

Waterthorpe Nursery Infant School



Behaviour Policy

October 2017

Approved by: Steering Committee

Date: 12/10/17

Next Review Date: Autumn 2018

WATERTHORPE NURSERY INFANT SCHOOL

BEHAVIOUR POLICY

At Waterthorpe Nursery Infant School we want to make sure children and staff are happy and secure. We want our children to behave well towards each other, towards adults and towards their parents.

We believe that good behaviour contributes to the standards of achievement and effective learning in the classroom. This is in accordance with our school aims.

Aims

We aim to:

- Promote an understanding of the moral principles that allow pupils to tell right from wrong.
- Encourage children to show respect for other people and their property and the environment.
- Encourage honesty and truthfulness.
- Give clear, consistent teaching about appropriate behaviour.
- Give constant encouragement and reinforcement.
- Involve children, staff, parents/carers and other professionals working together as a team.
- Lay the foundations for developing self discipline.
- Promote feelings of self-esteem, happiness and security.

Code of Conduct

As a result of consultation with children and adults the following whole school vision was established:

We make the journey for life long learning by pulling together to:

- **Learn and achieve**
- **Keep safe and happy**
- **Live healthily and enjoy ourselves**

This vision forms the whole school code of conduct, which we teach to all children.

In the Nursery, together we will help and encourage the child to keep the Nursery behaviour code:

- Everyone will speak to and behave towards others politely and appropriately
- Everyone will consider the safety of themselves and others at all times
- We will acknowledge and praise positive effort and good behaviour
- We will ensure the health, safety and well being of children at all times, liaising with parents/carers and outside agencies where appropriate

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In the Infants clear rules for the classroom and the playground are established and are taught to the children.

Our classroom rules are:

- Listen to grown ups and do as they ask
- Be in the right place at the right time
- Look after our things and each other
- Try hard to do our best work
- Take turns and share

Our playground safety rules within the Infant yard are:

We will:

- Remember our school rules
- Ask an adult if we need to go inside or need help
- Ask if we need to go to the toilet or the medical room

We will keep off:

- the bank
- the grass when asked to do so
- the railings and the gates
- the wall outside Red/Blue Bases
- the area behind the yellow lines near the windows

When the whistle goes we will:

- Stand still and look at the adult
- Walk to our line when the card is held up
- Stand quietly in our line

In Nursery (F1) visual symbols are used to support what we say to children. The following sanctions of bad behaviour are:

- Reminding the child of the rule and giving them a warning
- Time out
- Discussions with parents/carers and outside agencies if appropriate

Teaching and Learning

(i) We encourage good behaviour by:

- (a) Using praise frequently, giving a reason for the praise
- (b) Including behaviour in everyday teaching
- (c) Supporting each other to promote consistency and continuity
- (d) Helping the child to develop their own positive strategies to feel safe and secure
- (e) Encouraging children to accept responsibility for their own behaviour
- (f) Rewarding individuals and groups of children for behaving well

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Rewards and privileges may include:

- (a) Verbal and non-verbal praise
- (b) The use of stamps and certificates
- (c) Merit awards
- (d) Involving parents in praising children
- (e) Good behaviour awards, star of the week from each class, lunchtime certificates and playtime friendship awards, Mrs Abbey Award for being polite and helpful

(ii) We discourage inappropriate behaviour by:

- (a) Teaching appropriate behaviour
- (b) The wide use of positive, friendly supervision
- (c) Acknowledging good behaviour and commenting on it
- (d) Dealing with it as it occurs in accordance with the misbehaviour strategies

Our agreed strategies for initially dealing with misbehaviour may involve the following as appropriate:

- (a) Non-verbal signals, i.e. looks and gestures
- (b) Refer to the rules
- (c) Redirection, i.e. back on to the task
- (d) A reminder
- (e) A warning
- (f) Planned ignoring after discussion with the class
- (g) Ask children to explain their actions
- (h) Loss of privileges
- (i) Diffusing a situation

In F2 and Key Stage 1 a class visual recording system is used: 'the class sun and clouds' in order for children to see when they are misbehaving. (If a child improves their behaviour the class teacher can use the visual recording to move the child back to the positive symbol.) **All children start the day on the 'sunshine'.**

