

## **BEHAVIOUR AND SOCIAL SKILLS POLICY**

### **Value Statement (who we are):**

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.  
We provide an outstanding education for all children.

### **Vision Statement (what we strive for):**

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Statutory

Responsibility: Janet Berry

Reviewed on: March 2016

Reviewed by: Janet Berry

Next review Date: March 2019

Governor Committee: Community, Children & Safeguarding – Alison Reid & Dan Wright

## **“Safeguarding is everyone's responsibility”**

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

This policy has regard for:

- Equality Act 2010 - Safeguarding and SEN pupils
- Education and Inspections Act 2006
- DfE document 'Use of reasonable force' 2013
- DfE document 'Behaviour and discipline in school' Jan 2016

This policy should be read in conjunction with:

- The schools Aims and Ethos
- Anti-bullying policy
- Positive Handling Guidelines
- Safeguarding policy
- Complaints policy and procedures
- The SEND policy

### Introduction

At Coombe Hill Infants' we have a child centred approach to teaching and learning. We aim to prevent unacceptable behaviour through positive reinforcement, rather than merely reacting through consequence.

We believe that good manners, good behaviour, respect for others and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that is our duty to help the pupils of Coombe Hill Infants' to nurture these qualities and values during their time with us. It is up to us all to care for each other.

With the help of our Winnie the Pooh characters who promote positive learning behaviours and our Golden rules, we aim to achieve a consistent approach to behaviour management, working throughout the school on a group, class and whole school basis.

### Aims:

- To provide a safe and secure environment for the whole school community. No one should be bullied or feel frightened by other people's actions.
- To encourage a calm, purposeful and happy atmosphere within the school, where achievements at all levels are acknowledged and valued and tasks can be completed without disturbance.
- To foster kind and caring attitudes towards everyone. Ensuring kindness, respect and consideration are noticed and praised.
- To encourage pupil self-confidence and independence. Giving pupils a voice to talk, if they have a problem or need support.

- To encourage self-discipline, so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement. Encouraging optimum success and understanding.
- To raise awareness of appropriate behaviour, making clear boundaries to ensure everyone's safety.
- To ensure everyone in school is sensitive to issues of race, gender, SEN and disability as well as the individual needs of children experiencing difficulties, in line with the Equality Act 2010.

All members of our school community have the responsibility to ensure that this policy is successfully implemented.

#### Pupils' responsibilities

- To follow the Golden rules
- To help write and abide by their class rules
- To cooperate with other children and adults
- To work to the best of their ability and allow others to do the same
- To show respect for others
- To demonstrate good manners

#### Senior Leadership team responsibilities

- To support staff by being available to take an active role in the reward and consequence structure and monitoring and intervening when necessary
- To set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure pupils are able to learn effectively
- To monitor the implementation and the success of strategies through observation and discussion with their teams
- To take a lead role in preventative work and establishing an annual programme to revisit key ideas with both staff and pupils
- Ensure senior staff are visible at key times of the day: start and at the end of the day
- Ensure that parents and carers are well aware of the school's complaints procedure - click here to see our [current policy](#)

### Staff responsibilities

- To encourage good behaviour through high expectations
- To promote the general progress and well-being of individual pupils and any class or group assigned to them
- To promote the positive ethos of the school
- To display school rules and refer to them on a daily basis
- To reward good behaviour, constantly referring back to the class and school rules
- To ensure sanctions are valid and fair at all times
- To raise pupils self-esteem and allow pupils voices to be heard - recording where appropriate
- To model correct behaviours and lead by good example
- Form good relationships with the pupil's main carers, so that all children can see that the key adults in their lives share a common aim
- Recognise that each child is an individual, planning for their needs
- Encourage circle time and PSHE on a weekly basis
- Ensure the maintenance of good order and discipline at all times
- To deal with any behaviour problems with immediate effect
- To prevent all forms of bullying among pupils

### Parents' responsibilities

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does at school
- To form positive relationships with school staff
- To become involved in the rewards and consequences system
- To adhere to Coombe Hill Infants' ['Parent helper/ swimming guidelines'](#)

### Governors' responsibilities

- To oversee the policy
- To support and consult in all aspects of the policy

### Rewards and sanctions

#### Rewards

In any disciplinary process the emphasis must always be on the positive approach of encouragement and praise. We believe that positive recognition of desirable behaviour is more powerful than criticism or drawing attention to undesirable attention.

The creation of a positive climate is fundamental to the self-esteem of children and does not exist purely to balance the force of sanctions. A positive environment not only helps to eradicate negative behaviour, but it also promotes a positive learning environment, where children are more likely to fulfil their potential.

