



Aspire - Collaborate - Explore

'Together we learn – United we achieve'

BEHAVIOUR FOR LEARNING POLICY

Our vision

At Townville Infants' and Nursery School we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future. Good behaviour is central to ensuring we meet this vision.

Approved by:

Date: October 2023

Last reviewed on:

October 2023

Next review due by:

October 2024

Aims

This policy aims to:

- *Achieve consistency in policy and practice so that parents, children and staff have a shared understanding and approach to managing behaviour.*
- *Create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.*
- *Ensure that all are treated fairly, shown respect and to promote good relationships.*
- *Help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.*
- *Build a school community which values kindness, care, good humour, good temper and empathy for others.*
- *Ensure the school environment is calm, safe and supportive enabling all pupils to learn and thrive.*
- *Use good behaviour to promote community cohesion.*

Strategies

- *Good behaviour will be promoted at all times by staff and learners.*
- *All will be taught to treat others well and their behaviour will reflect this.*
- *Delivery of a robust and supportive PSHE curriculum.*
- *All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.*
- *Pupils are taught explicitly what good behaviour looks like.*
- *Children will be taught to be polite, respectful, well-mannered and well-behaved.*
- *Rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.*
- *Each member of staff is held to be responsible for the good behaviour of the children in their care.*

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- Where a member of staff is experiencing a behaviour issue or problem they will discuss it initially with senior management, who will agree an appropriate strategy of help and support.
- The teacher will, in agreement with the head teacher, involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour, the head teacher or SENCO will, where appropriate, involve outside agencies.
- In instances where poor behaviour is re-current and children may need a more tailored approach, individual behaviour plans are written. These are written in conjunction between the child, class teacher, SENCO and parents.
- In extreme cases, a learner's negative behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the head teacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

Outcomes

- This policy will promote the positive ethos of the school, its learning goals and values.
- It will ensure that children and staff are happy and that they enjoy coming to school.
- It will underpin excellent teaching, learning and progress.
- It will promote the high standards and high expectations set out in the school's aims and rules of conduct.
- It will be used to promote community cohesion.

Our School Rules

Our school rules are brief and simple; this ensures that pupils, staff and parents know and remember them:



'Be the best that you can be.

and

'Show that you care.'



Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

Staff responsibilities:

- To follow the school's behaviour policy and implement it effectively at all times.
- To provide a challenging, interesting and relevant curriculum.

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- To ensure that children know what they need to do to succeed through clarity of explanation and expectations.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.
- To provide additional support and/or resources to ensure the behaviour policy is followed by all.

Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

Leadership and Management responsibilities:

- Ensure all staff understand and follow this behaviour policy and embed the school's ethos and culture in practice.
- Support parents and staff effectively when children present challenging behaviours; understanding the impact this may have on well-being both of staff, parents and children.
- Monitor the efficacy of school systems and review these where and when appropriate.
- Manage and assign school resources appropriately to meet need.
- To be highly visible, routinely engaging with pupils, parents and staff.
- Monitor the training needs of staff; engaging appropriate training where necessary.

Routines

Coming into school

How the day starts sets the tone for the rest of the day. At Townville Infants' we firmly believe that all children should receive a warm welcome as they enter school. A member of each phase will be on the entrance doors each morning to say hello / good morning to children as they enter and the class teacher will be in the classroom to welcome them into their class. When that class teacher is at the main door another adult in the class will do this.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Townville Infants' we operate the following system.

Breaktime:

At the end of the break the bell is rang – all children stop what they are doing and stand still.

Children who are using equipment are then required to tidy these up.

Class names are then called out in turn and they line up in their allocated place ready to come in.

The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

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Lunchtime:

Children on the 12pm sitting:	Children on the 12.25pm sitting:
<ul style="list-style-type: none"> - Go straight to the hall from the classroom, taking their coats with them if they are required for playtime. - As children finish their lunches they tidy up their plates, cutlery and when directed by the lead MSA to proceed outside to play, collecting their coat from the back of the hall on the way. - MSAs monitor the number of children who have moved to the playground and ensure appropriate supervision is in place. 	<ul style="list-style-type: none"> - Go outside to the playground via the KS1 outdoor area, collecting their coats on the way, if required. - The bell is rung at 12.20pm for the first class (named) to line up and proceed inside to visit the toilet and wash their hands before walking down to the hall. - This is repeated again at 12.25pm for the second class. - Children take their coats with them to the hall. - As children finish their lunches they tidy up their plates, cutlery and when directed by the lead MSA to proceed outside to play, collecting their coat from the back of the hall on the way.


