave well we have introduced the '**Good to be Green**' behaviour system. This has been successfully embedded in school practice over the past 3 years and is used across the Year 1 & Year 2 classes. Our Nursery classes currently follow the 1,2,3 Magic system. Reception use a combination of the 1,2,3 Magic system and 'Good to be Green' as a transition.

Good To Be Green – *this is currently under development following attachment training***

The 'Good to be Green reward scheme is a traffic light system that provides an effective way to promote positive behaviour in school; it also allows children to take ownership of their own behaviour. The Good to be Green scheme is a consistent and fair approach that allows for the recognition of children who behave appropriately, whilst keeping track of the children who find it harder to meet the schools behaviour code.

Year One & Two

In this system there are four colour zones **Green, Amber, Red and Grey**

Green Zone

All children begin every new week and every new day in **Green Zone** - which is where they want to stay!

To stay in **Green Zone** children must follow the 'Good to be Green' Code of Conduct **at all times.** This code of conduct is displayed in classrooms alongside the chart.

Green Zone rewards are:

- Half termly reward within KS1 and Reception
- A class prize draw at the end of each week

Amber Zone

Amber Zone is a WARNING..... 'think hard about your behaviour'.

Before children are moved to **Amber Zone** they are given a reminder to **think about their behaviour**, if the behaviour continues they are then placed on an **Amber** warning card. *** We are currently developing this stage of GTBG. These incorporate attachment strategies to take a moment to be calm and assess the situation (thinking time) prior to / alongside the 3 warnings.*

The names of any child who has to be moved to Amber Zone are recorded in the Red Behaviour folder as a low level incident. Children can move back to the Green Zone providing they have turned their behaviour around. If the behaviour continues whilst the child is on an Amber warning card they are moved to Red Zone.

Amber consequences are:

- Children do not earn the half termly **Good to be Green** reward.
- Parents/carers are informed.

Red Zone

Children are moved to **Red Zone** for any serious incident such as deliberately hurting other children or staff and/or breaking the agreed code of conduct. The names of any child who has to be moved to **Red Zone** are recorded in the Red Behaviour folder as a serious incident.

Red Zone consequences are:

- Children do not earn the half termly **Good to be Green** reward.
- Parents/carers are informed.

- Children's names are put on the Golden time chart and they lose 5 minutes Golden time for each one.

Grey Zone

Children are moved to the **Grey Zone** for repeated serious incidents like intended physical aggression towards other children or staff and/or for persistently breaking the agreed code of conduct. The names of any child who has to be moved to **Grey Zone** are recorded in the Red Behaviour folder as a serious incident.

Grey Zone consequences are:

- Children do not earn the half termly **Good to be Green** reward.
- Parents/carers are informed and a member of SLT speaks to the child about their behaviour.
- Children's names are put on the Golden time chart and they will lose 10 minutes Golden time. If they receive more **Grey Cards** during the week they will lose 10 minutes Golden time for each one.

Reception

Green Zone

All children begin every new week and each morning and afternoon session in **Green Zone** - which is where they want to stay!

To stay in **Green Zone** children must follow the 'Good to be Green' Code of Conduct at all times. This code of conduct is displayed in classrooms alongside the chart.

Green Zone rewards are:

- Weekly reward - Reception

Amber Zone

Amber Zone is a WARNING 'think hard about your behaviour'. ** as above
Before children are moved to **Amber Zone** they are given a reminder to **think about their behaviour**, if the behaviour continues they are then placed on a **Amber** warning card and have a one minute time out on the orange spot. The names of any child who has to be moved to Amber Zone are recorded in the Red Behaviour folder as a low level incident. Children can move back to the Green Zone providing they have turned their behaviour around.

Red Zone

Children are moved to **Red Zone** for any serious incident such as deliberately hurting other children or staff and/or breaking the agreed code of conduct. The names of any child who has to be moved to **Red Zone** are recorded in the Red Behaviour folder as a serious incident.

Red Zone consequences are:

- A five minute time out on a red spot.

- Parents/carers are informed.

Grey Zone

Children are moved to the **Grey Zone** for repeated serious incidents like intended physical aggression towards other children or staff and/or for persistently breaking the agreed code of conduct. The names of any child who has to be moved to **Grey Zone** are recorded in the Red Behaviour folder as a serious incident.

Grey Zone consequences are:

- A 10 minute time out on the grey spot.
- Children do not earn the half termly **Good to be Green** reward.
- Parents/carers are informed and a member of SLT speaks to the child about their behaviour.

