



# Dereham Church Infant and Nursery School



## Behaviour Management Policy 2020

*“Do to others as you would have them do to you” Luke 6v31*

### Behaviour Guidelines and Procedures

*Behaviour expectations apply throughout the school with all members of staff, including Nursery, however some of the routines may not apply to Nursery.*

The aim of this policy is to establish a positive school ethos and promote effective learning by embedding the following key aspects of school practice that will contribute to improving the quality of pupil behaviour.

1. A consistent approach to behaviour management
2. Strong School Leadership
3. Effective Classroom Management
4. Rewards & Sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff Development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition

The following policies should be read in conjunction with this policy:

- Single Equalities Scheme
- Anti Bullying
- Safeguarding, including Child Protection
- Code of Conduct
- Prevent

The school will take into account the individual pupil needs e.g. SEN pupils, EAL children, Looked After Children and children with families under stress, when dealing with behavioural issues.

### The Learning Environment

Learning takes place both inside and outside the classroom environment. It is vital that the same standards of behaviour apply whatever the setting.



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At the beginning of each academic year teachers should discuss and agree classroom rules and procedures with their class. These specific rules should be displayed in each classroom and adhered to consistently. Class teachers will need to make sure that the children understand how their classroom rules link with the School Rules. Classroom Rules are reviewed throughout the school year to reflect changing behaviours of a class.

## The School Rules

- ☺ We will always try our hardest
- ☺ We will respect ourselves, others and their property
- ☺ We will keep ourselves and others safe

Copies of the School Rules form part of the Home/School Agreement. The Home/School Agreement is included in the admissions pack for new parents/carers and is reviewed annually with parents/carers and children. A copy is stuck in the Home/School Link book (main school only).

## Promoting Appropriate Behaviour

- ☐ As a school we believe in the power of ‘positive example’ and praising appropriate behaviour
- ☐ Praising positive behaviour in other children helps those who are not sure what is expected by providing them with a role model.
- ☐ School staff should be consistent, firm and fair in their expectations of children’s behaviour and deal calmly with inappropriate behaviour.
- ☐ Where possible, staff should advise the children what to do rather than stressing ‘don’t’

## Strategies

- ☐ Circle time is used throughout the school. This impacts positively on children’s behaviour and attitudes towards each other, learning and their own self-esteem. (X reference PSHE **(New PHSE programme (Jigsaw) to be used)** & Citizenship Policy)

## Rewards

### SMART CARDS



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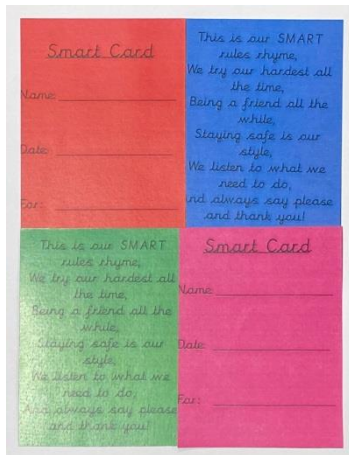


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□ SMART Cards may be given by staff to children who demonstrate good behaviour. The criteria have been decided upon by the children during assembly time. These will be reviewed by the School Council each year.

### An example of a SMART card



### Star Awards

□ Star Awards are presented weekly during the Friday assembly. One child from each class is nominated and reasons provided for why they have received the award. Each child receives a badge and a certificate which outlines their achievement. The awards are linked to the Characteristics of Effective Learning and reflect positive engagement with learning.





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### Playground Buddies

- Children are chosen to be Playground Buddies to help support other children at lunch time and playtime. These children provide a good role model to others and support other children during these sessions.

### Stickers / Headteacher's Certificates

- Stickers are given in class and at lunchtimes to reward a child's positive behaviour and achievements.
- Children may be brought to the Headteacher to receive a sticker or a Headteacher's certificate/reward

Staff will take every opportunity to praise appropriate/positive behaviour in the children and will celebrate this with the child's parents/carers, either via a note in the Home/School Link Book, uploading a note on Tapestry or by having a brief chat at the end of the school day.

### Dealing with Inappropriate Behaviour

*Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 & 91 of the Education and Inspections Act 2006) This power also applies to all paid support staff.*

### Recording and Reporting

- Each class has an incident file to record persistent and significant misbehaviour\*. Individual books are used for specific children who cause concern.
- Incidents must be logged, dated and signed by the person who witnessed/dealt with the situation.
- A parent/carer should be informed by personal contact or telephone of incidents (at the discretion of the class teacher).
- If the parent/carer does not collect their child, the teacher may ask the adult who is collecting the child to ask the parent/carer to contact the school. If the child is regularly collected by another adult i.e. a child-minder, then minor incidents may be reported and the class teacher will telephone the parent/carer for more serious incidents.
- Information must be relayed to the Headteacher so that she is in possession of the facts if the parents then telephone the school or come in to discuss the incident formally with her.