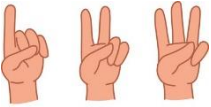
At the end of lunch time (12.45) the end of playtime procedure is followed. KS1 children re-enter school via the KS1 outdoor area. Reception children re-enter the EYFS unit along the corridor.

Moving around school

Children are expected to walk around school quietly. Running along corridors is not permitted.

In the classroom

The following routines should be embedded in all Key Stage 1 classrooms; in EYFS the children will be learning to follow these routines.

Staff will...	When...	Children will...	Why this approach?
<p>Place their hand in the air and say 'Thank you'.</p>  <p>In louder environments such as the hall or EYFS the use of a tambourine or bells will precede that 'Thank you' to gain attention.</p>	<p>Children are required to stop what they are doing and give the teacher their attention.</p>	<p>Stop what they are doing, place their hand in the air and face the teacher in silence.</p>	<p>To ensure uniformity across school and remove ambiguity from teachers' requests; providing children with greater security of expectation.</p>
<p>Hold up their hand and count to 3 on their fingers.</p> 	<p>Instructing children to move from the carpet to the tables or back again.</p>	<p>When shown 1: Stand up in silence. When shown 2: Move to their next seat (either standing behind their chair or in their carpet space). When shown 3: Sit down in silence.</p>	<p>To ensure a consistent approach which is understood by all children. This approach also ensures that the process of movement is swift and does not waste valuable learning time.</p>
<p>Ensure children have access to a choice of 3</p>	<p>For children to access if they have</p>	<p>Stay focused. Continue their learning.</p>	<p>To maximise learning time. Ensuring that the children have opportunity to revisit</p>

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<i>further activities linked to the lesson.</i>	<i>completed the lesson activity set by the teacher.</i>	<i>Be clear as to what to do if they think they have finished the lesson activity set by the teacher.</i>	<i>and practice past learning helps to embed this knowledge. This approach also limits the disruption a child who has finished learning has on others within the classroom.</i>
<i>Ensure a visual timetable is displayed on the whiteboard.</i>	<i>At all times.</i>	<i>Use this as a point of reference throughout the day.</i>	<i>To remove ambiguity and help children to feel safe and secure within the routines of the classroom and the school day.</i>

Rewards and Sanctions

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- *Emphasis on encouraging and motivating pupil e.g. positive feedback, precise praise, give attention for success, celebrating the learning as they go.*
- *Creating an environment which is warm and friendly but which has clear boundaries, expectations and rules – ensuring both physical and emotional security for all.*
- *Promoting respect for individuals by:*
 - *including their culture and background*
 - *modelling desired behaviour*
 - *listening to children and communicating that you have heard what they have said.*
- *Raising self-esteem by ensuring pupils experience and recognise their own success.*
- *Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible.*
- *Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.*

Team points

Children are put into house groups. When a child has completed a good piece of work or demonstrated exceptional behaviour, 'Team points' can be awarded to that child and therefore their team.

This system has been devised to encourage good behaviour and hard work above and beyond what is expected as a minimum standard of behaviour. Each week in Friday's good work assembly, the child who has attained the most team points in each class is announced, this child receives a certificate and earns a place at the golden table for their lunch on the following Monday.

Each week a classes Pupil Ambassadors count up the number of team points earned by each team and keep a running total. At the end of each half term, team in each class who have accrued the most points during that half term is announced and this team receive an extra playtime.

Postcards Home:

These are awarded to children in exceptional circumstances when they display exceptionally good behaviours or outstanding achievement.

School Rules:

At the beginning of each academic year, as part of their PSHE lessons, each class will discuss the school rules taking time to explore what they mean and what following them looks like in practice in the classroom and around school. The children will sign their agreement to follow the school rules.

Star of the week:

Each week every teacher nominates their Star of the week. This pupil will receive a certificate during the Friday celebration assembly, this child will also sit on the golden table for their lunch on the following Monday.

Good to be green:



Good to be Green is in place across the school. It is designed to enable to teachers to positively reinforce good behaviour. It rewards consistently good behaviour over time, stickers are awarded each week to those children who stay 'green' all week.

Process:

Green: Every child begins every day 'green' and should aim to be 'green' by the end of the day.

