

WOOLENWICK INFANT & NURSERY SCHOOL

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BEHAVIOUR POLICY

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Mission Statement:

Learning Growing Achieving Together

This document is a statement of the aims, principles and strategies for promoting positive behaviour at Woolenwick Infant and Nursery School. It has been developed through a process of **consultation** with staff and governors. It is intended to be a working document and, as such, will be reviewed and updated at regular intervals.

This policy should be read in conjunction with the school's Bullying and Racial Harassment Policy which aims to develop strategies to promote good behaviour and outlines unacceptable behaviour and how it is dealt with.

At Woolenwick Infant and Nursery School staff receive training in behaviour support. This training is called "Hertfordshire Steps", and is based on the work of Angela Wadham, from Norfolk Steps. The term "steps" is drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

This statement reflects the philosophy, policy and practice at our school and seeks to develop pro-social behaviour and internal discipline for life rather than disciplining through control and punishment, which can produce obstinacy, alienation and increased resistance.

Pro-social behaviour is defined as behaviour which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people. This is linked to the principles of Protective Behaviours, which states that 'Everyone has the right to feel safe at all times.' This motto has been adopted by our school and discussed with children.

Our School Rules

The children have been at the centre of the development of a few positive school rules.

This "code of conduct" will be displayed around the school and published in the school brochure.

In our school we will do our best to:-

- We do our best learning
- We listen to others and show good listening
- We look after everything
- We are kind, polite, helpful and friendly
- We tell the truth
- We walk in school

Class behaviour Plans

In addition to the school rules, each class also has its own classroom behaviour plan, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The following principles should be observed:

- good behaviour can be promoted through praise and encouragement
- children's self esteem must be protected and enhanced whenever possible
- children should be listened to and encouraged to listen to each other

- if children misbehave, it must be made clear to them what they have done wrong, why it is unacceptable and that it will carry sanctions according to the severity of the conduct
- adults must be set achievable targets, and acknowledge small steps forward
- parents should be informed at an early stage if there are concerns about a child's behaviour.

Reminders and rewards

At Woolenwick Infant and Nursery School we realise that rewards are preferable to sanctions and believe it is important to highlight good behaviour. We recognise, praise and reward children's behaviour in a variety of ways.

Circle-time in each class acts as a weekly forum for discussing feelings and showing concern for each other.

Positive behaviour is recognised in assembly, informally and through the reward system. Stickers, smiley faces, a message to go home, help to raise the profile of the praise.

The aim must be the reinforcement of the child's understanding of acceptable behaviour and the celebration of good behaviour when it occurs. It is important to acknowledge, praise and reward the children whose behaviour is always good.

The children will be given regular reminders about positive behaviour both in class by their teacher and in assembly by the Head teacher.

Behaviour that is unacceptable

Whilst we promote good behaviour, we recognise behaviour that is unacceptable.

We will not accept: - physical violence
 threatening behaviour
 verbal abuse
 racist/sexist/ageist/homophobic behaviour
 deliberate disobedience.

Our school will not accept harassment of any kind, including racial harassment or bullying. If anyone feels they have been harassed this will be recognised and responded to.

Support

All adults working in the school need to understand expectations and targets for children with behavioural needs. Mechanisms for promoting this communication are constantly under consideration.

Training in managing children's behaviour will take place regularly.

Class teachers, Nursery Nurses, Teaching Assistants and Mid-day Supervisors will be supported in dealing with children with behavioural difficulties by the Head teacher, the Special Educational Needs Co-ordinator and other members of staff. This help may be discussion, ideas or practical help.

Each child in the school is a shared responsibility of all staff and Governors. Where appropriate, support will be sought from the child's parents and other children in the class.

Methods for dealing with behavioural needs

Teachers will use a range of strategies, including Protective Behaviours, which are consistent with the school's aims and will be appropriate to the offence and meet the child's individual needs. Examples of these strategies are:-

- moving the child to sit close to the teacher or another adult for an appropriate length of time
- removal of privileges
- limiting the choice of activity
- missing the whole or part of a playtime or lunchtime ('work' should not be given as a punishment during this time)
- removing the child from the unit for a 'calming down' time, followed by discussion of the wrong doing.

Any sanctions should be imposed quickly before the child has forgotten what it was for.

Outdoor play and planning time

The duty teacher Nursery Nurses and Teaching Assistants will deal with behaviour in line with the school's aims.

The child's teacher will be informed, as appropriate.

The Head teacher will be informed of any serious incidents.

The children have agreed some rules for the playground:

- we look after each other and play nicely
- we ask children on their own to join in with our games
- we share toys
- we tidy away toys in the right place
- we stand when we hear the whistle
- we tell an adult when a toy is broken
- we say sorry if we hurt or bump into anyone by accident.

At lunchtime

The 'Lunchtime Book' is used daily to record and communicate any behavioural issues that need monitoring by the Lunch-time Team.

Midday Supervisory Assistants are on duty and will deal with behaviour appropriately in line with the school's policy.

The Senior Supervisory Assistant will be informed of repeated unacceptable behaviour. The Deputy Head teacher may also be involved.

The child's teacher will be informed as necessary and will agree a plan of action to modify the behaviour.

The Head teacher will be kept informed and be involved as appropriate.

