



## Behaviour Management Policy.

Date approved by the Full Governing Body: - November 2023

Date of review: - November 2024

### **Our vision.**

*Alton Infant School is a Rights Respecting School and all are welcome, accepted and included. Through high levels of care and compassion, we aim to provide an education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.*

### **Principles.**

- To treat all members of the school community with the utmost levels of dignity, inclusivity, welcome, acceptance and respect.
- To create the best holistic learning environment through positive behaviour, teamwork and co-operation.
- To encourage and celebrate positive behaviour amongst pupils.
- To value each and every member of the school community as unique and take every opportunity to recognise individual characters, talents, skills and achievements.
- To manage challenging behaviour diagnostically, with consistency and through interaction with the child.

Our aim is to help children to become self-disciplined and take responsibility for their own behaviour. We focus on positive and acceptable behaviour and the personal fulfilment that this gives to the individual. The development of social skills, strong values and high self-esteem within a highly inclusive, accepting and compassionate school community, underpin this policy and therefore result in positive behaviour across the school.

As a Rights Respecting school children are taught to understand and respect the rights, values and beliefs of every individual, including themselves, following the principles based on the United Nations Convention on the Rights of The Child. This then fosters a culture of positive behaviour and a strong knowledge of each other's rights within the school community.

As members of the school community pupils have a responsibility to make a positive contribution to the life of the school. In order to create a secure and positive learning environment for all, we expect the children at

Alton Infant School to try their very best to work and behave within the Learning Behaviour Values (see below).

***For example, we expect pupils to:***

- Help teachers to make the classrooms pleasant, clean and tidy.
- Help and care for each other.
- To be honest and truthful when speaking to both adults and their peers.
- Respect the buildings, grounds and resources.
- Be polite and courteous to peers, members of staff and visitors to the school.
- Be respectful towards others and the property of others.
- Move in and around the school in an orderly and safe manner.
- Be respectful of each other's backgrounds and family life-not offending by word or deed.
- Follow instructions from adults.
- Follow agreed classroom codes of conduct.
- Always put their best into their school work and daily lessons.
- Be considerate towards others.

***In order to enable positive behaviour we therefore provide:***

- A happy, safe, forgiving, and encouraging learning community.
- A learning community where individual character, giftings and talent are nourished and fully accepted.
- A school community in which we believe and articulate that all children are gifted and talented in their own unique and special way.
- Excellent adult and peer role models of caring, compassionate, accepting, respectful and co-operative behaviour.
- An engaging and enjoyable learning environment where individuals maximise their potential, skills and talents in all areas of school life.
- Vision, ethos and values that promote, recognise and reward achievement and positive behaviour.
- Acceptance and understanding by all adults in the school of a common responsibility for maintaining positive behaviour and promoting this policy.
- A holistic education that provides children with the foundational life-skills of living well together, caring for others and looking after our local and wider community.
- A set of Learning Behaviour Values, in character form, that are consistently applied and understood by all adults and children in the school. These Learning Behaviour Values, also underpin the school's focus on positive and acceptable behaviour and are permeated through all the different areas of school life.
  
- The Learning Behaviour Characters are: -

Curious Cat.	Brave Spider.
Resilient Tortoise.	Concentrating Caterpillar.
Reflective Ladybird.	Considerate Hedgehog.
  
- Steps towards positive behaviour that are consistently used throughout the school. These steps are:-
  - 1) Engaging quality first teaching that includes positive praise and is related to learning behaviours and values.

- 2) Appropriate adjustments to meet the needs of a particular child or group of children.
- 3) Consistent use of classroom management systems for positive reinforcement and managing consequences for low-level behaviour issues.
- 4) Time out from the classroom with Headteacher or Deputy Headteacher – See section on serious behaviours and subsequent consequences.
- 5) Working with parents and engaging with outside agencies. Please also see the school's Exclusions Policy with regard to formal sanctions in relation to this policy.

### **Reinforcement and Rewards.**

We also base our approach to behaviour management on a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is an effective and positive means of behaviour management.