Stop and Think: A child will be issued with a 'stop and think card' if the teacher deems that the pupil has made some bad choices, after at least one warning. This will be placed on the table quietly in front of the child with a brief reminder of the behaviour which needs to stop. The teacher will then monitor this child carefully, looking to praise improvements, offer praise and remove the card.

Amber: A child will move to 'amber' if the teacher deems that the pupil has continued to make bad choices or disrupt learning.

After moving to 'amber' children should be given the opportunity to move back to 'green' with clear instructions of how to achieve this. If a child is unable to move back to 'green' within the lesson the teacher may issue the following sanctions:

- Time out (within the classroom) for reflection,
- Time missed at playtime.

A restorative discussion MUST take place if a child is issued with an Amber card. This conversation must take place between the child and the adult who issued the Amber card.

Red: More serious incidents can automatically move a child to 'red'. This needs to be, and is, recorded so that patterns can be identified.

Sanctions for being moved to red may include:

- Time out (within the classroom) for reflection,
- Time missed at playtime,
- Loss of privileges,

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- A visit to a senior leader,
- A visit to the head teacher.

Senior teachers are informed of persistent offenders and will decide upon the next course of action (see below). Parents are to be informed via text message within 24hrs if a child has been placed on Red.

A restorative discussion MUST take place if a child is issued with a Red card. This conversation must take place between the child and the adult who issued the Red card.

For more serious incidents such as fighting, destruction of school property or causing severe harm to others, senior management will be called and the following consequences may be enforced:

- Temporary suspension (LA procedures followed).
(A child may be temporarily suspended for short periods, usually up to 3 days, up to a maximum of 45 days in any school year. Parents have a right of appeal to the Disciplinary/Pupil Matters Sub-Committee of the Governing Body. See LA Guidance for specific information.)
- Permanent exclusion (LA procedures followed).

Once a child has had to cope with a consequence the teacher/staff member should look for the first opportunity to praise the child's good behaviour and work on the positive aspect of their relationship so the child feels safe and valued.

A child needs to know that it is the behaviour that is disapproved of, not the child and that every day is a fresh start!

Pupil Support

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting

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the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.

- 7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder e.g. social story, visual/written plan of action etc?*

Managing Behaviour over time:

The Headteacher, SLT and Welfare Officer monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school.*
- Awarding Team points in recognition of compliance with school expectations.*
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.*

The involvement of Senior leaders will include:

- A formal conversation with the child when the child has had repeated reportable incidents.*
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour.*
- Consider the needs of further assessment of underlying factors which may be a factor of disruptive behaviour.*
- Referral to Schools Welfare Officer to identify possible ELSA strategies which may support improvements in behaviour.*
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes.*
- Liaison with SENDCO to discuss possible SEND and to support the creation of behaviour improvement plan and regular review meetings.*
- Liaison with external agencies for support.*
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful.*

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

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When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps,
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Use of Reasonable Force

Key Points Regarding Use of Reasonable Force

- School staff have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where a TEAM teach restraint/use of force is used must be recorded in the bound and numbered book that is kept in the Headteachers office.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention, when a child repeatedly attacks others or poses a risk to their own safety.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Child-on-child abuse:

Child on child abuse (also known as peer on peer abuse) is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally, in line with our safeguarding policy our

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school's behaviour policy would support both the victim and perpetrator to ensure that incidents were not repeated.

In some circumstances this may mean adaptations to the taught curriculum are made such as additional use of the NSPCC PANTS resource or discussions about appropriate touch.

Child-on-Child abuse is always reported on CPOMS and highlighted to the DSL team as we recognise this may form part of a wider picture of concerns for a child. Where required the DSL team is likely then to invite parents into discuss behaviours and may make a referral to external services.

Where child-on-child abuse is of a sexual nature including sexual violence and sexual harassment, the school will follow our safeguarding policy in line with the principles set out in Keeping Children safe in Education. The school would also refer to the Brook Traffic Light tool for Harmful Sexual Behaviours to make appropriate decisions based on the age of the child and the behaviours presented.

