

Behaviour Policy

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Ashbrook Infant & Nursery School

Relationship and Behaviour Policy

This policy should be read in conjunction with:

SEND Policy

Anti-Bullying and Friendship Policy

Child Protection and Safeguarding Policy including Online Safety

Keeping Children Safe in Education

Physical Intervention Policy

PHSE and RSE Policies

Introduction

The function of an effective behaviour policy is to provide clear guidance to children, parents, carers, staff, and governors. It will reflect the values the school wishes to foster and the measures that will be taken if appropriate self-discipline and good behaviour is not exercised.

Children behave best when they know very precisely what is expected of them and what the boundaries of acceptable behaviour are. If good behaviour is to be the norm throughout the school, then it is essential that the guidelines in this policy are applied consistently by all.

At Ashbrook Infant and Nursery School we believe that behaviour is communication. Through our behaviour we can be communicating a number of things such as:

- I don't feel safe
- I am experiencing very strong emotions right now.
- I am tired, unwell or hungry.
- I am at the limit of my capacity to cope.
- I don't understand.
- My needs are not being met.
- I am feeling overwhelmed.
- I don't know how to communicate this.

There will be times when all members of our community will find it difficult to express these things in socially expected ways. We all know that if we have had a number of late nights or we are under a lot of pressure, our capacity to cope becomes less.

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For our children there can be larger factors which affect this such as:

- Age and maturity
- Developmental levels
- Neurological differences due to SEND or past experiences including attachment difficulties and trauma.
- Current stressful situations such as a family break up or a death in the family.

This is why it is vitally important that we get to know all of our children well and that we build positive, supportive relationships with them and their families.

We believe that every child in our school deserves to be cared for, valued and understood and that they all need at least one trusted adult who they can turn to.

We also need to take into account that our children may not know what the social expectations of a school setting are. Our expectations for behaviour could be very different to the expectations that they experience at home. Our children might also have come to us with limited wider social experiences.

This means that appropriate ways of relating to others and expressing our needs and feelings need to be taught. This needs to be done in a calm, supportive way. We teach these things at whole school and class level but also with individual children when difficulties and disagreements arise.

At Ashbrook Infant and Nursery School, we believe that good self-discipline is the key to a good education and it is our role to help our children to begin to develop this. If the aims of the school are to be achieved then children, staff, parents, carers and governors must all play their part. It is for the adults to encourage, support, listen, challenge, inspire and excite. It is necessary for children to listen, work hard, follow instructions, be friendly, show kindness and respect and, as they move through the school, develop a growing sense of responsibility.

Aims

At Ashbrook Infant and Nursery School we believe that there should be a whole school approach to behaviour, supported and followed by the whole school community, parents, carers, staff, children and governors, based on our shared values.

With this in mind, we aim to:

- Provide a place where everyone feels safe and secure.
- Encourage and develop trusting relationships and a set of routines that all members of the school community are familiar with.
- Teach socially acceptable behaviour, with everyone taking responsibility for their own actions.
- Apply rules positively, fairly and consistently to all members of the community.
- Emphasise the positive through verbal praise, rather than reinforcing the negative.
- Recognise that all children are individuals and some have specific behavioural needs which require a personalised plan.
- Involve parents in school life, including in the behaviour of their children.

Expectations

We expect that pupils will:

- Be recognised and rewarded for meeting behaviour expectations.
- Be supported to develop social skills through regular PSHE lessons, themed assemblies and other ways so that you can be a good friend and member of the school community
- Become a role model for other children by being kind, polite and helpful

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- Follow whole school and class rules to help continued learning and keep you and everyone else safe
- Be respectful to everyone at all times
- Recognise that your actions impact others around you
- Rise to a challenge, have a go and do your best
- Ask for help if you are struggling with work, friendships or if you have any worries

As staff, parents and governors we will work together to:

- Provide consistent, appropriate boundaries for behaviour
- Use calm, consistent language to support children to make positive choices around behaviour
- Respond to children according to their individual needs
- Praise and reward expected behaviours according to the school/nursery reward system
- Keep each other informed of any matters causing concern
- Ensure that children are emotionally and physically safe
- Provide a restorative approach to managing conflict

Nursery

At Ashbrook Nursery, children are beginning to develop social skills. Children are encouraged to:

- be kind
- be thoughtful
- take turns and share
- respect others
- take care of books and equipment

They are praised and rewarded with stickers and their achievements are celebrated through 'Acorn Magic Moments'.

Unacceptable behaviour is dealt with by discussion/explanation, having 'time out' (using a 3 minute timer) to calm down or holding the adult's hand. This will be at the discretion of the teacher, dependent on the nature of the incident.

Children are helped to deal with anger and frustration in an age-appropriate way.

The age of the child and particular circumstances are taken into consideration.

