

Prospect Hill Infant
and
Nursery School



Behaviour Policy

Agreed By Governors: Autumn Term 2017

Review Date: Autumn Term 2018

Signed:  **Chair of Governors**

Signed:  **Head Teacher**

*Due regard has been given to equality
legislation when updating this policy*

**Policy available: School Server
Head Teachers File**

Prospect Hill Infant and Nursery School

Behaviour Policy

At Prospect Hill Infant and Nursery School we have an appointed Behaviour Lead person within school who deals with all issues related to Behaviour.

Behaviour Lead Mrs Roz Palmer

Behaviour Lead Support Mrs Sarah Reynolds

The Behaviour Lead or Behaviour Lead Support attends training and liaises closely with the Behaviour Leads in all the other schools within the Worksop Family.

Values and beliefs

Although we have a designated Behaviour Lead person within school it is the responsibility of everyone to play a part in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We strongly believe that everybody, both adults and children should be able to enjoy an atmosphere in school that is friendly, supportive, and free from threat and aggression, which is why we put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately at an age appropriate level.

We give children choices and make it clear as to the consequences of the choices they make.

We believe that children have rights and responsibilities:

- Children have the right to feel confident, safe and secure in school, be treated politely and to learn without disruption.
- Children have the responsibility to care for themselves, other people and their school including school property.

We understand that a child may experience difficulties in their lives that can result in behaviour that is unusual to them. In these instances, we should support them by being sensitive to their needs, but also through a consistent and systematic positive approach that is fair to everyone.

Aims

We aim to

- Create a climate for learning where positive behaviour is rewarded and praised.
- Promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of others, (see British values Policy)
- Help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- Work with parents to encourage our children to develop socially, personally, academically and morally in preparation for a positive role in society.
- Provide support for children with emotional and behavioural difficulties.

Promoting Acceptable Behaviour

Expectations about Behaviour

At Prospect Hill, we believe it is helpful to have clear expectations about behaviour, and about the way we behave towards each other at school. Therefore, we expect the children to:

- Be kind, friendly and co-operative
- Be helpful and polite
- Look after each other and our school
- Listen to others and be considerate,
- Work hard and quietly
- Play carefully and sensibly

School Rules

To help the children remember what we expect we have five agreed school rules which are shared with the children regularly.

1. Keep your hands and feet to yourself
2. Speak kindly and think about others
3. Show people you are listening to them
4. Take care of everything in our school
5. Remember what you should be doing and do it properly

Behaviour for Learning Expectations

To support the children to take responsibility for their own learning we have Non Negotiable expectations to help us be "Good Learners."

These are displayed in every classroom and reinforced regularly and daily. They include our expectations of

- Good Listeners
- Lining up
- Sitting on the carpet

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to

- Determine right from wrong
- Grow in independent thought and judgement
- Take responsibility for their own actions

The role of the adult

One of the most powerful determinants of a child's behaviour is a positive adult role model. Therefore at Prospect Hill adults are expected to:

- Model positive friendly interactions with each other
- Praise children who behave in a polite, helpful, considerate and sensible manner.
- Revisit the behaviour expectations and school rules regularly.
- Highlight examples of children demonstrating good behaviour and link it to our school rules and expectations which are on display
- Praise and highlight positive behaviour during PSHE lessons, circle times and assemblies

How we reward children for their positive behaviour

As a whole school we have lots of systems in place to reward the children for their positive behaviour.

In F1 we

- Use verbal praise
- Give out stickers or stamps
- Put the children's peg on the Sunshine
- Put the children's peg on the Rainbow (for exceptional behaviour)

In F2 we

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- Use verbal praise
 - Give out stickers or stamps
 - Put the children's peg on the Sunshine
 - Put the children's peg on the Rainbow (for exceptional behaviour)
 - Give out Rainbow Slips
 - Termly Sunshine Certificates

In Key Stage 1 we

- Use verbal praise
- Give out stickers or stamps
- Put the children's peg on the Sunshine
- Put the children's peg on the Rainbow (for exceptional behaviour)
- Give out Rainbow Slips
- Termly Sunshine Certificates
- Group of the Week Awards (mentioned in Friday Assemblies)
- Cool cards
- CHIL time (Children's Independent Learning time)

To inform Parents of their child's good behaviour we

- Make a point of speaking to parents informally at the end of the day
- Send Rainbow Slips home
- Send Always Certificates home (termly)
- Send a text home on a Friday for children who have stayed on the "sunshine" all week.
- Send a message via "Marvellous Me"

Dealing with Unacceptable Behaviour

Despite the focus on positive behaviour, we recognise that at times, children will choose not to follow our School Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

Our Sunshine System

In Key Stage 1, FS2 and FS1

At Prospect Hill Infant and Nursery School we celebrate positive learning behaviour and also manage low level behavioural problems through the use of our Sunshine System which can be found in each classroom.

How it works...

Every day, every child starts on the Sunshine and will remain here by following the School Rules and completing their work appropriately. (It is an expectation that this is where they will remain when they follow instructions and requests in an appropriate manner.)



