



Behaviour Policy

At Creswell C of E Infant and Nursery School we encourage children to be independent and resilient learners. We all work towards our school mission statement:

Respect each other

Aim to achieve

Independent learning

Nurture your belief

Be the best you can

Own everything you do

Working together

Safe and true

All Children are expected to follow our Golden Rules

Golden Rules are displayed in all areas of the school and referred to regularly to reinforce positive behaviour, give rewards and sanctions if necessary. Our Golden Rules are:

We are gentle.

We are kind and helpful.

We are honest.

We work hard.

We look after property.

We listen carefully.

The role of the class teacher and teaching assistants

It is the responsibility of the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. A positive approach is the first approach ensuring that good behaviour is recognised. The class teachers in our school have high expectations of the children in terms of behaviour and will always focus on taking a positive approach ensuring that good behaviour is recognised. The class teacher strives to ensure that all children's individual needs are met to enable them to work to the best of their ability. The class teacher treats all children fairly with respect and understanding.

The role of the Head teacher

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour on CPOMS.

The Head teacher (or senior member of staff in charge, in consultation with the Head teacher) has the responsibility for implementing fixed term exclusions for serious acts of misbehaviour in line with the school Behaviour Ladder (Appendix 1). For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. It is always the aim of the school to have NIL exclusions per year to maintain continuity in the education of every child.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the parents' induction meeting for each class. We are very fortunate in the support that we receive from our parents and always seek to have a consistent approach between home and school. We need parents to support their child's learning, and to co-operate with the school and try to build a supportive dialogue between the home and the school. All parents can access Class Dojo and are able to see the Dojo points their child has received, or taken away for their behaviour immediately. Parents are also able to send and receive messages with class teachers. We inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions in line with this behaviour policy as a consequence of a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and subsequently the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

The main aim of this policy is to reduce the number of fixed term and permanent exclusions. All steps will be taken to support children at risk of exclusion by liaising with parents and support agencies. Only in the most extreme cases following significant incidents where children have been unable to respond to support will exclusion be considered as a means of promoting appropriate behaviour. The school is committed to providing continuous education to any child excluded from school. On the very rare occasions that exclusion is the only option for a child, parents will be notified immediately, and a plan will be put in place for the individual. This may be completing work away from their peers or going home to complete the task with their parents/ carers.

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil from half a day to 5 days as a fixed period of exclusion (up to a maximum of 45 school days in a single academic year). The Head teacher may also exclude a pupil permanently. The school always follows the county guidelines of exclusions.

If the Head teacher feels it is necessary to exclude a pupil, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any exclusion within 5 days. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling. The safety and education of all children in our school is paramount and we cannot allow any child to behave in a way that compromises the safety or education of himself/herself or anyone else. Sometimes a child may be internally or externally excluded for the safety and education of others.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour including ClassDojo and CPOMs. School also keep a record of any incidents that occur at break or lunchtimes. Midday supervisors give written details of any incident in the incident book. The Midday supervisor will pass the incident book to the class teacher at the end of lunchtime and the behaviour ladder and traffic light system followed by the class teacher accordingly.

The Head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Rewards and Sanctions

Children will receive lots of praise from adults for good behaviour and may receive stickers as reward for their behaviour. Dojos are given in all Year groups. The class teacher regularly discusses the golden rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. We expect children to listen carefully to instructions in lessons and to try their best in all activities. If they do not do so or they are disruptive in class they will be reminded of the golden rules. The school employs a number of sanctions to enforce the Golden rules, and to ensure a safe and positive learning environment.

Foundation Stage 2 and Key Stage 1

If a child does not follow the Golden Rules the class teacher will use the school Behaviour Ladder (Appendix 1) and the Traffic Light behaviour system (Appendix 2) alongside ClassDojo as a consequence for their behaviour. Each child has a named card in their classroom. This starts each day on the green area of the traffic light display, the card can be moved down according to the child's behaviour. If a child makes poor choices their card can be moved to the amber area by an adult and 1 dojo point removed. If their name is then further moved to the red area a further dojo point will be removed. If a child hurts another child or adult or purposefully damages property they will automatically move to the red area and 2 dojo points removed. A message will be sent to parents explaining their child's behaviour and they begin step 2 of the Behaviour Ladder.