If a child's behaviour is a continual cause for concern, this will be raised with their parent or carer by the class teacher in the first instance. Once teacher, parent and child have worked together, if no significant improvement is seen, parents or carers will be invited in to school to formulate a further plan with the headteacher. Parents and the Headteacher are involved if a child is continually disruptive or hurts another child.

Main School

- All members of the school community are asked to respect each other and their property and take care of books and equipment.
- Everyone is asked to be well-behaved, well-mannered and attentive.
- Everyone should walk when moving around school.
- Everyone must remember the following rules at all times- these help us to show that we care, we are learning and we are having fun together:

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We are KIND (we do not hurt each other physically or verbally)

We LISTEN (to adults and our friends, we may disagree with our friends but we are polite about it)

We WORK and PLAY HARD (we do as we are asked by the adults when we are asked to do it)

We WORK and PLAY TOGETHER (we work or play with our friends calmly and politely)

We STAY SAFE (we make sure that we do as the adults ask and we tell an adult if anything or anyone makes us feel unsafe)

Lunchtime Supervision

At lunchtime, supervision is carried out by the Midday Supervisors. The Midday Supervisors must be treated with the same respect expected by all adults at Ashbrook Infant and Nursery School. The Midday Supervisors are expected to maintain order and will follow the same strategies of rewarding the expected behaviour through praise and supporting children not following the behaviour expectations to change their behaviour through gentle reminders and time out using a sand timer. Once the children have had their time out, they will be given another opportunity to play. If the unwanted behaviour is repeated, time out will be repeated. If the behaviour happens again, the child will need to be taken off the playground for a further 5 minutes with a timer and will be spoken to by a member of Senior Leadership. The child will be encouraged through emotion coaching to think about how they could do things differently next time they feel angry/upset etc.

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity.
- Talk to the child - discuss what has happened.
- Discussion in groups or whole class.
- Move the child from the group to work on their own.
- Repeat work.
- Send work home.
- Time out with a sand timer
- Remove child from the class - place in another class or with the Headteacher.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

Serious incidents are recorded by the Headteacher.

Rewards

In return for working hard, showing good behaviour for learning and keeping our rules, children in main school earn Dojo points. In Reception, once they have 10 points, they can exchange them for a book, which they choose from a selection in the school office. This is theirs to keep.

Once children in Key Stage 1 have 20 points, they too can exchange them for a book. There is no limit to the number of books a child can receive each term.

Good work or good behaviour may be shared with other staff for reward or praise.

Children may be rewarded with a certificate in assembly on a Friday, recognising their efforts to show an Extraordinary Effort, an Amazing Attitude, that they are Perfecting Presentation, that they are showing

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Incredible Independence or Caring Kindness to each other. They may also receive recognition through 'Teacher's Choice'.

Children may also be awarded a Midday Supervisor certificate for following the expectations during lunchtimes.

Consequences

If a child breaks one of the rules, they will be given a warning by a member of staff- this may be non-verbal through praise of a nearby child who is following the rules, or verbal e.g. 'Name' are you sure that you are being kind at the moment/listening at the moment etc. This will be done discretely. If the child repeats the breaking of a rule, they will be given time out either during playtime, lunchtime or within a continuous provision session. A sand timer will be used so that the child knows how much of the activity they have to miss. They can re-join the activity when the sand timer runs out. They will be required to think about how they can put right their rule breaking- usually with an apology.

Empathy and the language of choice should be used by adults- You can choose to... (positive) or you can choose to... (negative) so that we can all stay safe.

If a child's behaviour is a continual cause for concern, this will be raised with their parent or carer by the class teacher in the first instance. Once teacher, parent and child have worked together, if no significant improvement is seen, parents or carers will be invited in to school to formulate a further plan with the headteacher.

We acknowledge that our systems of support need to meet the needs of **all** of our children. In our school, we try to be inclusive, empathic and forward-thinking. When making decisions about consequences and reparation work after an incident, we consider the impact that the action has had on the child concerned, other children and/or staff, as well as disrupted teaching and learning time. We also consider the intent of an action when making decisions about consequences. Sometimes, consequences are not always 'seen' by all but that does not mean that nothing has happened. We adopt the approach of praise in public and reprimand in private.

We promote the fact that every day is a new day and a fresh start but incidents of poor behaviour will ALWAYS be dealt with so the children understand why they have been given certain consequences. A restorative approach is used. A restorative approach and practice supports our children to accept accountability for their actions, reflect on the impact they have on others and, when appropriate, repair relationships and build new skills. This inclusive approach deepens relationships by supporting children to modify their behaviour in a supportive, non-punitive way. We will use the tools and strategies within Emotion Coaching to support our children to reconnect, regulate and repair.