The children are taught the following sanctions are a consequence of bad behaviour:

- We will remind the child of the rule but **they will stay on the sunshine**
- We will give them a warning if they break the rule again within a space of time appropriate to the child's age and development. **This would mean that the child's picture is moved to the cloud.**
- If the behaviour continues **the child's picture will be put on the class 'rain cloud'.**
- If the behaviour continues **the child's picture will move to the lightning strike** and the child will either be sent to another class for a short time or miss their afternoon playtime on the day of the behaviour (or the following day if the behaviour occurs)

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after the start of afternoon play. If the teacher deems the behaviour serious enough for a child to miss their playtime then:

- a. The child will also miss their ice-pop/raisins at Reward time on Friday (as this is a reward for good behaviour).
- b. Parents/carers will be informed with a note at the end of the day

N.B. Children in F2 will usually miss reward time in the classroom whilst older children will spend the time with a member of the teaching team

- In the playground 'time out' will consist of holding adults hand or standing and watching playtime.
- Sometimes children misbehave outside of the classroom e.g. at lunchtime. If this occurs the member of staff dealing with the incident will speak to the classteacher and a decision will be made about whether the child should have their name moved on the class behaviour chart or if they should miss their afternoon playtime.

There are some incidents that will result in moving up the consequences and may result in parents/carers being involved immediately:

- Physical negative behaviour towards an adult
- Physical attack on a child
- Running away from an adult
- Swearing at, using negative language towards an adult

Incidents where a child hurts another at playtime will result in having to hold an adults hand for 10 minutes. The adult will not give the child attention during this time.

Where initial strategies have not brought about the improvements in behaviour necessary or where the misbehaviour is serious the Headteacher will be involved:

- (a) Children will be sent to the Headteacher. Parents/carers will be informed of this by the Classteacher.
- (b) If they are sent to the Headteacher 3 times within a half term a letter will be sent home requesting parent/carers to make an appointment to discuss the problem. This will be considered a very serious occurrence.
- (c) An individual behaviour programme may be written and shared with staff and parents.
- (d) Support staff may be involved.
- (e) Further repetitions or very serious incidents will result in the pupil having to report to a senior member of staff an agreed number of times each day.
- (f) If there is no improvement or if a very serious incident occurs the school may have to follow exclusion procedures.

Pupil Exclusions

At Waterthorpe Nursery Infant School we aim to provide an inclusive environment where everyone has access to the best opportunities and highest quality of provision. We aim to make our school a place where every member of the school community wants to come and where they feel valued and secure; a place where children are excited about learning and are

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given the opportunities to fulfil their potential. We operate a positive behaviour policy and strive to work closely with parents/carers when children are having difficulties however, in very rare cases, it may be necessary to exclude a pupil. This will only be considered after all other possible avenues have been explored.

Key responsibilities

Headteachers

- Head teachers are responsible for any decision to exclude a child

Governing bodies

- Governing bodies perform the key role of determining whether an excluded pupil should be reinstated following an appeal by a parent/carer. This involves reviewing the decision of the headteacher and considering the outcome of any independent review panel hearing.

Local authorities

- Where requested by a parent, local authorities or academy trusts will arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.
- Panel members will be trained in how to perform their role.
- Local authorities will also appoint a special educational needs expert to advise the panel, where requested by a parent. Local authorities need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.

Exclusion is an extreme step and will only be taken in cases:

- Where all other strategies have been implemented and found to be unsuccessful
- Exclusion would be considered by the Discipline/Behaviour committee
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action

The arrangements for exclusion and the involvement of the LA are set out in the Statutory

Guidance on School Exclusions September 2012 updated Feb 2015.

Also please refer to appropriate documentation on Exclusion.

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Permanent exclusion is a last resort strategy as explained in the booklet Children, Happiness and Good Behaviour.

A child would be excluded if they have demonstrated:

- Persistent disobedience
- Verbal abuse/aggression to staff/pupils
- Sexual misconduct
- Involvement with drugs
- Violence to staff/pupils
- Damage to property
- Theft
- Bullying

Fixed Period Exclusions - The Headteacher orders the exclusion of your child from school for a fixed amount of time, which must not total more than 45 days in a school year. Where exclusions exceed 5 days the school will strive to make arrangements for alternative provision for the child.