In all classes staff should create opportunities and incentives for pupils to develop the caring, nurturing and co-operative sides of themselves. Special awards for good behaviour, good work etc. can be highly significant motivators for many pupils. The list below is not set out in any order of priority and are examples of rewards we use at Coombe Hill Infants'

- Stickers, sticker charts and golden tickets - for following the rules, excellent work or effort
- Positive verbal or written comments - either in general terms or picking up on a specific point
- Use of stamps or target stickers on pupils work
- A public word of praise in front of a group, class or whole school
- Target setting
- Commendation sticker assemblies - stickers are given to children who exhibit positive learning behaviours (Winnie the Pooh)
- Each class refers to the Winnie the Pooh characters and the positive learning behaviours they promote - see Appendix A
- Golden rules are used as a way to remind children about the school rules, using positive language - see Appendix B
- Photos displayed on our "Good Deed Board" - noticing and praising the good
- Head teacher certificates
- Dojo points - electronic points awarded to pupils in front of the whole class
- A visit to the head teacher or another member of staff for commendation
- Classroom displays of 'WOW' work
- Affording pupils to undertake roles of responsibility - school council, prefects, helping hands, class monitors, light technicians, etc
- Discussion with parents at the class door, informing them of the amazing work or behaviour they have shown in class that day
- Incentives - such as cubes, given out to colour groups for behaviour and effort
- Special days - circle time in class to celebrate a pupil, led by their peers
- Choosing time - where pupils' are able to choose an activity as a reward for good work or behaviour

### Sanctions

Boundaries are essential in order to promote children's sense of self. Young children may not express their emotions in words, but their actions sometimes speak just as

loudly. At Coombe Hill Infants' we aim to listen to a child's voice (verbal or non) before implementing any sanctions.

Even in a well-ordered and positive environment, it may be necessary from time to time for the sanctions outlined below to be applied.

- Tactically ignoring unwanted behaviour, highlighting the positive elsewhere
- Giving a child a warning, before any sanctions are issued
- Time out - to reflect on actions - sit down somewhere quietly in a supervised area
- Withholding participation in any school trips or sports events that are not an essential part of the curriculum
- Removal from the group
- Losing some of their break time - less than 5 minutes
- Withdrawal from a particular lesson to an appropriate area, class or heads office
- Parents informed of inappropriate behaviour
- Behaviour management tools -traffic light system, weather chart etc.
- Internal exclusion with a member of the senior leadership team or external exclusion
- All children will be given the chance to talk to an adult of their choosing after any incidents/ sanctions', ensuring the child's voice is heard and their behaviour is understood, in order to help eradicate the same behaviour from occurring again

At lunchtime or playtime

- The child will first be verbally reprimanded for their behaviour and involved in a discussion about the golden rules  
Steps 1 - Hold the grown-ups hand for less than 5 minutes  
Step 2 - Time out on the bench for less than 5 minutes  
Step 3 - To see the head teacher or another member of the senior leadership team.
- All incidents will be written in the incident book and cross referenced with any injuries written in the injury book

#### Exclusion, fixed term or permanent

We hope that, through the positive manner in which we encourage all children to do their best, and through the loving, supportive and encouraging environment, that the behaviour of all children will lay within the boundaries of the school's rules. However, there may be occasions when a child goes beyond what is acceptable behaviour and the

school would then consider excluding the child for a period of time or, in extreme circumstances, permanent exclusion may take place.

Possible actions that might lead to exclusion:

- causing serious injury to another person (adult or child)
- causing deliberate damage to school property or the property of another individual
- Being abusive
- Deliberate and recurrent breaking of school rules

### Positive handling

We aim to create a calm and supportive school climate. We will always try to de-escalate first, ensuring staff effectively manage incidents by communicating calmly with non-threatening verbal/body language. In very rare cases in order to prevent pupils hurting themselves or others and only as a last resort, physical restraint may need to be used. Positive handling should be applied as an act of care and control, with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the child to regain self-control. It should **never** take a form which could be seen as a punishment. Please see our [positive behaviour handling guidelines](#) for more information.

### Reporting

All incidents of bullying or racist or sexual discrimination must be reported to the head teacher immediately and appropriate forms completed. Relevant parents/carers will be informed of any such incidents.

### Summary

- We will respect everyone and celebrate our differences
- We will look after each other and try to be honest and show care by solving disagreements peacefully
- We will use our best manners and be helpful to everyone
- We will listen carefully to each other and try our very best in all we do
- We will move around the school quietly and safely
- We will take care of our school property and belongings
- We will show respect for ourselves, our friends and all in our school

As part of our commitment to the development of the **whole child**, we focus on our **Learning Behaviours** to encourage life skills, especially resilience. Our **Termly Themes** focus on working collaboratively, having a go, curiosity, making good choices, rules and consequences, staying safe and not being afraid of mistakes - we learn from our mistakes!

## Appendix A - Learning Behaviours

### Eeyore—Reasoning

*We listen to others and make the right choices*

I am good at thinking!



### Kanga—Responsible

*We look after property*

I am a reliable person!



### Winnie the Pooh—Respectful

*We are gentle, kind and helpful*

I am a good friend!



### Tigger—Resilient

*We work hard*

I keep on trying!



### Owl—Resourceful

*We try our best*

I am good at solving problems!



## TERMLY THEMES

### Autumn 1 - WE CAN DO IT!

Have a go I can do it  
Work together How we feel



### Autumn 2 -SPARKLE AND SHINE

I wonder why?  
Finding out about each other  
Time to shine



### Spring 1 – ONE WORLD

Making the right choice



### Spring 2 – HAVE A GO!

Marvellous Me! (Staying healthy)  
Be my best!  
Ooops - I'm Learning!



### SUMMER 1 – Team-Tastic!

Work together, play together.  
Rules for a reason



### SUMMER 2 – One More Step!

Choose to use.  
Staying safe





## **Our Golden Rules**

**We are kind and helpful.**

**We work hard.**

**We are gentle.**

**We look after property.**

**We listen to other people.**

**We are honest.**

**We make the right choices.**

**We try our best.**