



Alderman Pounder Infant and Nursery School

Policy for Behaviour

Document Owner: Head Teacher

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Review frequency: Annual

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2011	Autumn 2015	Agreed at C&P meeting 14.11.11
1.1	Autumn 2014	Autumn 2015	New 5 staged approach New form for reasonable form Updated language (thumbs up and thumbs down)
1.2	Autumn 2015	Autumn 2016	Reduced staged approach concentrating more on language of thumbs up and down
1.3	Autumn 2016	Autumn 2017	No Change Agreed at C&P 03.10.16
1.4	Autumn 2017	Autumn 2018	Introduction to Dojo behaviour log & Scholar pack recording system
1.5	Autumn 2018	Autumn 2019	Change from Code of Conduct to Values Behaviour monitoring MAPA now CRB (Controlling Risky Behaviour)

Behaviour and Discipline

Staff and Governors strive to develop an ethos that will encourage good behaviour in our school. Through our behaviour policy we aim to help children to develop the values and principles that will guide them through the difficult decisions of life and enable them to make a full and positive contribution to society. Every member of our school community is valued and respected. We aim to treat each person fairly and well and to create a caring community, whose values are built on mutual trust and respect for all. The school expects every member of the school community to behave in a considerate way towards others, regardless of our individual differences. Our behaviour policy is designed to support ways in which all members of the school can live and work together in a supportive way.

Each member of the school community (pupils, parents, staff and governors) has a role to play in our behaviour policy. We aim to create an environment where everyone feels happy, safe, secure and able to learn.

We aim to:

- create a secure caring and well-ordered environment for the whole school community
- raise self-esteem and promote positive behaviour by valuing effort and recognising success
- ensure that all members of the school community follow and understand the principles of our policy
- ensure that rules, rewards and sanctions are implemented fairly and consistently
- work in partnership with parents to promote the behaviour policy

The school values are taught to the children through a number of different ways. These include the school's PSHE curriculum (Personal Social and Health Education), school assemblies and acts of worship, working with parents, class circle time and small group or individual discussion.



Positive Behaviour (Thumbs Up)

The school takes steps to positively reward good behaviour in ways that will raise pupils' self-esteem and confidence. We believe in encouraging children to do their personal best and to work towards improving that standard.

Such improvement is recognised and rewarded regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback and response and is used regularly. Teachers also use written comments, and among other things, Dojo points, stars, stickers and referrals to the Head Teacher as forms of reward. Assertive discipline is promoted. The school has weekly praise assemblies each Friday when individual and group effort have public recognition.

Individual Rewards: (this list is not exhaustive)

Non-verbal

Thumbs up, smiles, nods, Dojo points

Verbal Praise

Care must be taken that the praise is appropriate for the individual/group; not everyone enjoys public praise.

Make sure that comments refer specifically to the behaviour that is being praised.

Use the child's name.

Beware of stereotyping praise with reference to gender.

Try to give personal praise close to the child.

Merit Certificates: Behaviour, work, improvement

To be used by class teacher/support staff during the weekly assembly. They are more effective if the certificate is accompanied by the work/model etc. or a short statement why the child has received the award.

Good News Conversations with parents at the start or end of the day

Class teachers can use their judgement and use these at any time.

Head Teacher's Reward/Wristband

Children who class teachers/support staff feel need additional recognition for their efforts will meet with the Head Teacher for praise and a special sticker or wristband.

We want to raise pupils' self-esteem and recognise achievements, we do not seek to regularly reward behaviour that is expected ie, walking into assembly quietly, listening in class etc. We believe it is not enough to say that a child has made the wrong choice, that we have a responsibility to teach them how to make the right choices in future events.



Inappropriate Behaviour (Thumbs Down)

From time to time it is inevitable that some children will display inappropriate behaviour, not respecting the principles detailed earlier in this document.

This may involve:

- preventing other children from learning/playing either subtly or overtly
- behaving in a way which puts themselves or others at physical risk
- refusing to follow instructions
- manipulating a situation to cause hurt to another pupil
- telling lies
- spitting
- stealing
- swearing
- damaging other peoples' work or property
- verbal abuse (including name calling: racist, sexist etc.)
- physical abuse
- threatening or abusive behaviour

Persistent threatening or abusive behaviour towards another pupil is deemed to be BULLYING. See Anti-bullying policy.

1. All children start their day on a positive.
2. If the child's behaviour is not acceptable a member of staff will tell the child their behaviour is not acceptable. Telling them what they are doing wrong and why it isn't acceptable.
3. If they continue to behave inappropriately the member of staff will remove Dojo points from the child.
4. If they still continue behave inappropriately the member of staff will take the child to see the Head Teacher.
- 5.
6. At any time the child can re-earn Dojo points lost if their behaviour improves.

Sanctions (3 staged approach during playtimes and lunch times)

1. verbal telling (as 2 above)
2. sit quietly on bench for 5 minutes (self-reflection, time out)
3. Walk with adult (adult led reflection time)

SANCTIONS ARE TO BE DELIVERED INDIVIDUALLY WE NEVER BLOCK PUNISH.

Monitoring Behaviour

Behaviour will be monitored and any child causing concern will form part of a SLT discussion and appropriate action will follow, taking into consideration the holistic view of the child and their circumstances. The Behaviour for Learning: A Graduated Response will be used to inform future actions.

Procedures for Recording Behaviour Incidents

Scholar pack has a designated area to record significant behaviour events against a child's name.

