



Infant Behaviour Procedure

King's College School
The British School of Madrid

La Moraleja

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Children need to know it is normal to experience a wide range of emotions, both positive and more negative however they need to know that their emotions should not impact on other people wherever possible. Every child should have a strong sense of appropriate behaviour choices so that they feel safe, happy and ready to learn and can stand up for the values in an assertive and appropriate way. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

Our Purpose

In line with our behaviour policy is to provide simple, practical procedures for staff and students that:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use a reflective approaches whenever possible
- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Our Values

Our values link with the values, attitudes and attributes of High Performance Learning and our school ethos:

Behaviour Values	VAA	King's Ethos
Ready	Empathy	Honesty
Respectful	Agile	Faith
Safe	Hardworking	Courage

All Staff must:

- Take time to welcome students at the start of the day
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to our values

The Leadership Team must:

- Be a visible presence around the school



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- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Member of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

Displays and systems in class

1. There should be a behaviour chart in each class based on the rainbow with a pot of gold, sun and clouds. The children's names will move up and down according to their behaviour. All children start on the sun and move up and down with each day being a new day. The children's names can be on pegs or on laminated pieces of card. Charts are developmental so that by the end of KS1 the children can earn or lose golden time.
2. The charts look slightly different as the children move through the school but follow the same concept.



3. There should be an emotion display in every EYFS classroom for the children to use to regulate their emotions. The children should be aiming to be on the happy face and discussion will take place about ways they can calm themselves so they are on the happy face.

4. A record must be kept of how many minutes of Golden Time a child has lost on verbal comment.

5. Shining stars. This will be displayed on each class door. These are awarded to an individual for any extra special good behaviours. As a class their aim is to receive all the letters in the sentence shining stars to gain a class award. These awards need to be given out sparingly and the objective is to have a full sentence displayed on the door with glitter on each letter. The child who demonstrates an extra special behaviour can put glitter on their letter as a reward. When a class completes 'shining stars', they get an extra playtime or watch a youtube clip, that is decided upon by the class as a whole.

6. Values are to be displayed in every classroom- values should also be referred to when there has been a behavioural issue that needs addressing as a reminder of rights and responsibilities and how these might have been affected by an incident

Recognition for positive behaviour

Reward	Whom	Example of Behaviour Procedure	award
Verbal Praise Daily- Catch a child being good	Individual	<ul style="list-style-type: none"> Wonderful walking Lovely lines. 	Class Teacher/LSA Admin staff SLT
SLT Member Congratulations	Individual	<ul style="list-style-type: none"> Makes a good choice for behaviour Consistent positive behaviour Being a good friend 	Class Teacher/LSA
Daily Dojo Point(s)	Individual	<ul style="list-style-type: none"> Demonstrating the HPL VAAs x 3 Demonstrating HPL ACPs x 5 Honesty Healthy choices Tidying Up Use of English Teacher Choice Reset Weekly	Class Teacher Admin staff SL



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	in each	<ul style="list-style-type: none"> • Collaborative • Concern for Society • Confident - deal with new information/situations • Enquiring • Creative 	Class teacher/LSA and Head of Infants
Weekly Recognition Jar extra five minutes Golden/Shining Time	Whole Class Award	<ul style="list-style-type: none"> • Help others to feel welcome 	Children in class Adults in class SLT
Weekly 15 minutes Golden/Shining Time	Whole class Award	<ul style="list-style-type: none"> • Being empathetic • Demonstrating resilience • Honesty • Demonstrating perseverance • Tidying Up • Use of English • Teacher Choice 	Class Teacher
'Shining Star Sentence' to be displayed on the door as you enter class- Extra Playtime or Watch a YouTube clip	Whole class Award	<ul style="list-style-type: none"> • An outstanding act of kindness • Helps others to resolve a dispute • Substantial contributions to the wider school community 	Class Teacher SLT



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Levels of Consequences of making wrong choices

Level	Procedure	Example	Sanctioned by
One Behaviour choices that affect themselves negatively and interfere with others are unacceptable and are dealt	Reminder/ Choice Warning Cloud Sad Cloud- loss of 5 minutes of Golden Time* Calming Time (if	<ul style="list-style-type: none"> ● Continual poor listening ● Distracting others for example by rocking on a chair, continually shouting out, making silly noises ● Wandering around the classroom following several reminders, distracting learning ● Careless treatment of property/resources ● Flicking objects around the room although not hurting anyone, distracting from learning 	Class Teacher/LSA



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with kindergarten in *La Moraleja*

according to the nature of the incident or the needs/age of the child.

