



Forefield Community Infant & Nursery School Behaviour Policy

Introduction

This policy is to provide guidance on the power that staff at Forefield Community Infant and Nursery school have to discipline the pupils at our school. It is a priority at Forefield Community Infant and Nursery school that all pupils feel safe and secure. This policy sets out the ways in which we ensure that there are high expectations of pupil's behaviour, attitudes that show commitment to learning and how we support resilience within a nurturing environment free from bullying and discrimination.

1. This policy contains guidance on:

- The school's approach to behaviour,
- The roles and responsibilities of staff and governors,
- The teaching of good behaviour,
- Rewards and sanctions,
- The use of "isolation",
- The use of reasonable force,
- Managing pupil transition,
- Behaviour at playtimes and outside the school gates,
- Behaviour and equality - supporting vulnerable pupils and pupil support systems,
- Liaison with parents/carers and other agencies,
- Staff development and support,
- Legal duties.

2. This policy sets out measures (as part of our legal duty) to:

Promote good behaviour, self-discipline and respect.

Prevent bullying.

Ensure that pupils complete assigned work.

Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

3. The School's Consistent Approach to Behaviour

At Forefield Community Infant and Nursery School all staff believe that positive behaviour is the essence of effective teaching and learning. Pupils learn best when they are happy and feel safe and secure. All pupils and staff have the right to learn and teach in an environment that is safe, nurturing and positive. We believe that all of our pupils are unique individuals who have the right to fulfil their potential during their time at our school. We encourage our pupils to take ownership of their own actions meaning that appropriate behaviour begins at an early age. Our school has defined a clear set of expectations of personal behaviour, which are based on respect for each member our community and their individual needs. Positive behaviour support develops high self-esteem, promotes good behaviour, effective learning and positive relationships. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement within a "can do" culture. We place importance on recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults in school and through learning experiences that enthuse and engage our pupils, we believe that all children can develop self-discipline and accept consequences as a result of their behaviour. We feel that it is the responsibility of parents and carers to work with our school in helping to foster positive attitudes and behaviour.

4. The Responsibilities of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Head teacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher supervises records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

5. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher will discuss the Golden Rules (see Appendix 1) with their class at the start of the new academic year and reinforce these at least half-termly.

“Golden Rules” will be clearly displayed in every classroom and communal rooms across the school.

In addition to the school rules, classes will have their own classroom charters, which are agreed by the children and displayed on the wall of the classroom, next to the whole-school rules. In this way, every pupil in the school knows the standard of behaviour that we expect in our school.

The class teacher must hold high expectations of the pupils in terms of behaviour, and strive to ensure that all children work to the best of their ability.

The class teacher must treat each child fairly, with respect and understanding and enforce the school rules and classroom charter consistently.

For all low level incidents the class teacher must deal with the incident him/herself, following the Stage 1 principles.

If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 1, the class teacher must seek immediate help and advice from a member of the Senior Leadership Team.

The class teacher may be asked to contact a parent(s), be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a child

5. The Role of Non-Teaching Staff

It is the responsibility of the lunchtime staff to deal with minor incidents and report them to the child's teacher

For more serious incidents, lunchtime staff must inform the Year Group Leader or a member of the Senior Leadership Team.

Non classroom based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the children as they move around school. Any incidents noted by the non-classroom based staff should be dealt with and where appropriate, be reported to the class teacher in the first instance and depending on severity, the year Group lead or a member of the Senior Leadership Team.

Teaching Assistants working in the classroom will support the teacher in matters of discipline.

They will correct the behaviour of children where necessary. Teaching Assistants working outside the classroom with a group of children will set clear expectations of good behaviour in line with this policy. If a child does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy.

5. The Role of the Parents/Carers

The school will work collaboratively with parents, so that our children receive consistent messages about how to behave at home and at school.

Parents will support and co-operate with the school in disciplining their child and foster a good relationship with the school.

Parents must be aware of the whole-school school rules and classroom charters and support the school in implementing these.

We explain and publish our behaviour policy, whole-school rules and classroom charters, on the school website for our parents to see.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

If any staff member has to use reasonable sanctions to help the children to understand the consequences of their behaviour, parents would be expected to 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 Assistant Head teacher with responsibility for Pastoral support. If these discussions cannot resolve the problem, then the Head teacher should be informed.

6. The Role of the Governing Body

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 and discipline policy, but the 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.

7. The Teaching of Good Behaviour

We recognise that positive behaviour must be carefully developed and supported.

Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times. Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Weekly Whole-school Collective Worship,
- Daily class Collective Worship,
- Circle-Time,
- PSHE lessons
- SMSC lessons.

8. Rewards

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters self-discipline and mutual respect.

We use a range of options and rewards to reinforce and praise good behaviour.

We primarily use the Class Dojo reward system to reward positive behaviour in school.

Children can earn Dojo points by demonstrating positive behaviour and receive rewards as described.

9. Sanctions

At Forefield Community Infant and Nursery School we believe that our pupils have a right to learn, free from disruption and interruption from others. Pupils have a responsibility to behave well in class and be good citizens. For behaviour to be managed effectively it is really important for teachers and parents to work together.

Our teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a Golden Rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil.

