

# Summerhill Infant School

## Code of Good Behaviour



## What should our school be like?

We want:

- To create a safe, secure and happy environment where children and adults can work and learn together.
- To create a sense of calm within the school which will allow children to learn and achieve high standards.
- To create a school where we praise achievement and reward success.
- To encourage children to have respect for themselves, each other, their property and their way of life.
- To encourage all children to develop self-discipline, self-control and independence.
- Everyone to understand that our behaviour affects other people.
- To ensure that children know and understand the need for our Golden Rules, Playground Rules and Classroom Codes.
- To ensure equal opportunities for all.
- To welcome the support of Parents/Carers and to encourage open communication in ensuring good behaviour in school.

## **How we can work together to encourage good behaviour in our school**

We can all work as a team to establish and promote the same expectations of behaviour.

- We can use a quiet voice and a calm manner to demonstrate appropriate behaviour.
- We can recognize and reward good behaviour to encourage children to succeed.
- We can create a happy, caring environment.
- We can create action plans to involve Staff, Children and Parents/Carers as appropriate.
- We can regularly talk about what works well and what we need to do differently to improve behaviour.
- We can use our House System to enhance our school community.

## **What can children do to help?**

We expect children to:

- ✓ Respect themselves, each other and the environment.
- ✓ Be able to work alone or with others.
- ✓ Keep our Golden Rules, Playground Rules and our Classroom Codes.
- ✓ Do all their class work and homework as well as they can.
- ✓ Be enthusiastic learners.

## **What can children expect from the adults who work with them?**

- ✓ Praise and rewards for good behaviour.
- ✓ Team work to ensure that our Golden Rules, Playground Rules and Classroom Codes are kept.
- ✓ Adults who value children as individuals and appreciate their achievements.
- ✓ Clear expectations and boundaries.
- ✓ Adults who are prepared to listen and hear their views.
- ✓ Early intervention to ensure everyone is safe.
- ✓ A fair and clear response when things go wrong.

## How can Parents/Carers Help?

These are taken from our Home/School Agreement:

- Let the school know about any problems that might affect your child's learning or behaviour.
- Ensure your child attends school regularly, on time and properly equipped eg PE Kit, Book Bag.
- Support the school's policy on behaviour by, for example, celebrating successes with your child, reinforcing any sanctions given and our policy of not retaliating.
- Share any concerns about your child's experience at school eg friendships, bullying, learning.

# Why do we have a Behaviour Code?

When children make unacceptable **choices** about their behaviour they must expect to face a consequence. This will vary according to the **circumstances** of the child and the seriousness of the behaviour.

# Positive Behaviour Strategies














**Positive Behaviour Management is the primary strategy used by all Staff at Summerhill Infant School. This is implemented daily through the use of:**

- Appropriately differentiated and engaging planning and curriculum delivery
- Giving children choices
- Frequent notice and praise of the positive behaviours used by children
- Modelling of the Golden Rules, Playground Rules and Classroom Codes through verbal discussion, displays, Assemblies and House Meetings
- Positive reinforcement of Key Learning Behaviours
- Good organisation/access to resources
- Reinforcing facial expressions
- Responsibility, providing daily opportunities for trust
- We will demonstrate a commitment to recognise and reward good behaviour.



## System of Rewards

- We also have a range of rewards which includes House Points, stickers and children sharing achievements with the Headmaster.
- In each Class individuals/groups will be awarded a token for the Class reward chart in recognition of good work or behaviour. These can also be awarded at a Class level, for example if the Class settled quickly after playtime. When the chart is complete the Class choose a reward, such as a party, time on the Trailblazer, an Art afternoon.
- Children may be rewarded a challenge Award, which is presented at Achievement Assembly. The whole school and Parents/Carers are invited to celebrate.
- The House System has termly awards for the House who collects the most points.
- Opposite are the Learning Behaviours we encourage the children to adopt to accelerate their learning. Teachers will reward these behaviours with silver, gold and platinum stars.

| Name  | Platinum 5HP    | Gold 3HP    | Silver 1HP                      | Bronze                       |  |
|---|---|---|---|--|--|
| <b>Listening</b><br>   | I am a brilliant listener and I enjoy listening because I know this will speed up my learning and mastery   | I always listen and this helps speed up my learning   | I always listen and this helps me learn   | I usually listen and when I do, this helps me to learn   | Not listening stops me and others from learning  |
| <b>Participation and Collaboration</b><br>  | I enjoy taking part in all class activities. I know that joining in all class activities helps me and others speed up our learning and mastery                              | I always join in class activities and my ideas speed up my learning   | I always join in with class activities and this helps me learn  | I usually join in with class activities and when I do, this helps me to learn                                  | Not joining in with class activities stops me and others from learning   |
| <b>Perseverance and Resilience</b><br>      | I enjoy challenging myself in and out of school and I know there will always be next steps in my learning   | I always rise to new challenges and know the next steps in my learning  | I can rise to a challenge and this helps me learn   | I usually rise to a challenge and when I do, this helps me to learn  | Not rising to a challenge stops me from learning new things.   |
| <b>Presentation</b><br>  | I know that presenting my work well will help others see what I have achieved and mastered  | I always take pride in my work and edit it to make sure it is my best effort  | I always take pride in my work and give my best effort  | I usually take pride in my work and try my best  | Not taking pride in my work stops others seeing what I am able to do.  |
| <b>Completion</b><br>                   | I enjoy showing others the key skills asked for in all my school work and homework and know this will help me master key skills and help others plan my next learning steps | I always show the key skills asked for in all my school work and homework and this helps others to plan the next steps in my learning | I always show the key skills asked for in my school work and this helps others plan the next steps in my learning | I usually show the key skills asked in my school work and this helps others plan the next steps in my learning | Not showing the key skills asked for in my school work stops others from planning the next steps for my learning |
| <b>Organisation</b><br>                 | I am excellent at organising my time and resources. I can recall and choose which key skills will help me show mastery  | I always organise my time and resources well, this helps me and others with me speed up our learning                                  | I always choose the resources I need. I use my time well, this helps me learn                                     | I usually choose the resources I need for my activity, this helps me to learn.                                 | Not organising myself stops me and others from learning  |

