



Dudley Infant School Behaviour Policy

Our values:

At Dudley Infants we believe that the infant years cover an important period of change and development in children's thinking and in their ability to make sense of the world. At Dudley Infants we enable children to learn and develop through experience. Mistakes are an essential part of their development. We work together with parents and carers to guide the children on this journey.

Our Expectations at Dudley:

We expect consistency, high standards in work and behaviour, politeness and consideration to others.

We provide: fun, creativity and challenge.

We promote: independence and self-esteem, an atmosphere of caring and sharing.

We respect: individuality, **tolerance** of others' beliefs and open-mindedness

Our school has a symbolic moral character who reminds the children of the school expectations.

Meet Dudley...



he says, '*Care and share*'

You will see his face around the school. Your child may come home with a Dudley smile sticker when they have worked particularly well with other children and been kind and caring.

To encourage class identity each class votes for a tribal class name at the start of the academic year and this is reflected through the school's reward system.

Rights and responsibilities

We have a positive approach to behaviour management and learning.

We believe that children, staff and parents have the right to be happy and safe in school, to be respected and to learn together in an atmosphere which is supportive and the responsibility to ensure that these rights are safeguarded.

Social and emotional development

We support the social and emotional development of our children across our child-centered, creative curriculum. Social and emotional aspects of learning is specifically taught through assemblies, circle time, PHSE (personal health and social education) and the *working with others* curriculum and is supported through teaching, modeling, acknowledging and rewarding desirable behaviour.

School Rules

It is useful for children to have a framework to encourage good behaviour. School rules are an important part of this framework.

Dudley says:



- *Be kind and care and share*
- *Listen to each other*
- *Be helpful and polite*
- *Look after ourselves, each other and the school.*

At the beginning of the school year each class agrees a set of rules that reflect the school rules. The teacher and teaching assistant work with the children to ensure that they understand what the school rules mean and what good behaviour looks like. The classroom rules enable the class group to work well together, develop independence and establish routines for different activities and times of the day.

To encourage independence and develop a sense of responsibility, children will be provided with opportunities to take responsibility, for instance, as classroom monitors, playground helpers, buddies and school council members. Children are taught to say 'Stop. I don't like it' if they feel uncomfortable.

Rewards

To encourage positive behaviour children are rewarded when they meet Dudley's high expectations of behaviour. We have a variety of rewards for the whole class, tribal groups and individuals. Examples include:

- Smiles and specific praise
- Celebration of achievements and successes
- Individual tribal star cards are exchanged for a Dudley smile sticker from the Headteacher
- Individual stickers during lessons and lunchtimes
- Tribal certificates are issued at the weekly Celebration Assemblies
- Whole class cubes in a jar are exchanged for a class treat voted for by the children for example, extra playtime, a special class party or activity
- Whole school weekly singing cup

Where a child's behaviour has been exceptional, and has made Dudley proud, parents will be informed at the end of the day in order to share and celebrate.

Sanctions

Where a child makes a wrong choice which results in inappropriate behaviour, a range of options are available which include:-

- Positive correction e.g. *I'm surprised that a kind girl like you Katie is finding it difficult to share. Share the coloured pencils please*
- Warnings (verbal and visual i.e. yellow card, red cards).
- Red cards will always be issued when a child is physically or verbally aggressive to another or very disruptive to the learning of others
- Where red cards are issued, the headteacher and parents will be informed and strategies agreed to support the child.

Where a child does not heed a yellow card warning, they will be issued with a red card which will result in a fixed period of time-out to reflect on the consequences of the choice made.

Where appropriate, a child may be asked to work in a paired class until the end of that session.

Where a child exhibits behaviour which puts the safety of themselves or others at risk, the child will be supervised and taught separately from the class until the end of the session or day. On very rare occasions a fixed term exclusion may be issued.

In order to encourage a consistent approach both at school and at home, parents will be informed if a child is given a red card. Where possible, staff will have a quick word with parents at the end of the school day. Alternatively, a note will be entered in the home-school reading diary.

Support for children who need additional support

Some children will on occasion need additional and different support to help them to manage their own behaviour this may be due to a special need, condition and particular circumstances. This support may include some or all of the following:

- An adapted behaviour management system with customized rewards and sanctions. e.g. some children need very specific targets with more immediate reinforcement.
- Peer support e.g. circle of friends, buddying, friendship bench
- Small group work
- Individual mentoring
- Support from outside agencies e.g. Behaviour Support Service, Educational Psychology Service Therapeutic Intervention Service

- Family/school liaison
- Children's Centre

The school will work in partnership with parents and carers to agree and monitor the impact of interventions.

Where there is a risk of a child being excluded the school will put a pastoral support plan in place which will summarise agreed interventions and how the parents, school and any outside agencies will support improvements in the child's behaviour. Progress will be closely and monitored and the plan frequently reviewed.

Working in partnership with parents

We are committed to working with parents and carers as partners. The school behaviour policy will be shared with all parents who are new to the school. Parents will be asked to sign a home school agreement

We inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process to the school governors can be implemented.

Transition

Change is potentially stressful. Dudley Infants has connections with local East Sussex early years providers and primary/junior schools. We have a particularly close working relationship with All Saints Junior School. We have a programme to support the transition of children into Dudley or onto Key Stage Two. Where it is anticipated that children may face particular challenges at transition individual support packages perhaps involving additional visits, social stories etc. will be put into place.

Bullying and racist incidents

At Dudley Infants we want all children to feel safe. We support children to develop positive friendships. Where there is unkind, unsafe, conflict behaviour a restorative approach will be taken by staff to encourage children to understand the impact of their behaviour on others and to find a way to put things right. We want children to learn by their mistakes. Where racist language or behaviour this will be challenged in a way that is appropriate to their age and stage of development. The child will be taught appropriate ways to express anger and upset and seek the support of an adult.

This policy will be reviewed by all staff and shared with governors and parents on an annual basis.

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