



Together, we nurture the seeds for success!

Behaviour Policy

2020-21

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Reviewed by	

Rationale

At Foley Infant Academy, we aim to be a school where children feel safe, valued and happy. Positive adult relationships are key to this, with effective teaching and learning dependent upon these relationships. We believe that nurturing these mutually respectful relationships, allows us to equip pupils with the skills and tools needed to help make positive behaviour choices and become successful learners.

Our school vision and values ensure that a positive and nurturing approach to behaviour is central to our culture and ethos.

Together, we nurture the seeds for success!



Foley Infant Academy promotes the highest standards of behaviour and a culture where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and children learning to manage their own behaviour. It is essential that all adults in school have high expectations of behaviour and a clear, consistent framework to support pupils to manage their feelings when it is needed.

We greatly value reinforcement of positive behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards- both verbal and tangible.

Aims of the policy:

- To provide guidelines that ensure a clear, consistent approach
- To ensure that all children clearly understand the behaviours expected from them
- To ensure that positive behaviour is rewarded and consequences for inappropriate behaviour are fair
- To encourage children to be responsible for their own behaviour
- To ensure that every member of the school behaves with consideration and concern for others
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation whenever this is appropriate and necessary

Expectations

Adults working in school are expected to:

- Care about our children and always act in their best interests
- Treat all children equally, irrespective of gender, race, or religion
- Uphold the school values and have the highest of expectations for all children
- Ensure our children are happy by providing a safe, well-ordered and caring environment
- Be positive role models; promote good behaviour, self-discipline and respect
- Be alert to the signs of all types of harassment (including racial and sexual harassment) and follow procedures in order to prevent bullying of any kind (see anti-bullying policy)
- Regularly communicate and reinforce the school rules, expectations of behaviour, rewards and consequences with the children in their care
- Communicate promptly with parents about any behaviour concerns
- Consistently apply school rules and expectations at all times, not just in their own classrooms

Children are expected to:

- Uphold our school values and follow the school rules
- Be aspirational (Going for Gold) and have high expectations of themselves
- Understand that displaying positive behaviours is intrinsically the right thing to do
- Understand the rewards and sanctions in place within school and their associated behaviours
- Follow sanctions that have been given by adults

Parents are expected to:

- Uphold the school values
- Support the behaviour policy of the school and encourage their child to observe school expectations
- Communicate promptly any issues that may affect their child's behaviour at school
- Allow only reasonable items to be taken to school and accept their own and their child's liability for those items
- Accept responsibility for any wilful damage to school property caused by their child






Our aim at Foley Infant Academy is to deal with incidents of disruptive or inappropriate behaviour that avoids shame. We foster a culture where children have the chance to reflect upon the impact that their behaviour has on other people and adults in the classroom.

Rights and Responsibilities (Underpinned by UNICEF)

Right to an Education		Right to be Treated with Respect	
Pupil's Responsibilities	Complete activities Allow others to learn Work towards targets Try your best	Pupil's Responsibilities	Be kind and caring to others Don't be rude or mean Listen to others Treat others as you like to be treated
Right to Relax and Play		Right to Feel Safe	
Pupil's Responsibilities	Play kindly Play fairly Tell the truth Use equipment correctly	Pupil's Responsibilities	Don't bully others - report bullying Help others Follow rules Keep our school tidy

Our School Rules

Based on children's rights and in collaboration with staff and pupils, Foley Infant Academy has five behaviour rules that underpin our whole behaviour approach. These rules can be seen upon on display in every classroom and in communal areas around school.

Our School Rules					
Rule	 <i>We are kind</i>	 <i>We are responsible</i>	 <i>We work hard</i>	 <i>We are safe</i>	 <i>We are respectful</i>
What does the rule look like?	We look after people and get on with each other We use kind words and keep our hands and feet to ourselves	We look after our school environment and our property We take responsibility for our actions	We try our best in our learning and take pride in our work We are resilient when things are hard	We walk sensibly around school We make good choices on the playground	We listen when others are talking We are polite to everyone

Children have a right to:

- A clear set of guidelines and high expectations of their behaviour
- Be able to learn and play without undue disruption so that they can make positive contributions to their school and the wider community
- A fair, consistent approach to behaviour from the school
- Be listened to
- Be spoken to with respect

Adults working in the school have a right to:

- Be able to work and teach without undue disruption
- Insist on a high standard of behaviour from children
- Receive help and support from others when dealing with and helping to modify unacceptable behaviour
- Have all reasonable instructions followed
- Be told the truth when investigating incidents of unacceptable behaviour

Parents/carers have a right to:

- Regular information and consultation with the school about their child's progress and behaviour
- A clear set of guidelines and expectations for their children's behaviour in school
- Early notification from school of any problem with their child's behaviour
- Opportunities to help the school address their child's behaviour
- Be treated and spoken to courteously by others

Behaviour pathway – acknowledgements and sanctions

To ensure clarity around behaviour expectations at Foley Infant Academy we link behaviours to colours. The colours are gold, green, amber and red. This enables us to have clear, meaningful dialogue with pupils about their behaviour choices and gives consistency around acknowledgements and sanctions.

The following table identifies the possible behaviours at each level and the resulting acknowledgements and sanctions:

Behaviours	What does this look like?	Acknowledgements/Sanctions	
		EYFS	Key Stage 1
Gold	<ul style="list-style-type: none"> Going above and beyond the normal expectations—going the extra mile Moments of magic—exemplary behaviour and attitude to learning Consistently green behaviours over time Being a great role-model to their peers 	<p>Children who demonstrate golden behaviours linked to specific values and/or behaviours each week will be chosen as a Values VIP by their teacher. One child will be chosen each week.</p> <p>Winners will be announced in assembly, given a special certificate and a special VIP sticker. Names will be announced weekly on the school newsletter.</p> <p>Post COVID – Additional weekly awards with the head will be able to take place.</p>	
Green	<ul style="list-style-type: none"> Following the school rules Being a good role model to their peers Positive attitudes to learning 	<p>There are many ways in which we acknowledge positive behaviour choices. These include:</p> <ul style="list-style-type: none"> Positive reinforcement – smiles, praise and encouragement Verbal/written praise to parents/ carers about their child/children Sending children to other staff members for recognition of their efforts Assembly awards (including Chef Bear for lunchtime behaviours) Family group points Stickers Rewards specific to individual teachers Fortnightly whole class reward 	
Amber	<ul style="list-style-type: none"> Not following school rules Low-level disruption—not listening, not fully engaged in learning, rough play, running in school, not being kind or respectful 	<p>Verbal reminder of the school rule “At Foley, we are kind and we use kind words”</p> <p>Verbal warning from staff and reminder of positive choices, the school rules and the consequences for continued behaviours</p>	
	<ul style="list-style-type: none"> Continued amber behaviours and no response to verbal warning 	<p>During lesson time:</p> <ul style="list-style-type: none"> Child not allowed to go in specific areas of the classroom linked to behaviours Time out within classroom Sent to year group partner class for 5 minutes time out <p>Following lesson time - discussion with staff regarding behaviours</p> <p>Regular amber behaviours to be communicated to parents/carers</p>	<p>Following lesson time - 5 minutes reflection time at the start of break or lunch to reflect upon behaviour choices and discuss positive alternatives</p> <p>At lunchtime/break time children will have time in with staff to think about/discuss their choices – this will be communicated to teachers at the end of lunch</p> <p>During lesson time - sent to year group partner class for 5 minutes time out</p> <p>Regular amber behaviours to be communicated to parents/carers</p> <p>Reflection with Head of School during fortnightly reward time</p>
Red	<ul style="list-style-type: none"> Serious breaches of school rules - defiance, acts of verbal or physical aggression towards staff or children, leaving the classroom without permission, damage to property 	<p>Reflection time and discussion with staff regarding behaviours</p> <p>Possible discussion with Head of School</p> <p>All red behaviours to be communicated to parents/carers</p>	<p>Reflection time during break or lunchtime and discussion with Head of School during fortnightly reward time</p> <p>All red behaviours to be communicated to parents/carers</p> <p>Possible next steps/sanctions for ongoing red behaviours:</p> <ul style="list-style-type: none"> Individual behaviour plan Internal isolation Fixed term exclusion Permanent exclusion

Lunchtime Behaviour Procedures

Lunchtime supervisors are only able to support children effectively by applying strategies and processes that promote an orderly, positive and supportive environment. Lunchtime supervisors will follow the school's behaviour policy and behaviour pathway during lunchtime.