Permanent Exclusion - The Headteacher 'expels' your child from school. In other words, he/she may no longer attend this school.

What happens next - Where the Headteacher excludes a pupil for a long period; representatives of the Governing Body will meet quickly, wherever possible within 15 days of the exclusion, to consider whether to uphold the exclusion. If the exclusion is upheld the governors must consider whether the pupil will require support to prepare for reintegration. In such cases the school should plan to provide that support and should contact Children's Services and MAST team. The MAST team helps support the planned integration of excluded children into alternative schools, as appropriate, and in conjunction with other Children's Services agencies.

Returning to School - When a pupil is excluded for a fixed period of more than a day or two the Headteacher will arrange for the pupil to receive schoolwork to do at home and to have it marked until they return to school. A letter will be sent to parents/carers telling them of the exclusion, which should explain the arrangements for setting and marking work. Clear arrangements will be made with parents/carers to receive pupils back into school after a fixed term exclusion, which will include receipt of work completed during the exclusion.

All exclusions will be reported to the Children's Services no matter what the length. (see Appendix 2)

Managed Moves

In some circumstances, where a pupil continues to have difficulties in school despite intensive intervention, a managed move may be arranged to another school. This allows a fresh start without having an exclusion on a pupil's record.

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Curriculum Planning

The whole school will focus on an aspect of the vision/whole school rules each term. This will link to work on Social and Emotional Aspects of Learning (SEAL) and Building Learning Power (BLP).

The rules may be taken in order or in response to a particular need in the school.

Introduction and evaluation will be included in the assembly programme.

The children (in classes or bases) will be helped to understand the rules using class discussion, circle time, role play, art and written work etc.

This work will be shared in the evaluation assembly.

Resources

The school rules are displayed in key areas of the school.

Classroom and playground rules are displayed and referred to in the classroom.

The school booklet 'Children, Happiness and Good Behaviour':

- (a) Every child is given a copy on entry into school
- (b) A copy can be found in each book corner
- (c) Copies are available for the guidance of all adults working in the school.

Information for teachers' can be found in the resources room. All teachers have a selection of stamps, stickers, tokens and certificates.

Through this policy the school aims to:

- (a) Raise achievement through the promotion of positive behaviour.
- (b) Promote inclusion rather than exclusion
- (c) Promote prevention and early intervention
- (d) Respond effectively to disruption and disaffection taking into consideration the educational and cultural needs and differences of pupils

This policy is operated alongside the Attendance, Behaviour, Race equality, anti-racist, Equal opportunities, Anti-bullying, SEN and Restraints Policies

Next Review: Autumn 2018

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Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Behaviour	1/10/17

Priority Level	
High	x
Medium	
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

<p><u>What are the aims of the policy or project?</u></p> <ul style="list-style-type: none"> (a) promote an understanding of the moral principles that allow pupils to tell right from wrong. (b) encourage children to show respect for other people and their property and the environment. (c) encourage honesty and truthfulness. (d) give clear, consistent teaching about appropriate behaviour. (e) give constant encouragement and reinforcement. (f) involve children, teachers, parents and non-teaching staff working together as a team. (g) lay the foundations for developing self discipline. (h) promote feelings of self-esteem, happiness and security.
<p>Who is the intended customer/service user of this project or policy? Staff, children and families</p>
<p><u>What are the desired outcomes from this project or policy?</u> To ensure that all children and staff are safe, happy and secure</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: SEN, anti-bullying, anti- racist, race equality, equal opportunities, attendance, child protection, restraints,</p>

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<p>What are the racial, disability and gender equality implications of the policy or project? To ensure that the way we deal with behaviour is not adversely affected by race, gender, or disability and the policy encourages children to behave in a positive way towards everyone, showing equal respect regardless of race, gender or disability.</p>	
<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>Yes ~ the policy promotes equal respect to all groups</p>
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>NO</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	<p>N/A</p>

Action to take :			
If you have indicated there is a negative impact, can it be justified?	N/A	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	N/A	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the  form):	Date: 1 st October 2017
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