Each class or setting has a folder in which to record all behaviour incidents. SLT and the Pastral team monitor children's behaviour (although there is opportunity through the Good to be Green scheme that allows for intervention when needed more urgently). Advice and guidance for teaching staff is provided and parents may be asked to come into school to discuss such issues if it is felt that there is a need for improvement and/or the child might be at risk of exclusion. The Head teacher, Senior Leadership Team and Governors are then able to review the progress of individual pupils, classes and cohorts in the drive to continually improve pupil behaviour.

Nursery

In our nursery class, the staff use the 1,2,3 Magic behaviour strategy. If a child is given a '1' they are reminded of the behavioural expectations and are asked not to repeat the behaviour. If they continue, the child will be given a '2'. This means that they have repeated the behaviour and the next sanction could be a '3'. If the behaviour persists a '3' is given and the child is given time out.

Time out – child is expected to sit on the orange spot for 3 minutes using a sand timer as a visual cue.

If the child is violent in any way, be it physical or verbal, they go straight to '3' and time out is given immediately.

Incidents that warrant a '3' are recorded in the red behaviour folder and parents are always informed upon collection. However some serious behavioural cases may require parents to be informed immediately with a telephone call from the class teacher.

Staff in Nursery use red/sad face and green/happy face to clearly communicate the expectation of behaviour within the setting.

If severe behaviour persists, then a member of the Senior Leadership Team will speak to the child about their behaviour.

Forest School

Forest School follows Ruskin Infant School's behaviour policy. Refer to Appendix 1 for copy of Traffic Light Behaviour system.

Rewards and Sanctions

At Ruskin Infant School rewards are used extensively and come in all shapes and sizes. What constitutes a reward for one child may not have the same impact for another child. All staff are encouraged to be generous with verbal praise and reward stickers. Some minor undesirable low key disruptive behaviour can be dealt with by use of a knowing look or ignoring tactics, especially since some children are seeking adult and/or peer attention through their behaviour and even negative attention can be what they thrive upon. Teachers will know when this is the case and deal appropriately with each child dependent on the circumstances.

Teachers will encourage Parent/Carers to make the start of the day a positive experience rather than focussing on the likelihood of a 'bad' day ahead. Children who find the start of the day particularly challenging may find the Breakfast Club very useful as a halfway house between home and the start of the school day.

Golden Time (Key Stage 1)

Each child is entitled to half an hour golden time on a Friday afternoon. Children can lose golden time for poor behaviour or work or any issue which may impact negatively on the learning experience of other children.

Foundation Stage

In the early years sad faces will be used to indicate to a child when their behaviour management is not as positive as it should be. A short time out will be used as a consequence of poor behaviour and the incident will be shared with a parent at the end of the school day. Where necessary 123 Magic will be used to reinforce the understanding that there are consequences of the child choosing to behave in an inappropriate manner. The Parent Support Advisor will work with parents/carers to use this strategy at home, so that there is consistency of approach.

Stickers

Every opportunity will be taken to provide praise for children. The school's uses stickers as an integral part of the school's approach to positive behaviour management. Children can be rewarded with a sticker by any member of staff for anything positive, however big or small. The school also sends out 'Head teacher' postcards to celebrate children's individual achievements.

Celebration Assembly

As a school we want to celebrate children's achievements whatever they may be and so we hold a regular weekly celebration event every third Friday within year groups. A range of successes are celebrated during this assembly. Each class within the year group sends a representative to sit 'on the bench' in front of the rest of the year group and family and friends who have achieved something special. This can be for an academic achievement, something artistic, for good or improved behaviour or out of school learning. The children share their success with the whole year group and talk about what they have done. The Head teacher, Deputy Head or member of SLT leading the assembly gives these children special stickers to acknowledge their success.

Across the school, parents are encouraged to share with school any achievements, special moments or positive behaviour, big or small. These are all celebrated in assemblies and in the newsletter.

Staff have a range of strategies, with which to praise pupils, at their disposal:

- A warm smile
- Additional praise one to one, in front of the class or in Celebration Assembly
- A sticker for the child's individual chart
- Praise given by the Head teacher or Deputy for the child's achievement
- A postcard home from the class teacher or the Head teacher
- Where the class have made progress in a specific area value dojo points may be awarded for a subsequent reward event in the future
- A few words of praise to the Parent or Carer at home time

From time to time sanctions are used to help focus a child's attention on how things need to be different in future when things haven't gone well. These may include:

