

Wootton Bassett Infants' School

Behaviour Policy

Updated: September 2020

Review: September 2021

Aims

- To encourage a calm, purposeful and happy atmosphere within the school, where effective learning can take place.
- To foster positive caring attitudes to everyone where achievements at all levels are valued.
- To encourage independence so that each child learns to accept responsibility for their behaviour and to make appropriate behaviour choices.
- To have a consistent approach to behaviour throughout the school with shared responsibility and communication.

Staff Responsibilities

- To treat all children fairly and with respect.
- To raise children's self-esteem and help develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment.
- To use rules and sanctions consistently.
- To be a good role model.
- To form positive relationships with parents/carers.
- To recognise that each child is an individual with their own individual needs.
- To take a shared responsibility for all children within the school.

Children's Responsibilities

- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment of the school.
- To co-operate with other children.

Parents Responsibilities

- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To support the school in the implementation of good behaviour.
- To be aware of the school rules and expectations.

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We aim to create a calm, caring environment where children can feel safe and learn effectively. The children are encouraged to behave well through positive praise and by example. Expectations for behaviour are high and the behaviour code should be applied consistently throughout the school.

What We Do if a Child Misbehaves

- Remind the children how we want them to behave.
- Where necessary, discuss incidents with the children involved.
- Where possible, encourage children to resolve disagreements themselves, to take responsibility for their actions and to try to make amends for any harm they have caused.
- If a child's behaviour is causing any concern or if the teacher feels under pressure and this is affecting the rest of the class the Headteacher should be involved immediately.

Sanctions

If a child misbehaves in the classroom or in PE or Assembly they may be withdrawn and asked to sit out for a specified amount of time. Although it is preferable that incidents are dealt with immediately, sometimes a child's name will be written in the Golden Book and they will miss a specified amount of Golden Time on a Friday afternoon.

Playtime and Lunchtime

At playtime and lunchtime the children are expected to behave as they would at any other time of the day. At the end of play when the bell is rung the children are expected to stand quietly and still and then to walk to their classrooms in an orderly way.

Sanctions for lunchtime and playtime include walking around with the supervisor or standing on a particular part of the playground for a specified amount of time. Children whose behaviour causes particular concern should be sent to the Mark Hazzard, Headteacher or Rebecca Tebbitt or Alison Pass, Assistant Headteachers.

Behaviour Causing Concern

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If a child's behaviour causes particular concern, it should be discussed with the Headteacher and Tom Hill, SENCO. The child may be entered on School Action of the SEN register and an Individual Behaviour Programme may be set up. At this stage the parents would be involved. External help and support may be required through the Behaviour Support Team or the Educational Psychologist.

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Covid-19 Addendum

Parents and carers must not send their children to school with any symptoms of illness, however mild, including fever, diarrhoea, nausea, sore throat, cough, loss of smell/taste, rashes etc. The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect the child within a 30-minute period where the child becomes unwell or appears unwell.

We recognise that following rules is a learnt skill which children need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and to keep children and staff safe we are adapting some of our rules. These are detailed below.

Behaviour and Discipline

Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic

We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe

We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Rules

We have therefore adapted our school rules to support us with new routines and behaviour expectations during the pandemic.

Expected School Rules during the school opening during the Covid 19 Pandemic

In class	Link to the School Values Appendix 1	Around the school
We follow adult direction We take off face masks before we enter school We wash our hands before entering school, after playtime, before eating and before we go home We use hand sanitizer or wash	We are kind We are gentle We respect and look	We follow adult direction We keep our hands and feet to ourselves We line up keeping a safe distance from our classmates We only use the equipment that has been provided outside the classroom

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<p>our hands with soap and water in the classroom whenever the adult asks</p> <p>We keep our hands away from our mouth</p> <p>We use a tissue or an elbow to cover our mouths when we cough or sneeze</p> <p>Tissues go in the bin immediately (catch it, bin it, kill it)</p>	<p>after property</p> <p>We are honest</p> <p>We listen to each other</p> <p>We try our best</p> <p>We are proud of our achievements and of others</p>	<p>We use equipment safely</p> <p>We move calmly around the school with an adult</p>
<p>We speak kindly and respectfully to each other</p> <p>We listen to the teacher and follow instructions</p> <p>We use good manners</p> <p>We are honest</p>		<p>We do not push or pull</p> <p>We are kind in the playground</p> <p>We talk to each other and try to work problems out</p>
<p>We do not move around the classroom without permission from the adult</p> <p>We keep a distance from others when we line up in the classroom</p> <p>We sit at our own desks</p> <p>We never leave the classroom without permission</p>		<p>We move around the school carefully and considerately</p> <p>We remain in our allocated playground (we cannot move between playgrounds)</p> <p>We play non-contact games within our bubble</p>

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Helping children to behave well

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

Arriving in the morning
Lining up
Travelling through the school building
Taking the register
Working in class
Asking to speak
Leaving to go to the toilet
What to do if you feel unwell
Starting the lesson
Carpet time
Lunch time
Break time
Entering the classroom
Exiting the classroom
Leaving at the end of the day
Waiting for parents to collect
Fire Drills

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. This will require practice and rehearsal of new skills and visual stimuli which will be reinforced and referred to regularly to reinforce expected behaviours in a positive way.

Students will be explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g spitting or coughing.)

Students who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this may no longer be possible; alternative strategies such as using a calm down kit in the classroom, having a "safe space" and the option of time out will be provided for these children. Each of these children will be identified before they return to school; staff allocated to work with these children will call home and explain the new rules and routines. Staff will talk to the child and parent directly about how to support their transition back to school and what strategies have been put in place in the classrooms.

Inclusion

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Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.

It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

Restrictive Physical Intervention

In the rare circumstance where we would use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they remain safe. Following the incident an exclusion may be used in order to plan, consult relevant agencies and professionals in order to make future provision to prevent the situation from reoccurring.

The parent of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

Communication with parents

If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution. An individual risk assessment will be written, targets or a behaviour contract may be given and signed between home and school.