Children who behave exceptionally well will be invited to move up from the Sunshine to the Rainbow.



If children break our School Rules...

In Key Stage 1

The child will be reminded of the school rules and expectations of behaviour in the first instance before any course of action is taken. If the child does not respond to this reminder then..

The child will be asked to move their peg to the blue cloud. The adult ensures the child understands what aspect of their behaviour was unacceptable and reminds them of what is expected and how they can redeem themselves to move their peg back to the sunshine.



In Key stage 1 the child will miss 5 minutes of their playtime then their peg will be moved back to the sunshine.

If the child's behaviour is persistent and they break the rules again they will move their peg from the blue cloud to the Raincloud.



In Key Stage 1 they will miss ten minutes of lunchtime.

If the child's behaviour continues and they break the rules again they will move their peg from the rain cloud to the thunder cloud.



In Key Stage 1 they will miss 15 minutes of lunchtime. They will be sent to another class for ten minutes to continue with their work and reflect on their behaviour.

After this, if the child is still having difficulty then they will be sent to the Head Teacher or any member of the Senior Leadership Team in the absence of the Head.

Any children at the Cloud, Rain or Thunder levels will have the opportunity to move back to the Sunshine level after they have missed some of their lunchtime.

Children who have been on the thundercloud will be logged into the class teacher's thundercloud log book and parents are involved. This will help determine a pattern if there is one to support if any further action is needed, for instance the *Graduated Response*. Parents will be informed that child has been on the thundercloud.

In Foundation 2

The child will be reminded of the school rules and expectations of behaviour in the first instance before any course of action is taken. If the child does not respond to this reminder then.

The child will be asked to move their peg to the blue cloud (in F2 the adult moves the peg for the child). The adult ensures the child understands what aspect of their

behaviour was unacceptable and reminds them of what is expected and how they can redeem themselves to move their peg back to the sunshine.

In Foundation 2, after moving their peg, the child then sits for 5 minutes (using a sand timer) then returns their peg back to the sunshine. In F2 this is usually enough of a deterrent to stop any unacceptable behaviour and no further action is taken. However, if the behaviour continues the child will move onto the thundercloud. They will then have more time out. A member of the Senior Leadership Team will talk to the child, so that they can reflect on their behaviour. This will be logged in the Thundercloud log book. Parents will be informed that their child has been on the thundercloud.

In Foundation Stage 1 - there is a rainbow, a sunshine and a cloud

The child will be reminded several times of the school rules and expectations of behaviour in the first instance before any course of action is taken. If the child does not respond to this reminder then-

The child will be asked to move their peg to the blue cloud (in F1 the adult moves the peg for the child). The adult ensures the child understands what aspect of their behaviour was unacceptable and reminds them of what is expected and how they can redeem themselves to move their peg back to the sunshine.

~~In Foundation 1, after moving their peg, the child then sits for 3 minutes (using a sand timer) then returns their peg back to the sunshine. In F1 this is usually enough of a deterrent to stop any unacceptable behaviour and no further action is taken. However, if there are any significant incidents these need to be noted in the behaviour log and parents need to be informed. The Head Teacher or any member of the Senior Leadership Team in the absence of the Head will speak to this child,~~

Graduated Response - Behaviour for Learning

BFL was developed by Nottinghamshire County Council and has been implemented across all schools in Bassetlaw. Prospect Hill Infant and Nursery School uses this document as a response/pathway to help the class teacher deal with inappropriate behaviour.

All teaching staff have been trained on using this resource.

Bassetlaw Primary Behaviour Partnership (BPBP)

The Bassetlaw Primary Behaviour Partnership was set up in response to the growing need within Nottinghamshire to support schools and pupils with extreme behaviour. They developed the Tiered Response so schools can see the extremities, frequency and level of behaviours that pupils may demonstrate and how they can respond, support, and deal with these difficult behaviours. (the Graduated Response is part of this tiered approach)

BPBP Panel can be accessed at Tier 3 if all the other strategies have been followed and recorded. The panel meets half termly and will advise /support / guide to the next course of action. There may be funding available where cases meet the criteria.

SEND - Social, Emotional, Mental Health

The Graduated Response to Behaviour for Learning and the BPBP Tiered Approach will support the class teacher and SENCO on identifying those children who are at the SEND Support level of the Code of Practice and in need of more support both through the different services and extra funding via AFN. Those funded via AFN will therefore be the most complex cases.

Playtimes/Lunchtimes

In the playground, we expect the children to play safely and carefully. If they do not, they are spoiling the playtime for themselves and other children. If there are any incidents at playtimes, these are logged in the playtime behaviour log. This is

The Role of the Midday Supervisor (in relation to behaviour)

(See attached guidance for Mid-Day Staff)

Mid-day Supervisors will also use a positive approach of praise and encouragement for good behaviour. There will also be occasions when they will need to discourage children from indulging in unacceptable behaviour by anticipating problems and intervening positively e.g. inviting the child to walk round with them to calm down, gently reminding children who are beginning to play wildly to play kindly.