- Loss of golden time
- Time out, either within the classroom or to be taken elsewhere in the school by prior arrangement with the Head teacher or another member of staff
- Being shown a sad face (in the foundation stage)
- Partial loss of play time or another reward
- Verbal reprimand in close proximity to the child not across the heads of other children
- A discussion/verbal reprimand by the Head teacher or Deputy
- Discussion with Parent/Carer at home time/by telephone or at a specially arranged meeting
- Child's name and the nature of the incident written in the lunch time supervisors note book
- Temporary Lunchtime exclusion
- Repairing damage done or clearing up a specific mess made deliberately by the child
- Making a verbal or written/picture apology

Assertive Discipline

Teachers and support staff will ensure that they are assertive in letting the child know what they should do, e.g. 'You need to sit still and show me good listening'. Teachers and support staff will let children know behaviour expectations at the start of an interaction. They will not wait until the child has fallen outside expectations to set boundaries as this could undermine the teacher's authority. Strategies such as 123 Magic can be used with individuals as well as whole classes as appropriate.

Teachers and support staff will try where ever possible to talk to a child at their level rather than towering over them. Sitting side by side when discussing issues can be less confrontational and help children who find making eye contact challenging.

A calm quiet yet serious voice is to be used by all staff where ever possible when dealing with the challenge of behavioural issues.

Individual Learning Plans (ILPs)

ILPs can be used for pupils with Special Educational Needs at school action plus for pupils with significant social and emotional/behavioural needs. At this stage the Special Needs Leader (SENCO) will be involved with the child and outside agencies will be asked to provide advice on the input needed to ensure that the child's needs are met effectively within the school.

Targets will be set on the ILPs and support staff will work with the child to try to improve the child's social and emotional/behavioural needs. If the child is not able to achieve the targets set, then an Early Help Assessment (EHA) meeting may be set in place and a move towards a Request for Statutory Assessment will be made by the SENCO and another senior member of staff.

Where a significant number of entries in the class behaviour folder have been noted, an ILP or EHA may be put in to place to support the child in making progress towards making the right choices with regards to their behaviour.

Positive Behaviour Modelling

All staff are expected to act as positive role models to pupils in the way that they treat one another, and all members of our school community. They provide pastoral advice and guidance to pupils and their families if necessary. From time to time a Pastoral Plan might be put in place to support a child particularly where there are a number of interventions being put in place at any given time.

Exclusion

At Ruskin Infant School and Nursery we will do everything possible to keep the number of exclusions, either temporary or permanent, to a minimum.

From time to time it may be necessary to temporarily exclude a pupil for the lunch time period where bullying has occurred or physical aggression and violence to pupils or staff takes place.

Where a child's behaviour is extremely poor and he or she has harmed pupils or staff members deliberately, e.g. where there is deliberate aggression or violence with an injury, then a fixed-term exclusion may be given of up to five days. Parents/Carers will be informed and the relevant letter completed and sent out. Please see appendix.

A permanent exclusion may result if aggression and violence to staff or pupils continues to happen despite temporary exclusions and all efforts to improve the situation via PLP and Early Help Assessment (EHA) driven interventions. A discussion will be set up with parents/carers and a letter documenting the reasons for the exclusion and the appeals process will be provided.

Conclusion

All children are individual and unique and at Ruskin Infant and Nursery School we seek to meet the needs of all pupils. Those children who have social and emotional needs that may impact negatively upon their learning will have these areas met as a primary need in order that they can access a fully rounded education.

All staff will work together to ensure high standards of behaviour throughout the school and will collaborate with parents/carers in order to achieve this goal.

Equality Statement

Ruskin Infant School and Nursery (including Ruskin Childcare) defines itself as a school free from discrimination. We will not discriminate against any member of the school community by treating them less favourably because of their:

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010, as

- direct discrimination
- indirect discrimination
- harassment
- victimisation
- No unlawful behaviour will be tolerated in any way.

Appendix 1 **

School

This list is not exhaustive and is at the discretion of staff members and the Senior Leadership team. The list is subject to change.

AMBER CHOICE

RED CHOICE

GREY CHOICE

If repeated becomes RED

If repeated becomes GREY

Forest School Traffic Light Behaviour System		
Amber	Red	Grey
Rules of Forest School		
<p>Do not pick anything growing unless an adult tells you to</p> <p>Do not put your fingers or anything else in your mouth</p> <p>Only enter the fire pit area when invited by an adult and follow the fire pit rules</p>	<p>Look after your Forest School and any creatures living there</p> <p>Stay within the boundary, we don't go outside it</p>	
Fire Pit Rules		
<p>Always walk around the outside of the fire pit area</p> <p>We NEVER climb on or over the logs around the fire pit area</p> <p>Always use the entrance/exit nearest to the log you want to sit on</p> <p>We will only enter the fire pit area if an adult tells us it is OK.</p> <p>When sitting in the fire pit area keep feet tucked in and don't play with sticks</p>		

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