'Chef Bear' is awarded in our Fab Friday assembly at the end of each week. A class, who have demonstrated excellent manners, good behaviour choices and great lining up, will be chosen each week by the lunchtime supervisors.

It is important that all staff employed by Foley Infant Academy are given the opportunity to feedback to class teachers. Class teachers and lunchtime staff will develop their own communication procedure to feedback on lunchtime behaviour when the bell rings for the start of afternoon learning.

Additional information

Stages of the pathway should not be skipped, except in 3 specific instances:

1. Where the child is putting themselves or another in imminent or actual danger of physical harm
2. Where the child swears at an adult
3. When a child uses language that discriminates (racist or homophobic).

In all three of these instances, the child should be accompanied to the Head of School or the Head of School should be called for.

In some cases children will need to be sent directly to the Head of school. In this case the child will always have the opportunity to explain what they think has happened and why. The incident will be investigated by the Head of School.

Persistent Challenging Behaviour

For some children, an IBP (Individual Behaviour Plan) may be needed to support children with making the right choices. An IBP will be written and a behaviour tracker will be set up. It will include specific targets and rewards agreed by the child, class teacher and Special Educational Needs Coordinator (SENCo). The tracker may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period.

Children with social, emotional and mental health difficulties

For some pupils, additional provision will need to be put in place to identify their additional needs and support them to follow the behavioural expectations of the school community. Such support will clearly seek to identify the underlying causes of such behaviour.

Within the school there will be a small number of children who have social, emotional and mental health difficulties. These children will have targeted provision to support them. In addition, they may have a Special Educational Need and have additional support. These children will have individual behaviour plans and personalised behaviour pathways to support them whilst they are in school to try and achieve their full potential. The processes outlined within this policy will be applied but may need to be modified to support the individual needs of the child. This will need to be clearly understood by the child themselves, adults within the school and the other pupils within the class. If outside support is needed to modify behaviour routines and expectations, the SENCo, along with the agreement of parents or carers, will make referral to outside agencies to access support for the child.

Serious incidents

In cases of extreme behaviour, including physical violence, vandalism, theft, sexually inappropriate behaviour, racism or persistent defiance, Head of School will intervene immediately and a behaviour log will be completed by staff. Parents will always be informed of these types of behaviours.

If behaviour is deemed more serious, there may be need for a greater sanction. This may include internal isolation, where the children will work in a safe space away from their classroom for a period of time; fixed term exclusions or permanent exclusion. Parents will always be informed of this through communication with a Head of School.

Exclusion

A child can be excluded for a fixed term for behaviour including physical violence, disruption, verbal abuse, defiance, racial abuse or bullying. The decision to exclude can only be made by the Head of School.

On the child's return to school, parents must attend a meeting with a Head of School to discuss a reintegration plan which both supports and monitors the child.

Permanent exclusion

The decision to permanently exclude can only be taken by the Head of School. A decision to exclude pupils permanently should only be taken:

1. In response to serious breaches of the school's behaviour policy: and
2. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Behaviours that warrant **permanent exclusion** include continued disruption, physical assault, possession of a weapon, sexual abuse/assault, supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, can lead to permanent exclusion. The Pupil Discipline and Complaints Committee of the Governing Body will be involved in permanent exclusions. In serious cases, the police may be informed by the Head of School in order to seek advice and prevent further escalation of the problem.

Physical Intervention

It is the responsibility of all staff to follow the guidelines published by the Department for Education for 'The Use of Reasonable Force in Schools':

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff must ensure that they read this documentation.

Monitoring

In order to support those children that are at risk of exclusion, the school monitors behaviour in order to support those pupils at risk of exclusion and to look for patterns in behaviour. The outcomes are reported to governors. Children who are close to exclusion will be offered an individual behaviour plan in consultation with their parents.

Bullying Incidents

The school has a separate policy for dealing with incidents of bullying. Incidents of bullying are recorded on specific forms and followed up by the Head of School.

Racist Incidents

These are recorded, logged and monitored by the Head of School.

Other forms of Discrimination Incidents (e.g. homophobic discrimination)

These are recorded, logged and monitored by the Head of School. Through our SMSC and PSHE policy we aim to teach children tolerance of others and respect for the beliefs, lifestyles and personal choices of individuals. We do not tolerate any form of discrimination.

Policy Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive environment, where learning is nurtured and encouraged in a happy, caring and fun way. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.