Items pupils must not bring into school:

As an infant school we have many items across school which pupils can use within their learning throughout the day. As such we discourage children from bringing any items from home which may get lost, damaged or cause disagreements. In line with our safeguarding policy, there are also a number of items pupils should not bring into school; these include:

- *Sharp objects or those which could be used to cause harm to others.*
- *SMART watches or watches capable of taking photographs.*
- *Mobile phones.*
- *Photographic equipment.*
- *Toys.*
- *Jewellery (one small stud in each ear is permissible).*

Children with SEND:

Our behaviour expectations apply to all pupils across school however for our youngest learners or those with SEND we acknowledge particular adjustments may be needed. Teachers are responsible for these adjustments and they should be made following liaison with the SENCO, child's parents and, where necessary, external advisors. Adjustments made may include but are not limited to:

- *Personal visual timetables.*
- *Now and Next boards.*
- *A specific place in the classroom.*
- *A quiet space for time out.*
- *Short, planned movement breaks.*
- *Specific staff training.*

The creation of a calm, nurturing environment will benefit all pupils, including those with SEND, enabling them to learn.

Where a child with SEND demonstrates difficulties in managing their behaviour we will as a school consider if their SEND needs have contributed to their misbehaviour.

Children who have difficulties managing their behaviour:

Some children may, at times, experience difficulties managing their behaviour within the parameters of the whole school behaviour policy. In these instances, a member of the senior management team/SENCO/Welfare officer and class teacher will meet with parents and agree a course of action to support the child through their behaviours. This may include the following:

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- *Trying to understand why the child is experiencing difficulties, this may be through the use of an Antecedent, Behaviour, Consequence (ABC) record.*
- *Observation by senior management or the school SENCO.*
- *Contact with external agencies, with parental consent, where necessary.*
- *Individual behaviour plans.*
- *Discussion with the child.*
- *Support work with the Welfare officer, our Emotional Literacy Support Assistant.*
- *Access to nurture lunches.*

The impact of any additional support will be reviewed regularly to ensure desired outcomes are achieved. For all children it is our aim to ensure they are able to follow and adhere to whole school behaviour systems.

School staff and leaders will reflect on the cause of repeated misbehaviour and seek not only to address the behaviours being presented in a safe and proactive manner but also to support any underlying causes of the behaviour. This may include referrals to external agencies such as Early Help.

Behaviour incidents online

Each year our staff, parents and pupils are asked to agree to our Acceptable use of IT policy. This details what is and is not acceptable use of ICT. It also encourages parents to take responsibility for monitoring their child's actions online.

Throughout the year the school regularly shares with parents' key messages and ways to manage and monitor their child's use of online apps, portals and messaging services. Inappropriate behaviour online, including bullying, the use of inappropriate language, soliciting or sharing of nude or semi-nudes' images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour. All incidents must be recorded on CPOMS and the DSL team notified who will advise on the school's response.

Behaviour outside of school

We recognise the role education plays in supporting pupils to behave appropriately at all times, including when not at school. When the school is made aware of non-criminal poor behaviour, bullying or inappropriate behaviour online which occurs off site or outside of school time our response may include sanctions within school time (as detailed above). It will also, always include a conversation with the perpetrator about the reported or witnessed behaviours. This will be on a restorative basis and where the victim is known will consider their ongoing needs or whether a continuation of disagreement is likely.

Ultimately, a child's behaviour outside of the school day and off the school premises is the responsibility of the parent however, where these incidents may affect the school culture or wellbeing of pupils or staff parents will be involved in discussions with a member of our SLT. As required, adjustments may be made to the curriculum planning or interventions timetables to help educate against a recurrence of inappropriate behaviours.

Should a member of staff suspect criminal behaviour, the schools headteacher will make an initial assessment of whether an incident should be reported to police, only by gathering enough information to establish the facts of the case. Initial investigations will be fully documented and every effort will be made to preserve any relevant evidence. Where referrals to police take place, school will endeavour to ensure any further action taken does not interfere with any police action. The schools DSL team may also make a referral to children's social care at this time.

The impact of COVID-19:

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As our children are so young, the impact, of the pandemic, on their Personal, Social, Emotional development cannot be underestimated. Many children have experienced long periods of social isolation and missed vital early opportunities for social development. In this period where children are constantly adjusting following periods at home and differing amounts of out of school social interaction, staff will monitor all children's Personal, Social, Emotional development closely and where the class teacher identifies children who may be struggling this will be discussed with parents. Although the full impact the ongoing challenges of the pandemic will have on children's behaviour is as yet unknown, we do know that our response in these circumstances will include use of such tools as ELSA support, social intervention activities, discussions with parents and, where necessary, referrals to services such as Future in Mind and WISENDSS.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of Townville Infants' are educated in a caring, friendly and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

Linked Policies

- *Safeguarding*
- *E-Safety Policy Inc. Acceptable use of ICT*

This policy will be reviewed annually.