\*Please refer to Anti- Bullying Policy for further details



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### Strategies

There is an agreed ‘stepped’ approach to addressing behaviour. The ‘level’ of action is determined by the severity of the behaviour and assessed by the member of staff.

#### Level 1:

**The children will be spoken to about their behaviour:**

- Teachers may use Thinking Time in a quiet area within the classroom to give children who are upset or angry a chance to calm down before the behaviour is discussed.
- Each class will have a particular area set aside as a reflective area that can be used by individual children if they feel they need time on their own to think or calm down.
- They will be spoken to by a member of staff about their behaviour
- Some classes use ‘clouds’ or ‘traffic lights’ to monitor behaviour. Children clearly understand these systems.
- *Children are encouraged to begin to recognise and manage their own behaviour whenever possible. The rules and use of the calm area will be discussed at the beginning of the school year when each class establishes their class rules and routines.*
- *Discussion during RSHE lessons provide opportunities to reflect on how to respond to conflict situations.*

#### Level 2:

**If disruptive behaviour continues or a more serious incident has occurred then:**

- The teacher may send for the Assistant Headteacher to speak to the child in class; or a member of staff may bring the child to the Assistant Headteacher (\*Headteacher in the absence of Assistant Headteacher)
- The child may be issued a warning and miss play or lunchtime play. Parents/carers are spoken to by the class teacher.
- The teacher will inform the parents of their concerns regarding behaviour and report what has happened.
- The disruptive pupil may be withdrawn from a busy classroom by a member of staff. Once calmer, the pupil can then discuss the incident with the member of staff.

#### Level 3:



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- **If disruptive behaviour persists**, then the Assistant Headteacher will ask the parents/carers to come into school for a meeting to inform them of the school's concerns around their child's behaviour. The next step of being placed onto a Daily Behaviour Record will be discussed.

### Level 4:

- **If disruptive behaviour persists**, the child will be placed on a Daily Behaviour Record and will report daily to a member of the SLT. The Daily Behaviour Record is completed after every session (including playtimes and lunchtimes) and shared with parents/carers through the home/school link book.

### Level 5:

**Repetition of disruptive behaviour will result in internal or ultimately external exclusion.**

## Violent and Aggressive Behaviour

- In cases of serious misbehaviour (i.e. extreme aggression or violence which endangers themselves or another child or adult or repeated incidences of verbal abuse) a child may be sent to the Headteacher's office. An adult who is able to relay the facts of the incident must always accompany them. The Headteacher will decide on any additional action that needs to be taken in this instance and, if necessary, call in outside agencies and arrange a meeting with the parents/carers. Extreme aggression or violence towards another child/adult may result in exclusion for a set period.
- Following current legal guidelines only teachers and support staff who have had **Norfolk Steps CPD** may hold or use reasonable force to restrain a child when the child is endangering themselves or another child or adult.
- Any staff physically or verbally assaulted by a child must report this and enter details of the incident in the Accident/Incident Log (located in the school office). In the case of children exhibiting challenging behaviour, advice will be sought from the SEND Coordinator and, where appropriate, outside agencies. Teachers should keep a signed and dated record of any incidents of this type. Parents/carers should be kept informed at every stage of the process and encouraged to support the school in its actions and their child in dealing with his/her behaviour.
- Children with significant behaviour difficulties may be put on a "Behaviour Plan" after consultation with the Headteacher and SEND Co-ordinator or the Special Needs School Support Team. In extreme cases a risk assessment should be written for the specific child.





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All adults involved with the child need to be aware of the Behaviour Plan/Risk Assessment so that the child is managed consistently. Parents/carers must also be kept informed of the child's progress on a regular basis.

- Outside Agency support will be sought for children with extreme behaviour.
- Bullying and racial abuse is not tolerated at Dereham Church Infant and Nursery School and immediate action will be taken to deal with incidents of this nature.

