

BEHAVIOUR POLICY



We believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

Killamarsh Infant and Nursery School

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Killamarsh Infant and Nursery School

Behaviour Policy

AIMS

At Killamarsh Infant and Nursery School, we believe that children should have a positive, caring and secure environment in which to learn and to develop their social skills.

To encourage and ensure such an environment at Killamarsh Infant and Nursery School, our aims are as follows:

1. To encourage positive, caring attitudes towards each other;
2. To develop an awareness of the needs of others;
3. To develop confidence, self-esteem, independence and self-discipline;
4. To develop qualities of co-operation and leadership: the ability to make decisions and to work as part of a team.
5. To develop the importance of honesty;
6. To develop an atmosphere conducive to learning;
7. To encourage respect for both their own, and other people's property, and to engender a respect for the environment.

INTENTIONS

At Killamarsh Infant and Nursery School we believe that the emotional well-being and the social development of children reflects directly on their ability to learn and participate in school life.

At Killamarsh Infant and Nursery School we therefore intend :

1. To ensure that all staff, children and their parents are aware of our aims and the school policy.
2. That every member of staff will ensure every child receives the support and positive encouragement needed to develop as an independent, caring, individual.
3. That the school will provide a secure, learning environment and be aware of each child's needs.
4. This policy should be considered alongside the anti-bullying, physical intervention and exclusion policies.

Rewards

1. Non-verbal signals from adults and/or peers e.g. smiles and thumbs up.
2. Verbal praise from adults and/or peers.
3. Recognition using stars and stickers in line with the school's marking and assessment policy.
4. Show their learning to a chosen adult/Headteacher.
5. Choosing toys and friends to play with and having responsibilities e.g. a special job.
6. An entry in the school's gold book on view for parents and children with a certificate to be presented to the child during the Friday Celebration Assembly.
7. The child to take part in twenty minutes of Golden Time activities each week, held on Friday afternoons linking to the school reward chart.

Certain specific behaviour are unacceptable, these include:-

- Persistent defiance or disruptive behaviour
- Persistent hitting, kicking, punching, biting, spitting or/and swearing.

These behaviours could result in a fixed term exclusion (see Exclusion Policy).

This includes if children are found to be a serious danger to themselves and others.

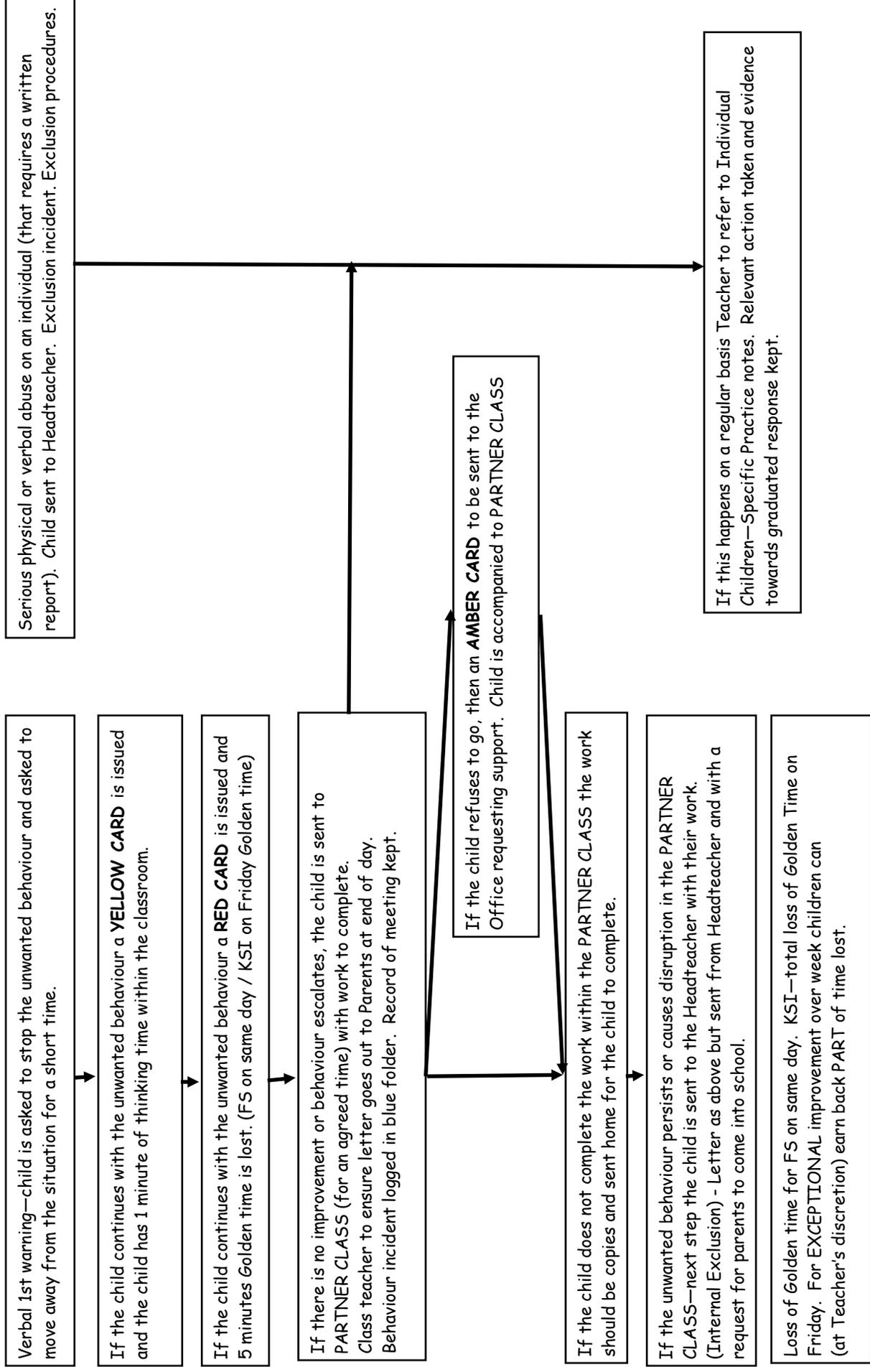
INDIVIDUAL CHILDREN—Specific practice

As a whole staff:-

1. Consider why difficult behaviour happens. Should any changes be made within the classroom?
2. Consider what sort of behaviour you are working with. Is it rule breaking, in appropriate, attention seeking or a mixture?
3. Discuss with Behaviour Co-ordinator, the appropriate response and plan e.g. "When this happens we will respond like this".
4. Remember to focus on only one or two behaviours.
5. Decide what you can ignore and what you can respond to, and how.
6. Decide when could be the best times for this child to encourage co-operation.
7. Write down your behaviour plan for the child for reference and consistency between staff.
8. Decide on a simple, user-friendly recording system.
9. Decide when and if the parent will be contacted.
10. Decide how you will informally, but regularly review and support each other.
11. Set a formal review date to decide whether:
⇒ No more input needed; More of the same needed or Involve other professionals now.
12. Make sure there is a paper trail—graduated response.

The need to make a sanction list and flow chart of response with staff.

BEHAVIOUR FLOWCHART



If the child refuses to go, then an **AMBER CARD** to be sent to the Office requesting support. Child is accompanied to **PARTNER CLASS**

If this happens on a regular basis Teacher to refer to Individual Children—Specific Practice notes. Relevant action taken and evidence towards graduated response kept.

Children achieving Gold all week to receive a sticker on card.

Parents to be kept informed throughout—verbal feedback/letters and if appropriate Specific to child as stated on behaviour plan.