We use praise effectively by:

- Positive reinforcement and encouragement of good behaviour.
- 'Catching pupils being good'.
- Appropriate individual class reward systems
- Celebration assembly awards.

### **Consequences and Sanctions.**

Although we have a positive approach to behaviour management, we also believe that consequences and sanctions for negative behaviour are a necessary part of managing behaviour.

#### ***Low level behaviours.***

These are behaviours that cause low-level disruption to other pupils and the teaching and learning within a classroom. For example, possible low-level behaviours could include: -

- Inappropriately calling or shouting out during a class lesson.
- Distracting others either verbally or physically resulting in the disruption of pupil learning.

#### ***Consequences for low level behaviours.***

Each year group has a child-friendly behaviour management system that includes rewards for positive behaviour and consequences and sanctions for negative behaviour. Please see below for further information: -

##### **Reception: -**

Each day all pupils start in the positive place of having their names on the Class Sun. If a pupil shows positive behaviour throughout the day, the class teacher will move the pupil's name up to the next level of the Class Rainbow. However, if a pupil shows any low-level disruptive behaviours, their name is moved to the Class Cloud and then any further low level disruptive behaviours can then result in a loss of privileges such as losing time during a special part of the day.

##### **Year 1: -**

Each day all pupils start in the positive place of having their names on the Class Sun. If a pupil shows positive behaviour throughout the day, the class teacher will move the pupil's name up to the next level of the Class Rainbow. The pupil is then awarded a sticker for being on the Class Rainbow which is then

added to the pupil's sticker chart. If this positive behaviour continues, the pupil is further rewarded by having their name moved to the highest level of the Class Star. However, if a pupil shows any low-level disruptive behaviours, their name is moved to the Class Cloud and then any further low level disruptive behaviours can then result in a loss of privileges such as losing playtime or golden time. If a pupil continues to behave in a way that keep them on the Class Cloud, they will be removed into another classroom for five minutes 'thinking time'.

#### Year 2: -

Pupils are given appropriate rewards throughout each day for positive behaviour. However, if a pupil shows any low-level disruptive behaviour they are initially given a verbal warning. If the low-level disruptive behaviour continues, the pupil is moved to a different place in the classroom. If a pupil continues to behave negatively, they will be removed into another classroom, or space outside of the classroom, for some 'thinking time'.

#### ***More serious behaviour incidents.***

These are incidents that are more aggressive both verbally and physically and could potentially cause damage or injury to adults or children. As a consequence of these incidents, pupils will be removed from the classroom, learning space or outside area into a safe space by a member of the Senior Leadership Team or those trained in the Team Teach behaviour management techniques. The removal of a pupil will be in line with the school's [Physical Restraint Policy](#).

At Alton Infant School, we have a zero-tolerance approach to **child-on-child abuse, sexual violence and sexual harassment**.

We are clear that child-on-child abuse, sexual violence and sexual harassment is not acceptable, will never be tolerated and that it is not an inevitable part of growing up.

**For our school response to child-on-child abuse, sexual violence and sexual harassment between children, please see our [Child Protection Policy](#).**

#### ***Exclusions.***

Permanent exclusion or suspension for a fixed period of time will be used as a sanction in order to create a calm, safe and supportive environment where both staff and pupils can work in safety and are respected. Alton Infant School recognises that permanent exclusion or suspension for a fixed period of time are sometimes a necessary part of a functioning system where not all pupil behaviour can be amended or remedied by pastoral processes or consequences within the school.

A decision to exclude a pupil will only be taken by the Headteacher or, in his absence, the Deputy Headteacher in response to serious breaches of a school's behaviour policy and/or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including staff, in the school.

Types of circumstances that may warrant a suspension or permanent exclusion include: -

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.

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- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

**For further information please see our [Exclusions Policy](#).**

This policy also has links to the following policies: -

Child Protection Policy  
Safeguarding Policy  
Anti-bullying Policy  
E-Safety Policy  
Exclusions Policy  
PSHE Policy  
Relationship and Health Education Policy  
Physical Restraint Policy