Behaviour Log Book

If a child is sent to stand on a spot after following the previous courses of action then this should be recorded in the Behaviour Log Book.

If a child is sent in to see the Head Teacher (or in her absence the Deputy Head) then this should also be recorded in the Behaviour Log book.

Mid days and Teachers Working Together

In order to maintain a uniform approach in dealing with good and/or unacceptable behaviour, there is regular communication between Mid-day Supervisors and the class teachers. Children need to see that the class teacher and Mid -day Supervisors work in partnership.

Informing Parents

If a child is sent in three times to the Head Teacher, a letter is then sent home asking the parent/carer to come and discuss their child's behaviour in school.

Power to use reasonable force (See Physical Intervention Policy)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

As soon as an adult in school feels they may have to physically restrain a child a trained member of staff must be sent for and the incident recorded using the correct incident report form.

Members of staff have attended the MAPA training.

Use of Isolation

Our school policy allows for disruptive pupils to be placed in isolation, in a different class or away from other pupils for a limited period.

For extreme "Tier Three" cases where the behaviour is seen as a risk to the child or others we can use an identified seclusion zone as a disciplinary penalty or a safe zone until the child has calmed down and it is safe for him / her to be reintegrated into the class. For "Tier Three" cases there will be specific individual behaviour plans in place and the safe zone will be identified. This must be used consistently in line with the school policy. The child needs to feel safe, comfortable and where possible allowed drinks and access to the toilet.

Bullying

All pupils should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the victims.

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident or a series of such incidents which casts a shadow over a child's life.

Bullying of any kind will not be tolerated at Prospect Hill Infant and Nursery School. Parents and children are assured that any bullying will be fully investigated and dealt with effectively. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. They should feel free to approach any member of staff to inform them that bullying has occurred and ask for help.

Parents of children involved will be informed and invited to discuss ways of helping their child.

All children should be helped to understand the various forms of bullying

- * Physical, where there is actual or threatened physical harm to the victim.
- * Verbal, where the victim is spoken to in a way intended to cause distress.
- * Indirect

All incidents of bullying will be recorded in the Bullying Log book which can be located in the staff room on the notice board.

This policy links with the Anti Bullying Policy

The Role of Governors

The *Governors* have endorsed this policy and with the Head Teacher will review its effectiveness annually, together they will ensure that the policy is administered fairly and consistently.

Procedures for Review and Evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self review cycle, Monitoring takes place in a number of ways:

- Behaviour Lead observations both formal and informal
- School council feedback
- Classroom observations
- Learning walks
- Statistical data of pupils i.e. log books

Complaints and Allegations

Parents and carers must be informed of any behavioural issues.

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling complaints.

Communication

The Head Teacher will ensure that all new parents, staff and children are informed of our approach to and expectation of children's behaviour.

Other related policies

- Anti-bullying policy
- Equality policy
- British Values
- Complaints Procedure
- Inclusion SEND Policy
- Preventing and dealing with racist incidents

Policy written - Roz Palmer - June 2017

Guidance for Mid-day Supervisors and Playtime Supervision

Consequences for Negative Behaviour at Playtime / Lunchtime

Behaviour	Actions to be taken (in order)	When to send the child in
Physical fighting between two or more pupils	No warning	Sent in straight way to Head Teacher (or in her absence Deputy Head)
Disagreements between children that are non-physical These may include <ul style="list-style-type: none"> • Name calling • Teasing • Following another child • Pestering another child • Unwanted chasing 	<ol style="list-style-type: none"> 1. Send children to talk to each other and try to resolve the conflict themselves using the words “stop it I don’t like it because....” 2. Adult to talk to children involved and try to sort out problem 3. A reminder about appropriate behaviour 4. Give a warning if it happens again they will stand on a spot 5. Stand on a spot for the rest of the playtime away from the other children to reflect on their behaviour. 	If this behaviour persists after following steps 1-5 then send the child inside to see the Head Teacher or Deputy Head Teacher.
Swearing (as part of conversation - not directed at anyone –)	<ol style="list-style-type: none"> 1. Give the child a warning and remind them of our school rules 	<p>Sent in if it happens again despite the previous warning.</p> <p>If the swearing is directed at someone then send straight in.</p>
Swearing (directed at someone)		If the swearing is directed at someone then send straight in to Head Teacher (or in her absence the Deputy Head).
Not listening to adult, refusal to go somewhere or do something	<ol style="list-style-type: none"> 1. Reminder of the behaviour that is expected. 2. Warning that if they persist to refuse then they will stand on a spot. 3. Stand on a spot for the rest of the playtime away from the other children to reflect on their behaviour. 	If this behaviour persists after following steps 1-3 then send the child inside to see the Head Teacher (or in her absence the Deputy Head Teacher).
One child physically hurting another through rough play	<ol style="list-style-type: none"> 1. Warning about behaviour, reminder not to do that and explain why. 	If this behaviour persists after following step 1 then send the child inside to see the Head Teacher (or in her absence the Deputy Head Teacher).

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