Follow up/
restorative
conversation

Parents
informed

*PN/N time out
to follow
incident

- Continually saying things that are inappropriate that may upset people
- Messing about in the toilets in a silly way e.g. messing around with water
- Rudeness to another child

- Persistent low level disruption
- Failure to follow instructions
- Misbehaving in the line
- Hurting children through rough play, unintentionally
- Deliberately hurting another child or adult physically e.g. hitting, kicking etc. PN, Nursery, Reception
- Throwing objects showing emotions are raised and rage PN, Nursery, Reception

Two to give clear verbal understanding of the rule that wasn't followed and as consequence why there has been a loss of GT. Reflection discussion to be held with the student acknowledging why.

Loss of Golden Time.
If incidence takes place in playground- loss of a playtime - followed up in Golden Time)

Parents Phoned

- Further unwillingness to cooperate/follow instructions showing negatively heightened emotions demonstrating negative impact on staff and pupils
- Rudeness to any adult that is explosive and shows rage
- Spitting, showing explosive behaviour
- Defacing others work deliberately to cause upset showing a lack awareness of the feelings of others
- Hurting other children for example biting (Reception onwards)
- Persistent inappropriate behavior
- Deliberately hurting another child or adult physically e.g. hitting, kicking etc. (Year 1 and 2)
- Stealing

Class Teacher

Head of Infants to be informed.

Three In school exclusion (seclusion) with Assistant Head of Infants

- Further unwillingness to cooperate/follow instructions showing negatively heightened emotions demonstrating negative impact on staff and pupils
- Bullying
- Racist comments or abuse
- Sexual comments or abuse
- Throwing objects showing emotions are raised and rage (Year 1 and 2)

Assistant/Head of Infants



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		<ul style="list-style-type: none"> ● Swearing when they are aware of their words and show anger (Year 1 and 2) ● Hurting other children (Year 2) 	
<p>Four Fixed of exclusion</p>		<ul style="list-style-type: none"> ● Continued verbal abuse to staff and others / verbal abuse to pupils ● Continued Physical abuse to/attack on staff/ Pupils (example fighting causing harm) ● Continued Damage to property ● Continued Theft ● Threatened violence against another pupil or a member of staff ● Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour. 	<p>Head of Infants</p>
<p>Five Permanent Exclusion</p>		<p>The decision to exclude a pupil permanently is a serious one and very rare in an infant school. There are two main types of situation in which permanent exclusion may be considered: The first is a final, formal step in a concerted process for dealing with behavioural offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. The second is where there are very exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence because they are so serious. This would be highly unusual in an infant school.</p>	<p>Head of Infants Head of School</p>

Recording Incidents

Where misbehaviour occurs with staff other than the child's class teacher, staff involved will communicate the incident to the class teacher and the class teacher is responsible for recording the incident on Isams. The exception to this is where misbehaviour occurs within a Spanish lesson. In this case the Spanish teacher will record the incident and notify the class teacher.

Level 2 incidents to be recorded on Isams- inf internal comment

Level 3 incidents to be recorded on an incident form and summarized on Isams



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Additional Information

[Appendix A: Explanation of Recognition and Rewards](#)

[Appendix B: Explanation of Consequences Procedure](#)

[Appendix C: Strategies To Support Our Behaviour Procedure](#)

[Appendix D: Children with social and emotional needs](#)

[Incident Form](#)

[Values, Attitudes and Attributes Poster](#)