### Sanctions

- Being moved to another table or seated by themselves for a period of time.
- Removal of privilege (i.e. Loss of 'choosing time' etc.)
- Internal exclusion to another teacher's class to work or sit
- Being sent to the Headteacher's office/ Assistant Headteacher's office/parallel classroom
- Missing part or all of playtime/lunchtime and staying in the classroom/ hall. Please note that children MUST be supervised by a member of staff if this is the case.
- Fixed term external exclusion.
- Permanent external exclusion. (Very serious breaches of the rules may lead to immediate external exclusions)

### Playtimes

- A minimum of one teacher will be on duty at playtimes and the support team assist by encouraging the children to play appropriately as well as patrolling and supervising the playground. Duty teachers must ensure they are outside promptly so that they and their class are first outside and last to go indoors. Support staff must ensure that they are on the playground by 10:20am.
- One certificated member of the support team is on First Aid duty each playtime and this person ensure that all injuries are dealt with and written on the First Aid Record sheet for each respective class (each class has a weekly record sheet which should be kept on a clipboard next to the First Aid box in each classroom). In the event of an absence another TA may be asked to assist.
- **Children must not be left unsupervised in the classroom;** a member of staff is responsible for supervising any children who stay indoors.
- The duty teacher will ring the bell two minutes before the end of playtime to allow a "two minute" warning to be sent to the staffroom. At the end of playtime the bell is rung and



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children are expected to stand still, look and listen. When directed by the teacher the children walk sensibly to their class line.

### Wet Playtimes

The duty teacher **must** send a message round if there is to be a wet playtime. Generally we go outside unless the weather is horrific! A decision is to be made at 10:00am by the duty teacher who then notifies the teachers. Support team members will supervise the classes they normally work with to allow the teachers to have a 15 minute break. Children may use play equipment, draw or colour. The use of computers is at the discretion of the class teacher. In some situations the children may gather together in a shared area or classroom to watch a DVD.

### After Playtime Routines

When appropriate after playtime a couple of minutes could be allowed to encourage the children to “acclimatise” to the learning environment. Below are some suggestions:

- ❑ Singing a song
- ❑ Playing a game
- ❑ Dancing to a piece of music
- ❑ Saying some rhymes or poems
- ❑ Having a calm piece of music playing and allowing the children to read quietly

### Lunchtimes

Lunchtimes are organised into 2 sittings.

Each class has a designated MSA that is responsible for them. The Assistant headteacher ensures there is a clear rota for first aid and who covers the class the first aider is taken from in liaison with the SMSA.

#### Procedure

Grace is said in the classrooms prior to lunchtime.

The children then walk to the hall (first sitting) or walk to the playground (second sitting).

All staff should monitor this and insist on walking.

MSA's can give out *SMART cards* to those children demonstrating appropriate behaviour at lunchtimes. These cards are entered into the draw for the ‘Smartie Party’ with the Headteacher. Stickers are given to those children making a good attempt to eat their





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school dinner or packed lunch. All children are expected to put their hands up if they need help and to ask permission to leave the table when they have finished eating.

Huff and Puff (X reference PE Policy)

MSA's encourage cooperative play. There is a rota in place to ensure all children have equal opportunity to use the equipment. Children not adhering to this will not be able to use the equipment for that day or a longer period as agreed with the Headteacher/Assistant Headteacher.

Pavillion

The children may use the pavilion on the playground for quiet activities.

Trim Trail

There is a rota in place to ensure that all children have the opportunity to regularly access the trim trail to support purposeful play. There will be adult supervision (at least one adult) at playtimes and lunchtimes.

Reflective Garden

Children may enter the reflective garden at playtimes and lunchtimes. Discussions with the children will have established how the Reflective Garden is to be used.

The whistle is blown five minutes before the end of lunchtime to enable the children to put away the play equipment and be ready for the afternoon's learning. A second whistle signals end of lunchtime and the children line up quietly. The class teacher will come out to collect their class. The MSA is responsible for reporting all incidents to each child's class teacher.

Class teachers need to ensure that parents/carers are aware of any difficulties that their child experiences at lunchtime and these incidences need to be written down and dated.

Incidents involving bullying or racial abuse should be taken seriously and reported immediately to the Headteacher. The definition of *Bullying* is clearly outlined in the AntiBullying Policy. Alleged cases of bullying will be investigated by the Headteacher and assessed against the agreed definition.



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### **Wet Lunchtimes**

Each year group has their own "wet lunchtime equipment" box and these are kept in the classrooms. During wet lunchtimes children may watch a DVD in the classroom with their MSA or use the equipment in the wet play box. Each MSA is based with their designated class and looks after them in the hall during their dinner sitting and in the classroom for the remainder of the dinner time. The first aider will give additional support in the hall when not required. At 12:55pm the MSAs should ensure that the children have put the equipment away properly and tidied the classroom ready to start the afternoon session before assisting in the hall. They can settle the children on the carpet by singing/saying a rhyme/playing a game i.e. I spy, so that there is a calm atmosphere for the beginning of the afternoon session.

