



## Falconer's Hill Infant School Behaviour Curriculum

*"It is the everyday habits of adults that provoke a change in pupils' behaviour."*

## Behaviour Curriculum

At Falconer's Hill Infant School, our behaviour curriculum details how we support children to give them the best chance of success.

### Overview

At Falconer's Hill Infant School, we have high expectations of behaviour. Our aim is to provide a calm, safe environment for children, where they can feel safe, loved and happy and therefore, have the best opportunities for learning and positive wellbeing.

We are committed to ensuring the safety and welfare of all pupils and believe it is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos.

Through the promotion and teaching of the school's and the trust's values, pupils learn to follow their moral compass, helping them to become good citizens and take advantage of the opportunities offered in the curriculum as they become secure, confident and independent learners.

Our behaviour and values curriculum outlines the behaviour we expect at all times. Pupils in our school follow three simple rules:

1. No hurts
2. Stick together
3. Have fun!

### Our School Values

1. Safety
2. Responsibility
3. Friendship
4. Honesty
5. Cooperation
6. Respect

Pupils are informed of the wide variety of rewards available to them through our behaviour curriculum, and the steps that can be expected if they choose not to do so. These rules apply all day, every day in every situation – including in the playground or on school trips.

We believe that all pupils and staff have the right to always feel safe in school without undue disruption or harassment. There should be mutual respect between staff and pupils and between each other.

### **Aims of our behaviour curriculum:**

- To create consistent expectations of good conduct, self-discipline and respect throughout the school so all pupils are able to learn and play in an environment free from disruption.



- To create a calm, purposeful and happy learning environment where all pupils feel happy, safe and loved.
- To create a culture and practice of always trying to understand why a child is behaving in any particular way.
- To foster positive, caring attitudes towards everyone, where honesty is valued and achievements at all levels are acknowledged and celebrated



- To foster a culture of positive praise, reinforcement and celebration, teaching children the strategies required to succeed and change their behaviour.
- To ensure all children are safe from all forms of bullying.
- To ensure children are safe from all forms of sexual violence and sexual harassment.
- To encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline and the ability to co-operate and lead their own learning.
- To work in partnership with parents/carers in dealing with any behavioural issues.
- To lead by example in the way that we treat each other and the children in our care.
- To give every pupil the best chance of success in all aspects of their school life



## **Roles and responsibilities:**

### **The Head Teacher and Deputy Head Teacher**

- The Head Teacher and Deputy Headteacher are responsible for reviewing and approving this behaviour policy.
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- The Head Teacher and Deputy Headteacher will ensure that the effectiveness of this policy is evaluated and revised accordingly.

### **Staff**

Staff are responsible for:

- Teaching pupils what good behaviour looks like.
- Managing behaviour effectively to ensure a calm and safe learning environment:
  - Have clear rules and routines for behaviour in classrooms, take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
  - Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and on rare occasions consequences consistently and fairly.
  - Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
  - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary (Teacher Standards, DfE, 2011).
- Implementing the behaviour policy consistently, recognising that some pupils may need additional support to reach the expected standards of behaviour and doing this in a positive and supportive manner.
- Modelling positive behaviour and being a role model at all times.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- The senior leadership team will support staff in responding to behaviour incidents
- Recording behaviour incidents promptly.

### **Parents**

Parents and carers, where possible, should:

- be familiar with the school behaviour policy and reinforce the policy at home
- work in partnership with the school to celebrate successes
- work in partnership with the school to support their child/ren to reach the expected standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific

behaviour interventions)

- Liaise with the school's family support worker where necessary

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Know and understand behaviour expectations
- To take responsibility for their own behaviour
- Contribute to discussions about the school's behaviour culture

### **Encouraging Positive Behaviour**

We fundamentally believe that positive behaviour and motivation has a greater impact on our pupils' behaviour than sanctions. We recognise that rewards are a very effective way of changing behaviour.

We will always seek to greet each pupil personally on the door as they arrive to show them that they are valued and set a positive tone for the day. At FHIS we actively seek to recognise all good behaviour and successful choices with positive praise. Some of these moments of recognition will be immediate while others will build over time, such as a weekly or termly award.

Below are examples of some of the recognitions and rewards that our pupils might receive:

**Values Bottle Tops** - when children display our school values they are acknowledged by adults around the school and praised for showing that value. They are rewarded with a 'value vase bottle top' which goes into their class values vase. Once this is full then the class receive a celebration or treat, which is decided by the children. This full vase is taken to the hall by school council and added to the whole school value vase. The amount of bottle tops is celebrated in Values assembly each Monday. Once this is full then the whole school earn a treat which maybe a visit from a theatre company or puppet show for example.