Suspension and Exclusions

Behaviour meriting this approach is usually rare. Serious breach of behaviour expectations include physical assault, deliberate damage to property, verbal abuse, refusal to work and disruptive behaviour in class or leaving the school premises without permission. The Headteacher will deal with these incidents appropriately, involving parents and carers. This is seen as a last resort and will be a decision made to ensure the health and safety of the child and those around them.

The standard procedure for these sorts of issues follows a set pattern. Absence of improvement leads automatically to the next stage - each stage is recorded.

Health and Safety

High risk, violent and abusive behaviour can be dangerous and it is the duty of the adults in school to ensure the safety of all children at all times. This behaviour is dealt with firmly and in accordance with our agreed consequences. If a child is acting in a way that is likely to cause danger to themselves and/or

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others then it may be necessary for adults to physically intervene. Physical interventions such as restraining techniques are very rarely used, but are in line with law and guidance provided around using physical intervention and are as a last resort to prevent imminent danger. Children who are unable to effectively regulate their emotions for various reasons including adverse childhood experiences or additional needs, are encouraged to take time to relax and cool down, with the support of an adult where appropriate, until they are ready to return to class. At times, it may be more appropriate to evacuate the rest of the class. Risk Assessments will be followed where the child has one or created for children if one is deemed necessary. Any physical interventions will be recorded using the form in the appendix of our Positive Behaviour Support (including interventions) Policy and passed to the Headteacher who will contact parents or carers.

Procedures for Dealing with a Serious Breach of Behaviour Expectations

Serious Breaches may include -

Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property, including loss and theft of property. Breaches may also include, Verbal abuse, Physical abuse, Assault and Defiant refusal. These will be dealt with through:

- A verbal warning by the Headteacher as to future conduct.
- Withdrawal from the classroom for the rest of the day.
- Phone call to parents informing them of the issues.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then exclusion procedures are implemented.
- A case conference involving parents and support agencies, if any are involved in the care of the child.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away. Any member of staff suffering verbal or physical abuse will complete a DCC Assault Form in the main office.

Record Keeping and Monitoring

Praise is essential in encouraging good behaviour. All members of the school staff will give out lots of praise throughout the school day. Assessment of behaviour is ongoing and built into all our teaching. Class Behaviour Books will be kept and incidents recorded within them using a prescribed code to enable quick recording. Behaviour books will be monitored regularly by the Headteacher and any patterns of behaviour noted through this monitoring or raised by staff will be dealt with in conjunction with the child and parents/carers. Children requiring extra support for behaviour issues may have a specific behaviour plan and risk assessment with targets to work towards. All staff are made aware of these children in order to maximise reinforcement of expectations and praise around school and to provide a consistent approach. Records will also be kept of incidents of bullying. (See Anti-bullying Policy)

Intervening Early

Alongside our whole school approach to positive behaviour, early intervention may need to be applied.

Some children are unable to learn or follow behaviour expectations due to personal, social, emotional and health reasons, e.g.

- unable to cope with or respond to instructions
- anxious and worried
- find communicating difficult
- unable to concentrate
- afraid to attempt new things

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Children displaying such behaviour may benefit from early intervention. The intervention programmes we offer at school are aimed to support children who are experiencing challenges and may be delivered to a whole class, a small group (particularly through nurture) or to individuals.

Parent Interventions

Occasionally support may be required for parents of children who are experiencing difficulties. At Ashbrook Infant and Nursery School we welcome parents to talk to our Nurture Lead or the Headteacher in the first instance. We can then refer parents to Early Help in Erewash. Between us we can signpost parents to other sources of support should it become necessary.

Use of outside agencies

The school may call upon the services of the following to help address the child's behavioural and/or emotional difficulties:

- Behaviour Support Service (BSS)
- Educational Psychologist (EP)
- SSEN Teacher
- Health Visitor (Nursery children)
- School Nurse (Reception – Year 2)
- Own Doctor
- Child and Adolescent Mental Health Service (CAMHS)
- Starting Point
- Integration Pathways
- Support centres/PRUs

Parents can help:

- By recognising that an effective school relationship and behaviour policy requires close partnership between parents, teachers and children.
- By reading the 'Home School Agreement' booklet with their child, signing it in the appropriate place and returning it to school promptly.
- By discussing the school rules with their child, emphasising their support for them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound behaviour.
- By remembering that staff deal with behaviour patiently and positively.

This policy will be reviewed every two years, or in response to any significant changes to any of the approaches contained within it.

Appendix

Examples of restorative and supportive questioning.

Oh dear Fred looks sad

Why do you think that Fred is sad?

What made Fred sad?

What happened?

We could work this out together

How could we help Fred to feel better?

I can see that you are feeling a bit angry.

I wonder why you are feeling like this?

That would make me feel angry.

How can we help you to feel better?

Maybe that wasn't the best thing to do?

What could we do better next time?