### **Moving Around the School Building**

Children are expected to walk at all times. They must not interfere with each other or disturb the learning environment. All staff are responsible for praising appropriate movement around school and reminding children to walk carefully to ensure the safety of themselves and others.

### **Screening and Searching**

If a child is believed to have taken a toy/resource they may well be asked to empty their pockets or bag. This incident would be reported to parents/carers. As toys/objects from home are not permitted in school, if a child is fiddling with their pockets indicating that an object may be inside the pocket, they may be asked to empty their pockets.

### **Monitoring and Evaluation**

This policy is a working document and is reviewed every three years or when circumstances change. The Headteacher is responsible for the development and review of this policy.

### **Liaison with parents/carers**

As a school we believe in the power of "positive example" and praising appropriate behaviour. Opportunities for this in the classroom should be promoted and children should be praised for improving their behaviour and setting a positive example to other children.

Parents/carers must be involved in this process, even if it is just a brief chat at the end of the school day to say that a child has played well or tried hard to behave appropriately.

Inappropriate behaviour in the first instance will be dealt with by the class teacher or the MSA at lunchtime. The MSA must inform the class teacher if they have dealt with a child.



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Depending on the behaviour the class teacher may then involve the Assistant Headteacher or Headteacher who will decide on the next steps which are dependent upon the offence. Minor instances **will not be reported on every occasion** to parents/carers.

If it is decided to monitor a child’s behaviour through a Daily Behavioural Record the Assistant headteacher/class teacher will meet with parents/carers to explain how the chart operates and the role they can play in promoting positive behaviour while addressing inappropriate behaviour.

### **Liaison with outside agencies**

The Headteacher and SENDCO will liaise with the Cluster SENDCo for advice and support regarding children with severe behavioural difficulties.

The school will work closely with Outside Agencies when considering a Managed Move.

Members of staff will signpost the support of the Health Visitor for those families experiencing behaviour difficulties at home.

### **Staff Development and support**

The school will ensure that staff have the opportunity to attend relevant Inset and training opportunities to help to develop their knowledge and understanding of strategies that can be used to address inappropriate behaviour.

All new staff have access to this policy to ensure whole school cohesion.

## **Covid-19 addendum**

### **Behaviour Principles**

When children return to school during the Covid-19 epidemic, there will be a need to follow the guidelines carefully around hand-washing and social distancing. This amendment to Dereham Church Infant and Nursery School’s Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to this policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. These amendments will need to be communicated to children, parents and staff.

We understand that the new rules can be extremely difficult for the age range of our children to comprehend and will provide reminders to help them through this time. It is paramount that the



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new arrangements are followed as best as possible to support the safety of our children, staff and families.

### **Behaviour Expectations:**

**The following are the expectations for children whilst at school:**

- The usual school rules apply and children are encouraged to try their best even under difficult circumstances.
- New routines will need to be taught and modelled for children and particular consideration will need to be given for children with complex and additional needs who may find adjusting to changes in school routines more difficult.
- Praise and positive examples are highlighted to encourage appropriate behaviour.
- There can be no coughing or spitting at or towards any other person – **this could lead to exclusion at the discretion of the Head Teacher**

### **School Routines and Procedures:**

- Children must follow all routines for arrival and collection times.
- In preparing for children to return to school following the stay at home requirements associated with COVID-19, we have ensured parents, and children as appropriate, understand the changes to school routines and the expectations for children to work within these for the safety of the school community. We have asked parents and families to discuss these new rules with their children prior to returning.
- Children must apply social distancing to the best of their ability and follow reminders when given. Children can try for instance, to stay in their own seated area, use their own circle space when on the carpet and use the markers on the playground when lining up.
- Children must try to remember to use their own equipment, including lunch items and water bottles.
- Children must remain with a member of staff in their zoned area.

### **Hygiene and Health Expectations:**

- Children must follow school instructions on hygiene, such as hand washing.
- Children will be given reminders about the expectations around sneezing, coughing, tissues and disposal (re-enforce ‘**catch it, bin it, kill it**’) and reminded to try not to continually touch their face.
- Handwashing will be modelled frequently and the importance of hygiene will regularly be discussed.

### **Mental Health and Emotional Support:**



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- There will be opportunities for children to discuss how they are feeling with many changes in their lives. Circle time, discussion time and talking openly will be encouraged to support children.
- Additional support that pupils can access above and beyond classroom provision can be organised if required.