Foundation Stage 1 (Nursery)

Golden rules are introduced to children at the very start of their education at our school. ClassDojo is introduced in FS1 as a way to reward children for following the rules and demonstrating the characteristics of effective learning. Children will receive lots of praise from adults for good behaviour and may receive stickers as reward for their behaviour. Points will not be removed in FS1. Children will be introduced to the traffic light behaviour system as part of a warning system. If children choose not to follow the Golden rules a warning will be given, reminding the child of the appropriate golden rule and the amber traffic light card will be shown to the child. The child will be given time to modify their behaviour and in some instances, the child will be asked to join another activity and distracted from the behaviour. If the child persists with inappropriate behaviour the child will again be reminded of the appropriate golden rule. They will be shown the red traffic light card and will be given 3 minutes thinking time away from the rest of the group and the activities. The child will be able to re-join their peers when the adult feels it is safe to do so and will be asked to put the

behaviour right eg pick up anything thrown. If a child is shown the red traffic light the class teacher / Key worker will inform parents of behaviour and look for links outside of school. If there are repeats of this behaviour the Behaviour Ladder will be followed and appropriate support put in place to support behaviour eg positive play, Guardian angel, pastoral care, peer mentor, praise and regular reminders, Boxall profile, Solution Focused Behaviour plan, investigation of medical causes for the behaviour. Following these actions, if a child persists or escalates their behaviour staff will go to Step 3 of the Behaviour Ladder and follow whole school procedures.

The Senior Leadership team (SLT) will check traffic lights and traffic light cards issued in each class on a regular basis and will follow up with children in red or amber areas. Repeated behaviours will be logged on CPOMs and will be reviewed by SLT and Head of School Care on a half termly basis. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. In the event that behaviour is deemed too dangerous or too distracting then the child may be sent outside of the classroom, to another class or to an agreed safe area. Where necessary a Significant Incident form (Appendix 5) will be completed and logged on CPOMS.

Whilst following the guidelines on the behaviour ladder, a teacher may seek help and advice from the Senior Leadership Team (SLT), the Head teacher or the Head of School Care. They may also liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with family resource workers or LA behaviour support service. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

We employ each sanction appropriately to each individual situation. We acknowledge that all children are individuals and that children, like adults, can succumb to stress. Reasonable adjustments are always made for children with SEN or identified as having a specific need. Where possible we will always support and encourage a child to see that there are alternative ways to deal with any situation in school or at home.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour

Summary for Supply staff

To ensure that the whole school behaviour policy is implemented consistently, supply teachers will be provided with a copy of the Traffic light system - child friendly behaviour presentation (Appendix 2) along with Safeguarding and Health and safety details.

School Council

All classes have two school councillors, these children should be used as a way of giving all children a voice and the ability to effect change in school. School councillors should be exceptionally well behaved at all times; they should set an example to all children.

Star Assembly

Star Assembly is a time for recognition and celebration. It happens each Friday morning. Star Awards are presented to each class for specific curriculum areas and a 'Star of the week'. The star children are presented with a certificate and a sticker and identified within their classroom. Attendance and good lunchtime manners are also recognised during the Star assembly.

Dinner Times and Playtimes

The Golden Rules are clearly displayed in the hall and on the playground.

The same behaviour system will be in place at lunchtimes and playtimes. Our midday supervisors will apply the same rules, rewards and sanctions.

Instead of going to another classroom the children are asked to stand by the railings outside. All incidents that occur during playtimes are fed back to the child's class teacher using the Midday Behaviour book.

School Policy on Physical Intervention

Physical intervention is only deemed acceptable if a child is;

- Putting themselves in immediate danger.
- Putting others in immediate danger.
- About to commit a criminal act.

Other than the Head Teacher, Deputy Head Teacher and Head of School Care, practitioners should NOT use physical intervention. If a child is putting others in danger, remove children around to a safe space and send a RED card (with a TA or sensible child) to the named persons. The named person will make the decision whether it is deemed necessary to physically intervene and will do so inline with legal guidelines.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children, we are not sarcastic or use inappropriate verbal rebukes. Only trained staff intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and are absolutely minimal.

Recording and Reporting

The relevant forms required for recording children's behaviour are in the Appendices of this policy. There are also electronic versions on the school network in the Behaviour file. Each

class teacher is responsible for keeping records up to date in line with this policy. All documents involved with this policy for specific children should be stored in the Document Vault on CPOMS to ensure that the child can be supported as they continue their learning journey throughout school. All documents should be reviewed regularly.

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Appendix 1: Behaviour Ladder

Appendix 2: Traffic Lights behaviour system - Child Friendly Behaviour Presentation

Appendix 3: Solution Focused Behaviour Plan

Appendix 4: Risk Assessment

Appendix 5: Significant Incident Form and Witness Statement

Appendix 6: ABC Chart

Appendix 7: Behaviour management Guidelines for staff