One-off Incidents/ Behaviours

Behaviour where the teacher requires immediate support during lesson times or playtimes will lead to involvement of the Head Teacher or Deputy Head Teacher who will deal with issues within the context of the circumstances. This will sometimes, although not always, involve contact with parents. Staff will send for immediate assistance by sending a child with a red 'help' card to the office. The Head Teacher or Deputy Head Teacher will discuss with the class teacher where the child should be placed back on the behaviour monitoring system. As part of the school's Special Needs Policy it is recognised that some children exhibit behaviour which has a significant effect on their learning and that of others. Therefore there is a need to ensure that the SENCo is aware of potential issues which may require a special response. Such a response will always be indicated on the child's IEP. The school Equal Opportunities policy is followed with all issues related to behaviour and care is taken that discrimination on any front does not occur.

Reasonable Force/ Physical Intervention

Although the school uses no corporal punishment, in line with the Education Act 1998, teachers are allowed to use such force as is reasonable in all circumstances to prevent pupils from doing any of the following:

- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to maintaining good order and discipline

This is allowed either on the school premises or on an authorised out-of-school activity. A calm and measured approach to the situation is needed.

The school has a list of staff who have received CRB (Controlling Risky Behaviour) training. Each year the school commits to ensuring that training is renewed and up-to-date.

When reasonable force is used, a record sheet must be completed and the Head Teacher informed. These are available on the school website (appendix to policy). When completing such report help should be sought from either the Head Teacher or Deputy and a copy of the report kept. Parents should always be told when this has happened. For further details on this issue staff should refer to Circular 10/98 The Use of Force to Control or Restrain Pupils, a copy of which can be found on the DfES website.

Exclusions

Whilst we recognise that this is extremely rare, in some extreme cases or when a child fails to respond to the above strategies then temporary or permanent exclusion is a possibility. Generally there is a hierarchical system, of temporary exclusions 1 day, 2 days, 5 days, 15 days, 20 days in any

one year. However a more serious case may go straight to a longer period. The same pupil will never 'go backwards' in the number of days given in the event of a future temporary exclusion. Permanent exclusions will be used for the most extreme cases. When carrying out an exclusion then the school follows the LA guidelines in terms of procedures and paperwork.

Responsibilities

All members of the school community are expected to behave in a considerate way towards others. We aim to treat all children fairly and apply our behaviour policy in a consistent way. Our aim is to help children to grow in a safe and secure environment, to become positive, responsible and increasingly independent members of our school community. All stakeholders have responsibilities.

Teaching Staff are expected to:

- promote high standards of behaviour by encouraging good work, polite behaviour and by using a consistent system of rewards and sanctions; staff are aware of the individual differences of children and make reasonable allowances for this
- work in partnership with parents/carers by listening to concerns and sharing information
- listen to and respond to concerns expressed by pupils
- treat all parents/carers/visitors and each other with courtesy and respect and model polite behaviour within our school
- remain calm and controlled when dealing with incidents and focus on the unacceptable behaviour and not the child
- ensure that the school code of conduct is enforced in their class and that their class behaves in a responsible manner during lesson time and when moving around the building
- give the children the school code of conduct to share with parents at home
- provide opportunities for informal discussion with parents (possibly at the end of school day)
- complete the weekly behaviour logs

Parents and carers are expected to:

- discuss the code of conduct and home school agreement with their children and to support them
- provide written comments in the children's annual written report
- support their child's learning and cooperate with the school
- get their children to school on time every day
- inform the school as soon as possible if something has occurred at home which may affect a child at school
- respond to the school's concerns about their children; respond to phone calls and letters and to treat all staff with respect in order to support their children's behaviour and learning
- support the actions of the school if reasonable sanctions have been used to discipline a child
- contact the school if they have any concerns

Midday supervisors are expected to:

- be aware of and implement our behaviour policy
- deal with incidents which occur during lunchtime in accordance with the school's policy and only involve teaching staff during the lunchtime period as a last resort
- treat each other with courtesy and extend this courtesy to the pupils
- engage the pupils in meaningful dialogue and play in order to model positive relationships

Governors are expected to:

- ensure the policies relating to standards of discipline and behaviour are implemented
- review this policy annually but may review it earlier if new regulations are introduced or if they receive recommendations on how the policy may be improved

- monitor the rate of fixed-term and permanent exclusions and to ensure that the school policy is administered fairly and consistently
- support the Head Teacher and staff in implementing the policies
- carry out their duties in accordance with exclusion procedures (see Fixed Term and Permanent Exclusions)

The Head Teacher is expected to:

- monitor the effectiveness of the behaviour policy on a regular basis
- report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements
- keep a record of any pupil who is excluded for a fixed-term or who is permanently excluded
- provide opportunities for teachers to report termly at parents' evenings on children's overall behaviour and attitudes to work
- ensure that in the case of any concerns, parents are invited into school to discuss their child's behaviour with the teacher or Head Teacher

Reasonable Force Needed

Details of pupil: (name, class of SEN, etc)
Date and Time:
Where it happened:
Names of any staff or pupils who witnessed the incident:
Details of any additional pupils involved:
Description of incident, including any de-escalation:
Reason for using force and description of force used:
Details of injury to pupils and details of first aid or medical attention:
Details of any injury to staff and details of first aid or medical attention:
Following up, including post incident support and disciplinary procedures:
Any information shared with staff not involved or other agencies:
How and when were those with parental responsibility informed:
Has any complaint been logged as a result of this incident:
Completed by (signature): Print Name:
Head Teacher's Signature: Date: