

Winterbourne Nursery and Infant School

Inspire – Learn -Be Proud

WINTERBOURNE NURSERY AND INFANT SCHOOL

Behaviour Policy

Approved by:	Governing Body	Date: September 2021
Next review due by:	September 2022	

Behaviour Policy

Aim

We are a caring community, whose values are built on mutual trust and respect for all. This policy is to ensure that every member of the school community shares a common understanding of what contributes to excellent behaviour. Our aim is to equip children with the skills to become responsible and respectful citizens within our society.

Our additional primary aims are:

- To promote self-esteem, self-discipline and respect within our school
- To foster positive relationships within the school
- To ensure that the school's expectations and strategies are widely known and understood
- To create an environment that encourages and reinforces excellent behaviour
- To encourage consistency of response to both positive and negative behaviour
- To encourage the involvement of both home and school in the implementation of this policy

This policy should be read in conjunction with:

- SEND Information Report
- SEN Policy
- Teaching and Learning Policy
- Safeguarding Policy
- PSHCE policy
- Anti-bullying policy

Standards of Behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. We measure academic achievement in terms of progress and development and we measure standards of behaviour in terms of the children's developing ability to achieve our behavioural goals.

We are on a journey to become a Rights Respecting School, working closely with the children, staff, parents, careers and Governors. We create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. The four Rights that we value are;

- *To Learn*
- *To Play*
- *To stay safe*
- *To be respected*

Rights of the Child (UNICEF, 1990)

Being developed with children, staff, parents, Governors

Each Child will be helped to:

- Develop a clear view of the difference between 'right' and 'wrong'.
- Respect and value others, both adults and children.
- Understand that we are all equal and that each person is an individual with their own needs, often these are different from our own.
- Become self-disciplined and kind to others.
- Understand that we do not tolerate verbal or physical bullying and harassment to others.
- Understand that good behaviour is expected but that poor behaviour has a hierarchy of consequences that are consistently and fairly applied.

Our Shared Understanding of Good Behaviour

It is important that the school community have a shared understanding of what their role is. It is important that adults are:

- Creating a safe, positive and effective learning environment
- Modelling high expectations (including expectations of respect, honesty and integrity)
- Ensuring children understand that they are forgiven when after reflection they are truly sorry for their actions
- Emphasising the importance of being valued as an individual within the class/ school
- Encouraging relationships based on kindness, respect and understanding of the needs of others
- Fair in the treatment for all regardless of age, gender, race, ability and disability;
- Celebrating and rewarding success alongside enforcing sanctions
- Recording and communicating regularly with parents, the Inclusion Manager and other the Leadership Team if there are any concerns

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The Inclusion Manager and Leadership Team support the staff in order to ensure high standards of behaviour around the school at all times, so that the best possible standards of teaching and learning are achieved.

Records are kept of all reported serious incidents of behaviour (Cf. Appendix 1). The Head teacher only has the authority for giving fixed-term exclusions and may permanently exclude a child where there is a history of behaviour incidents or a single breach of the school behaviour policy in accordance with *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion* (September 2017).

Promoting Good Behaviour in the Classroom

Every year, the teacher should familiarise the children with the 5 key values which underpin our vision and ethos. These should be displayed in each classroom. (Cf. Appendix 2). Children must also know clearly the rewards they will receive if they behave and the hierarchy of sanctions if they misbehave (Cf. Appendix 3). Parents/ carers should also be aware of these and how they support their child in school. This policy is published through the school website and a hard copy is available to parents via the office upon request.

These rules will be used around the school during varied activities e.g. PE sessions or during transitions and on educational visits.

A core feature of class teaching every day must be positive reinforcement of good behaviour; this is a shared responsibility for all staff and adult volunteers.

In PSHE/ Circle Time each week (for KS1), there is a time to discuss issues such as honesty, fairness, kindness etc. Giving children opportunities to discuss issues can help them to learn how to deal with others in appropriate ways.

Personal, Social and Emotional Development (PSED) in Development Matters (2021) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. This is achieved through self-regulation, managing self and building relationships.

Rewards in School

At Winterbourne Nursery and Infant School, we recognise how important it is to celebrate individual and collaborative success. We also believe that rewards have a motivational role, helping to see that good behaviour and a positive attitude is recognised and valued. We use a range of strategies to reward children:

- Praise and positive reinforcement (to individual children, groups or classes)
- Gold star on class Behaviour Rocket to reward, model and display positive behaviour and learning. Parents informed of this achievement when collecting.
- Three occurrences of being moved to the star in a week lead to a certificate in Achievement Assembly.
- Teachers may use stickers / stamps
- Where, as part of a child's additional needs, rewards need to be more immediate, teachers are encouraged make this explicit through a bespoke chart and link rewards to what motivates the child.
- Class attendance trophies - this is shared through weekly newsletter also
- Achievement Stars are awarded each week in our Celebration Assembly (*Records must be kept to ensure that each child receives a certificate at least once a term. Each week teachers to ensure the certificate is taken home to share with their family*).

Consequences

When disruptive behaviour occurs, a teacher must be prepared to deal with it calmly, quickly and proportionately. Therefore, the system of consequences must be in place as per Appendix 3.

At Winterbourne Nursery and Infant School, we recognise that consequences:

- Do not work in isolation. They must be balanced with positive support.
- Must be appropriate for the children's level of understanding. All staff must be comfortable using them.
- Should be consistent for the individual child. All staff working with the child to be aware of strategies and individual behaviour support.
- Should be organised into a hierarchy that clearly states what will happen the first time they break the rule to consequent defiant behaviour.

Working from the premise that there is always a reason for a behavioural choice, in addition to following the system set out, teachers must consider the following:

- Does the child understand the significance of the behaviour?
- Does the child understand why they are being responded to as they are?
- Does the child have needs which are additional and different to this aspect of Wave 1 Quality First Teaching?

If this is thought to be so, the teacher must complete a record of concern for SEN and submit this to the Inclusion Manager for follow up. Targeted support relating to a Social, Emotional or Mental Health (SEMH) need could be offered in keeping with SEN policy.

Monitoring

- Inclusion Manager will monitor behaviour folders Week 1 of Terms 2,3,4,5 and 6. Head teacher, and Assistant Head Teacher may also request to see folders.
- Inclusion Manager will follow up on any individual concerns reported through the agreed channels.
- Designated Governor to monitor the policy as part of their programme of school visits.

Exclusions

Internal exclusion

This refers to a child who works away from their class for a period of one day or more.

A child who has not shown an improvement in their behaviour following rewards and consequences above may receive an internal exclusion by the Headteacher. An internal exclusion may also be given for incidents that are deemed serious enough for an immediate internal exclusion. Examples are: repeated refusal to accept and follow school rules, or authority of adults, or behaviour which is physically or verbally abusive.

During an internal exclusion the child will come to school as normal, but will spend the fixed term (1-5 days) away from their class. They will have work set by their class teacher and will work in an agreed classroom. The child will be given a short break at a different time to their peers and eat their lunch with a staff member.

The school would work alongside the family to discuss strategies needed to support the individual child in the future. This could include an SEN support plan for the child, referral to the Positive Parenting Programme (PPP) or opening an Early Help where support for parents is required and consented to.

External exclusion

An external exclusion may be given by the Headteacher only if a child has been involved in an incident that is deemed serious enough for an immediate external exclusion. Examples include: persistent refusal to accept and follow school rules, or authority of adults, or behaviour which is physically or verbally abusive. An external exclusion may also be given if a child has received internal exclusions and no improvement in behaviour is noted.

An external exclusion is carried out at home. The child will be given work to complete arranged by the class teacher. Whilst at home the child is not permitted to leave the home during school hours unless there are exceptional circumstances, for the fixed period in which the exclusion runs.

On returning to school the child and parents or carers will have a meeting with the Head Teacher and Inclusion Manager. At this time a plan will be completed subject to the presenting needs.

Permanent Exclusion

Permanent exclusions are only for the most serious breaches of the behaviour policy and will be decided by the Head Teacher in consultation with the Governing body. (REF: 'Exclusions from maintained schools, Academies and Pupil Referral Units in England' Sept 2017).

Equal Opportunities

- Everyone deserves respect, both children and adults.
- Children need to be taught in a safe, happy environment.
- Individual needs or differences must be shown respect. Often direct teaching is needed to ensure that this happens.
- Bullying and harassment are not tolerated (please refer to anti-bullying policy).
- Violence to staff and pupils will not be accepted.

Key Values

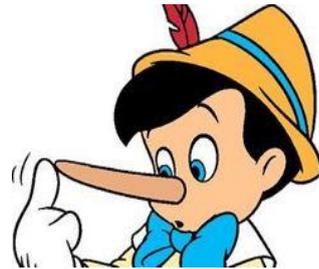
Independence



Kindness



Honesty



Curiosity



Bravery



Appendix 3

Rewards and Sanctions

Early intervention:

Some behaviour can be addressed through early intervention and staff intervening in a supportive manner. Strategies may include:

- Eye contact or another non-verbal signal
- Removal of an item that the pupil may be using inappropriately
- Voice control – use a different tone or speed
- Perception checking of task / work / play
- Proximal praise or other emphasising of the positive behaviour of other children
- Choices given in a meaningful way – for some children this will involve visuals.
- **Verbal warning before a child is moved on the class Behaviour Rocket**

Class Rocket System:

1. Every child starts the day on the green part of the rocket by the top.
2. The first consequence (after initial verbal warning) should be a visual warning (yellow part of the rocket) – children can ‘earn’ their way back to green, but are no longer eligible to go to the star that day.
3. A second verbal warning will be offered before a child is moved to the red part of the rocket – this incurs a sanction.
4. Sanction (red part of rocket):
EYFS- Immediately sit away from the activity on a spot for a given length of time (1 or 3 minutes and timer to be used to adult’s discretion with consideration to child’s profile). This is referred to as a ‘Time Out’
KS1 – Continue with current activity/work and miss 5 minutes of playtime at the next break or lunchtime.
5. All children return to the green part of the rocket when they have completed their sanction for a positive fresh start; aiming to stay on Green.
*Children may be moved straight to red for specific behaviours, e.g. physical or abusive behaviour
6. Children can be moved to the ‘Star’. This is for exceptional behaviour, effort, achievement or attitude.
7. (All children achieving a ‘Star’ of the day must be recorded. Children achieving 3 ‘Star of the day’ or more will receive a certificate.

Children may be moved straight to red for specific behaviours including:

<u>Code:</u> Repeated low-level disruption Hurting another child physically Hurting an adult physically Name calling Deliberate use of foul / inappropriate language	Throwing in the classroom Speaking rudely to an adult Speaking rudely to a peer Repeatedly ignoring a clear instruction Damaging property
---	---

- Behaviour is monitored closely at lunch time in a similar way. Children are given verbal warnings and if a time out is given it is completed outside immediately. If a child’s behaviour is more

challenging, then the Lead MDS is called. If necessary, the class teacher is called. Midday Supervisors record any incidences on the class behaviour log in the folder using the code and report back to the class teacher. **If the behaviour is of a very serious nature e.g. another child was seriously hurt, then a member of SLT are called for. The member of staff who dealt with this is to record on CPOMS.**

- It is important for the adult to talk to the child, away from others about the incident and highlighting that it is the behaviour that they are addressing. Staff use this opportunity to discuss what positive choices or actions the child could do to avoid a similar consequence in the future.
- Where a child has gone to 'Red', the teacher must inform parents or carers that same day. If there are frequent incident of a child going to 'Red', teachers must speak to Inclusion Manager about if targeted support or a different home-school communication is required. A 'Red' incident must be recorded on CPOMS

Children are not to be sent to different classes without express permission from the Headteacher

Every day should be a fresh start for the child.

- The teacher to keep a log of class behaviour which is handed to the SENDCo/Inclusion Manager weekly so that whole school behaviour can be monitored and she is able to follow up on any individual concerns.
- The teacher must inform parents/ carers and explore using home-school links to support behaviour.

If poor behaviour is becoming frequent:

1. Use CPOMS to inform Inclusion Manager, Headteacher, and Assistant Headteacher to discuss behaviour strategies that will be helpful.
2. Send child to another classroom/ SENDCo / Head Teacher (this should be progressive as well as dependent on Individual child's needs).
3. Monitor and record specific, reoccurring behaviours using the behaviour tally chart
4. Use a systematic cycle of 'Assess, Plan, Do, Review' to set and review achievable targets for individual children alongside the SENDCo
5. A specific 'Pastoral Support Plan' in place for all staff to use to ensure consistent and proactive strategies. This will be completed by the SENDCo alongside the teachers/parents/ carers and will be a working document.
6. Class teachers may consider it appropriate for a child to be supported by the Family Support Worker through an intervention such as social skills groups or Drawing and Talking Therapy. This is discussed with SENDCo.

Appendix 4

Enhanced Learning Provision

It is not developmentally appropriate for children who attend our ELP to use the same system of sanction and reward as those in the Mainstream setting.

Staff, following advice from the teachers and Educational Psychologists, use a range of strategies which are found to be meaningful and sensitive to the children's learning profiles and SEND.

Rewards may include	Teaching boundaries / sanctions may include
Pitch of voice Facial expressions High 5s – avoid this practise during Covid-19 outbreak How requests are responded to Additional attention	Minimal response Time out Separation Physical restraint where appropriate Removal of selections / resources Additional focus upon emotions communicated in a meaningful way

Appendix 5 – Covid-19

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

The following should be read in conjunction with the School's Risk Assessment and the following policies:

Health and Safety

Covid-19 Procedures

Infection Control

Safeguarding and Child Protection

Staff Code of Conduct including confidentiality

First Aid and Supporting Pupils with Medical Conditions

Data Protection

The Principles and purposes of this policy remain central to the ethos and running of the school and are not superseded except where explicitly stated below

Arrival of children

As parents arrive, there are now three entry and exit points. They will be directed to follow the one-way route to ensure social distancing. Member of SLT to support in calling pupils and directing them to allocated teacher.

As pupils enter the classroom they will immediately wash hands.

Markings will be put on the floor to show 2mtr distance to avoid any crowding when following routes. When pupil has been received by the teacher the parent continues to follow the one way to exit the building.

Pupils will observe social distancing where possible as they enter classroom and will be directed to their table after washing their hands

Departure of children

Having walked around the one-way system, parents will go to their designated area where they collect their child at the agreed time.

School instructions for hygiene, such as handwashing and sanitising

All children wash their hands with warm water and soap or hand sanitiser inside the classroom **upon arrival**; supervised by an adult. This is repeated **after play, before lunch, after lunch and before a child goes home** – a minimum of 5 times per day.

Each day, after morning registration, the teacher for the class reminds the children of the practises of effective hand washing, catching a sneeze, not touching their faces and reporting symptoms.

The teacher then refers to class poster (displayed next to board for prominence and easy reference).

Posters are displayed in the entrance to the toilets as well as by classroom sinks and communal areas reminding children of the process of effective hand washing.

Parents are at liberty to provide a small bottle of sanitiser that their children may use additionally.

Tissues are to be readily available. When someone sneezes into a tissue, they are to bin the tissue and wash their hands in the agreed way. Where they do not use a tissue, an adult uses PPE, sprays the area e.g. nearby table tops etc with a sanitising spray and wipes to reduce to likelihood of microbes living on these surfaces.

Socialising – Playtime and Lunchtime

ALL pupils will remain in their class bubbles. EYFS and year 1 class have a cordoned off section of outside space to access throughout the day. Year 2 have a designated playtime.

During lunchtime pupils will only come into contact with r pupils from their class bubble. This measure will help reduce any transmission.

Movement around the school

A one-way system is set up which is to be followed by all when children are on site. Where possible, staff should plan to limit movement around the building e.g. acquiring resources in readiness for use efficiently.

When children experience symptoms

Where there is a concern that a child shows symptoms of Covid-19, parents must not bring him or her into school. They are to follow current NHS guidelines and communicate this to the school over the phone.

When a child experiences symptoms of Covid-19 during the school day (on 18.5.20, said to be high temperature, new, continuous cough, loss or change to your sense of smell or taste). Acting head teacher is informed and the child is taken to wait in the Meeting Room until their parents are able to collect them. All staff to follow Covid 19 procedure which will be placed in all classrooms. Staff to get advice from NHS 111 immediately. Premises manager advises on rubbish which may have been contaminated: all waste that has been in contact with the individual – including tissues should be put in a plastic bag and tied, then placed in another plastic bag and tied. The bag should be marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, to follow current advice.

Use and sharing of equipment

Resources to be kept at a minimum so staff can monitor what is being used and then can ensure that these resources are thoroughly cleaned at the end of each session.

Each class will be provided with some outdoor equipment which is only to be used by the in pupils their group. Any shared resourced **MUST** be thoroughly cleaned after use.

Use of toilets

Toilet to be limited to 2 pupils at any one time. Cleaning log placed in toilet to ensure that toilets are cleaned regularly and to ensure that there is plenty of soap so that pupils can wash their hands. Adult to accompany pupil to the toilet to ensure the limit of pupils is not exceeded and to ensure that the pupils wash their hands.

Coughing and spitting

Children are to be taught to cough into their sleeve if a tissue is not available in time. They are to be taught that spitting is unacceptable and at this time is also dangerous. If a child understands this and elects to cough or spit at someone else; the acting head teacher is to be informed and the child will be sent home unless there are extenuating circumstances.

Remote learning

If there is a local outbreak or your child is sent home to self-isolate, Remote learning will be in place. Your child will be expected to participate daily; Parents are responsible for ensuring that their children have access to home learning in partnership with the school's offer. This currently includes:

Where parents cannot provide access to the internet, they must make the school aware when in dialogue with staff so that suitable alternatives e.g. sending work through the post can be set up.

Rewards and Sanctions

The behaviour policy above remains in place with the following adjustments:

Achievement Assembly will take place virtually led by a member of the SLT. Teachers will award a weekly certificate (sent home via the child in an envelope)

Teachers will use the rocket – only the class teacher will move names up and down.

Where appropriate, a child will be sent to a designated chair in a corner (facing the teacher) to have time to reflect before returning to class activities and learning.

In the unlikely event that a child is not responding to appropriate boundaries and rules and cannot be safely managed by the adults responsible for him, her or them; an available leader can be called upon to support, but this should be avoided where possible to minimise contact and potential exposure and spread of Corona Virus.

Principles for Staff as per Government advice which is not addressed above:

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitizer ensuring that all parts of the hands are covered.
3. Clean frequently touched surfaces often using standard products, such as detergents and bleach – time will also be allocated for the cleaning of resources at the end of a day.
4. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). This is especially the case in respect of younger children and some of our children with Special Educational needs. Where social distancing cannot realistically be implemented; safe practice involves additional vigilance with hand washing and the use of Personal Protective Equipment.
5. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
6. Keep your classroom door and windows open if possible for air flow.
7. Make sure you've read this updated behaviour policy and know what role in it you're being asked to take.