To be lawful, the punishment must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore before applying sanctions, consideration will be given to any underlying factors which may be affecting the pupil's behaviour. When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

When a pupil is deemed to have not followed the school's guidelines then sanctions can be applied as deemed appropriate, proportionate and fair.

When a pupil presents with challenging behaviour staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

10. Procedures for Enforcing the Sanctions

- The pupil will be given opportunity to analyse, change or modify their own behaviour, through discussion with an adult.
- The child will be given a warning linked to the relevant Dojo point
- A second warning will be given, followed by a third. 3 warnings and a red Dojo issued
- 3 red Dojos and the pupil will attend "think tank" at morning or afternoon break with a member of SLT
- The pupil will be immediately removed from their classroom/dining hall/playground etc and escorted to a member of the Senior Leadership Team.
- The child may be asked to apologise in an appropriate way and take part in some restorative work.
- Work may be repeated until it meets the required standard.
- The teacher/SENCO or a member of the Senior Leadership Team may set up personalised behaviour strategy for the individual or groups of pupils who may benefit.
- If the behaviour continues after these sanctions have been enforced, the matter maybe escalated
- The pupil will be immediately referred to the Head teacher and isolated from other pupils.
- Privileges will be removed - for instance the loss of a prized responsibility or not being able to participate in a class reward.
- The pupil's parents/carers will be contacted and invited into school to discuss the incident or consequences which may include:
 - a behaviour contract,
 - involvement of the Pastoral & Educational Support Co-ordinator, SENCo Designated Safeguarding Lead and/or external agencies,
 - a fixed-term exclusion,
 - a permanent exclusion.
- The pupil, parents and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.

11. Supporting Challenging Behaviour

On rare occasions, pupils may struggle to maintain their emotional baseline. In this instance a pupil may be supported to an area away from other pupils for a limited period to support their self-regulation. Staff will always act reasonably in all the circumstances when using Time Out or Withdrawal.

Any use of restrictive intervention that prevents a child from leaving a room or area of their own free will, will only be considered in exceptional circumstances.

We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for the school to decide how long a pupil should be in Time Out or withdrawn, and for the staff member in charge to determine what pupils may and may not do during the time they are there.

We will always ensure that this is no longer than is necessary and that their time spent there is used as constructively as possible.

We will always allow pupils time to eat or use the toilet.

12. Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Care & Control Policy and the DFE Use Of Reasonable Force Guidance (2013).

13. Managing Transition

At the point of transition from a classroom, pupils line up in pairs in a calm and orderly manner.

Teachers meet the children on the playground, to assist and collect their class on time.

Staff supervise all pupils whilst exiting and entering the classroom and building.

When pupils move around school, they walk quietly on the left-hand side of the corridor.

14. Managing Behaviour at Playtime

Expectations for playground behaviour are very clear to all staff and pupils.

Pupils are reminded about how to use the Play Pod and playground area.

Adults will issue children with a verbal warning if their behaviour is inappropriate.

If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues the pupil will have to hold an adults hand for the remainder of playtime

Any more serious incidents such as aggressive behaviour both physical and verbal, lunchtime staff refer to the child's class teacher or Year Group Lead.

Lunchtime staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Lunchtime supervisors are to inform class teachers of incidents of poor behaviour

Lunchtime supervisors may award Class Dojo points in accordance with the guidance set out in this policy.

15. Behaviour and Equality - Supporting Vulnerable Pupils and Pupil Support Systems

Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protected characteristics.

Forefield Community Infant and Nursery School acknowledges its legal duties under the Equality Act 2010 and in relation to this policy, recognises its duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as is reasonable to avoid disadvantage.

We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.

For our pupils we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special educational or physical needs.

We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour information is collated by the Pastoral/Safeguarding Team and discussed with the Senior Leadership Team during half termly meetings. If a pattern of poor behaviours begins to emerge, staff will begin a series of interventions via the SENDCO who is Behaviour Lead and Team Teach trained.

Parents will be asked to attend a meeting to inform them that we have concerns about their child's behaviour and to discuss with parents strategies to further support their child's behaviour. These may include:

- Home school books,
- Personalised strategies linked to behaviour,
- Send Support Plans/Positive Handling/Individual Behaviour Plans and Risk Assessments
- Support from an external agency,
- Pastoral Support Programmes,

The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes offering guidance and signposts to external services.

16. Liaison with Parents and Other Agencies

Our Pastoral/Safeguarding Team are here to support pupils and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

At Forefield Community Infant and Nursery School we actively support any pupil who is experiencing behavioural difficulties. Our internal support services and pastoral systems are enhanced by additional assistance from services including:

- SENIS Educational Psychologist,
- The school's Private Speech and Language Specialist
- Independent Behaviour Specialist
- Team Teach
- School Nurse,
- Jigsaw Pupil Referral Unit.

17. Staff Development and Support

Forefield Community Infant and Nursery School is committed to all staff having access to ongoing support with behaviour management. CPD is targeted to specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. Staff are provided with regular professional development opportunities linked to behaviour. The SENDCO and Behaviour Lead will offer advice and guidance and meet as requested by staff to discuss strategies of support. Staff may request to attend additional behaviour management training should they wish to do so.

Vanessa Buckley
Behaviour Lead
October 2019

Policy to be reviewed October 2021