**Superstars**- super star tokens are given to any child who goes above and beyond in their learning or attitude.

**Stickers**- stickers are given to children who may need recognition or as an incentive.

**Star of the Week-** the Headteacher/member of SLT will award this certificate in celebration assembly to two members of each class each week as nominated by the class teacher. This award is given when a pupil goes truly above and beyond.

**Postcards home-** these are sent home to parents to acknowledge a child who has gone above and beyond in learning or behavior. These are sent by the Headteacher or member of SLT.

**Whole School Values Celebration** - this is to reward the whole school for filling the values vase in the hall.

**Class Values Celebration** - this is to reward a class for filling their class values vase with bottle tops they have earned through displaying the school's values. The class will choose their treat. Options will be decided then as a class they will make a democratic vote.

### **Behaviour signals and language**

Across the school, all staff use the same behaviour signs, signals and language which have been adopted from the Ruth Miskin RWI programme that is used in school. As a school, we use Widget to support inclusion and where possible this shared language is visually displayed using Widgets on lanyards:

- The stop/team signal hand signal
- 'Magnet eyes'
- 'Listening ears'
- 'TTYLP' turn to your learning partner
- 'TTYTP' turn to your talk partner

The 'ready position' is used when first in the hall for multi skills to show the coach you are ready to start and listen.

The intermittent whistle to signal playtime is ending. This is also a signal for all equipment to be put away and for children to come onto the big playground.

A long whistle is then used to signal the end of playtime. Children will then line up in single file by their class leaf ready to be counted by staff. Once all children are in the line, they walk back into school silently

### **School Council**

In the Autumn term there is an assembly explaining the role of the school council. Pupils can then nominate themselves and say why they would make a good member. Ballot papers are created and then the class vote for their representative. Pupils will have the chance to represent our school by joining our FHIS School Council.

When enrolled into the school council they can wear their badge with pride on their jumpers. School council meet most weeks. They have special roles and responsibilities within the school.

### **Behaviour Escalations**





We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow.

We recognise that it is important to teach our children what great behaviour looks like and to support them in making the right decisions. However, we realise that there are times that children struggle to make the right choices and need us to work with them to co-regulate their behaviour. In this case, these children will have access to bespoke behaviour plans, which may include carefully targeted reasonable adjustments to reinforce positive behaviour

At Falconer's Infant School, we use a range of supportive techniques to prevent and manage misbehaviour including:

- Acknowledge feelings
- Give them a choice
- Being consistent
- Model desired behaviour
- Listening

If a child is repeatedly not meeting the school's expected behaviour standards or following the school rules, then a behaviour incentive may be introduced by the class teacher. This may be in the form of a sticker or goals chart and is devised with the child and parents/ guardians. The targets set out are clear, concise and achievable. This is then shared daily with adults at home and focusses on the positives only. It is reviewed every six weeks and eventually phased out.

In some cases, where behaviour is persistent, a child may be put on a formal behaviour plan. Parents will be invited in and work with the teacher to create smart targets with incremental steps. A formal behaviour plan should be reviewed every two weeks.



## Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Breaktimes and Lunchtimes

The same steps as outline above should be followed. If a child displays undesirable, then the adults should ask the children to take reflection time in the calm corner or stay with them. If a child is having a difficult playtime/lunchtime, then adjustments should be made, such as getting them to be a helper, the adult supporting the game with friends or encouraging to play with other friends.

Teachers should inform other members of staff about pastoral needs that may need additional support throughout lunchtimes. Persistent behaviour should be monitored to identify if there is an underlying need that needs to be met or if reasonable adjustments need to be made. Persistent behaviour should be passed on to class teacher and SLT with a log of what has happened, reflections and the support given to address the behaviour.



## Restorative Practice

Our school strongly believes in providing opportunities for restorative conversations and opportunities for reflection to help improve behaviour. While the practices might change slightly for individual pupils, a basic script is adopted by all our adults and used with the majority of all our children.

Below is an example script that will be used with pupils to scaffold conversations with children. It follows the principles set out in Paul Dix's book, *When the Adults Change, Everything Changes*.

*\*\*Intervention Script - Effective 30 second intervention Gentle approach, personal, non-threatening, side on, eye level or lower.*

*I noticed you are... (having trouble getting started/wondering around the classroom) It was the rule about... (lining up/staying on task/being safe) that you broke.*

*You have chosen to... (move to the back/catch up with your work).*

*Do you remember last week when you... (arrived on time every day/got a positive postcard)?*

*That is who I need to see today... Look around the room with a view to catch somebody following the rules. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.*

*Thank you for listening (Then give the child some take up time).*

### Conversation Following a Reset:

We use the following conversation structure with a child and member of staff following the completed period of reset:

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

Age appropriate resources will be used to allow all pupils to access a version of this conversation that is understandable to the child.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section above). The school uses MyConcern to record serious behaviour incidents and SLT regularly analyse behaviour data to identify possible contributing factors and to inform policy, practice, staff training needs and pupil support.