# The following are not allowed in school

- Bullying
- Fighting
- Swearing
- Name calling or teasing
- Running or shouting inside the school building
- Sweets
- Personal possessions eg toys and jewellery (unless requested by a member of Staff)
- Interfering with other people's belongings
- Dropping litter

# Steps in our Behaviour Code

| Step   | Action  |
|--------|---|
| Step 1 | Verbal Warning  |
| Step 2 | Name in Class Behaviour Book                                    |
| Step 3 | Sent to parallel Class or kept in for playtime for a short time |
| Step 4 | Sent to a member of Senior Leadership Team (SLT) or Headmaster  |
| Step 5 | Exclusion   |

**At each given step of the Behaviour Code children will be told what action will come next should they choose to continue displaying unacceptable behaviour and reminded of the positive behaviour expected.**

# Using the Behaviour Code

The Behaviour Code lasts one school day. The intention of this is that a child begins each school day positively and ready to learn.

The Behaviour Code can be entered at any point depending on the nature of the incident.

# Step 1 Behaviours

**Any of the behaviours will lead to a Verbal Warning**

Antisocial, crude behaviour (belching and passing wind)

Irritating noises

Chewing gum or eating sweets

Calling out and shouting

Rolling around on the floor at story time

Talking while the Teacher is talking

Fidgeting and rummaging

Dropping litter

Pushing another person out of the way

Misuse of the toilets and the wash areas

Wandering around the classroom

Swearing as part of general conversation

Wasting resources

Name calling

# Giving a Verbal Warning

Throughout implementation of the Behaviour Code Staff calmly and clearly speak directly to the child identifying the inappropriate behaviour. They may use phrases such as:

‘If you choose to carry on.....it will be a warning.’

‘If I look again and you are still choosing to...  
If I ask again...’

‘You are...it is...that is a warning.’

‘I am giving you a warning because...’

Reference will be made to the Learning Behaviours Chart. For example: **Not listening stops me and others from learning**

# Step 2 Behaviours

**Any of the following behaviours will lead to the child's name being added to the Class Behaviour Book**

- Spitting
- Spoiling other children's work
- Telling lies
- Unsociable behaviour at the lunch table
- Unhelpful, uncooperative behaviour
- Teasing or deliberately winding up other children
- Walking away from an adult when being spoken to
- Answering back or arguing with an adult
- Doing no work
- Misuse of classroom equipment (especially scissors and dangerous objects)
- Throwing or flicking objects in the classroom
- Swearing AT another person
- Interfering with another person's property



# Recording a Pupil's name in the Class Behaviour Book

- Write the child's name and date into the Class Behaviour Book and state the inappropriate behaviour displayed.
- Names remain in the Class Behaviour Book. This is part of the deterrent and acts as a supportive record for Staff, Senior Leadership Team (SLT) and should it be necessary other outside agencies.

# Step 3 Behaviours

Continuation of Step 2 Behaviours after a verbal warning and the Pupil's name being added to the Class Behaviour Book will lead to the Pupil being kept in at Playtime or removed to a parallel class.

- Pupils will be kept in for **a short time** at playtime or lunchtime.
- Pupils will be removed to a parallel class for **a short time**.

# Step 4 Behaviours

Any of the following behaviours will lead to the Pupil being sent to the Headmaster or SLT for an **In-House exclusion** (where the Pupil will complete the “Thinking about my behaviour” form which will be recorded in the Behaviour Incident Log). The Parents/Carers of the Pupil will be contacted.

- Refusing to go to the Headmaster, SLT or classroom
- Theft
- Vandalism
- Inappropriate touching
- Threatening or intimidating behaviour to peers
- Refusal to follow safety instructions
- Name calling related to gender race or appearance
- Racist or minority group remarks or behaviour
- Repeatedly breaking the classroom rules
- Leaving the classroom without permission
- Stone throwing or any dangerous play

# Step 5 Behaviours

Any of the following behaviours may lead to in-house exclusions, fixed period or permanent exclusions following LA (Local Authority) guidelines.

- Running out of school
- Bullying (ie repeated and persistent, threatening, intimidating or harmful behaviour)
- Physically violent behaviour (fights and physical attacks on others)