In the event of serious or persistent unacceptable behaviour, the following steps may be taken:

- parents will be involved from an early stage when staff are concerned and their support and help sought
- the Head teacher, Deputy or Inclusion Leader will be involved
- misbehaviour will be recorded
- Traffic light behavioural system is in place and particularly for those pupils with challenging behaviour
- a special book may be used for communication between home and school
- incentives may be used to help motivate the child to behave well

- Repeated incidents of bullying and racial harassment and serious ‘one-off’ incidents will be recorded and may be used with the child and/or their parents
- advice may be sought from the advisory service or Educational Psychologist
- if a child’s lunchtime behaviour is the main cause for concern, the child may be excluded from school at lunchtime
- in rare cases, the child may be temporarily or permanently excluded from school.

The Governing Body Principles

There is a Pupil Discipline Committee of three to five members who have received training to fulfil their role. The Head teacher is not a member of this committee. The committee will have regard to any guidance given by the Secretary of State.

In particular the committee will convene meetings in accordance with the guidance in *Improving Behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units (DCSF, September 2008)*.

If the Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the Head teacher (who is under a duty to comply with it) and inform the parent and the LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Head teacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Roles and Responsibilities of the Head teacher, other staff and governors

The Head teacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He or she will:

- Inform the pupil’s parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- Carry out an investigation to identify the reasons for the exclusion
- Advise the parent/carer on how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- Notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam
- Ensure that the statutory data returns (on racial incidents and bullying) are submitted on time to the LA

The Head teacher and staff will apply the principles identified above when implementing the following whole school approaches to positive behaviour.

Behaviour Policy 2020 Covid-19 Addendum Guidance

The principles as set out in WOOLENWICK INFANT AND NURSERY SCHOOL Behaviour Policy remain and should continue to be followed. This addendum should not be used as a standalone document and should be read in conjunction with the existing policy. It sets out the expectations in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. This addendum follows the advice and guidelines provided by the DFE.

At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

We expect all individuals to continually demonstrate positive behaviours outlined in our existing behaviour policy. Behaviour choices that are made that breach the government guidance and our school's expectations will be dealt with swiftly.

We would like to place a firm emphasis on the following behaviour expectations:

- Children must, as far as possible, respect and adhere to the social distancing guidelines. Children must be 2m apart from children who are not in their bubble if possible at all times. This will be difficult with all children and we will remind them as they come into school. We can understand that children will forget and even not understand fully so will of course deal with this accordingly.
- Children must not come into contact with the belongings of others – school issued or personal.
- We expect all children to thoroughly wash their hands throughout the school day and use hand sanitiser where asked.
- Children will be in smaller class groups during this time and they must stay in that group on each day. Children must not move into another group's space.
- At lunch and break, children will be aware of and remain in their zoned areas or will be staggered accordingly.
- Children must move around the school, including entry and exit, in a calm, orderly, safe and mindful way, being aware of their surroundings and others around them.
- Children's behaviour choices should not escalate to the point where additional adults are required to intervene or deal with a situation e.g. fighting, bullying, racism, damage of property, refusing to enter a room or area when asked, causing harm to others or by deliberately breaking the social distancing rules.
- Children's learning will be celebrated in classes but certificates to take home will only be a part of our 'Star of the Week' award.
- Children should work together and create a positive atmosphere and environment to learn and spend time with their friends in.
- Adults should hear children laughing and enjoying themselves throughout the day and be able to share examples of good learning with pride.
- Children should continue to show the resilience that they have over the last number of weeks and be determined to finish the year proudly.

If children break rules that an adult deems to be putting another individual at risk (child or adult), the following actions and consequences will be put in place:

First Safety rule break	Verbal warning issues, final reminder
Second Safety rule break	Sanction (e.g. loss of privilege/playtime)
Third Safety rule break	Parent/carer called on phone to collect the child and take them home.

If 'Third safety rule break' action has to be taken, SLT will discuss the incident/incidents with adults involved and discuss if it is safe for that child to return to school.

The register will be marked with a 'C' code - other authorised absence in exceptional circumstances. Due to COVID restrictions, we were unable to safely keep the child on site.

Adults will also do their best to adhere to social distancing guidelines but there may be cause for an adult to break this if the safety of another child or adult is at risk. On these occasions it may be deemed that that child's actions have created a risk too high to be contained within school. Members of SLT and Site Management will discuss this to make a decision regarding that child's further attendance.

During this phased return there will be fewer adults in school. Behaviours and actions that require additional adult intervention will also be discussed based around the increased health and safety risk created leading to discussion about a child's further attendance. We expect parental support with behaviour and we can fully empathise that for some of our children, particularly the younger ones, they are having to learn new rules but we must also keep all the adults and children in school safe at all times.

We do expect all children to follow these behaviour expectations but certain considerations may be given to individuals with SEND.

The above expectations are solely for the protection of all children and adults in school with an aim to limit opportunities for COVID 19 transmission.

Positive Touch and Physical Intervention

There may be times when a child's behaviour requires staff to use physical intervention to ensure the child's own safety, the safety of other pupils. Woolenwick Infant and Nursery School will be guided by the STEPS principles.

Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene. Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19. Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk. When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action. Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.

At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as children.