



# Dereham Church Infant and Nursery School



## Behaviour Management Policy 2022

"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
- SEND policy
- Exclusion policy
- Restraint policy
- PSHe
- Non-negotiables T&L

### Pupil Support



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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 school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.*

*When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.*

## 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.

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).



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### 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'
- The Christian teaching and values of our school reinforce behaviour expectations.

### 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)

### Dinosaur Awards

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



### 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.



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### 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.***

Inappropriate behaviour is defined as disruption in lessons, negative attitude to learning or towards others, refusal to complete work set, speaking inappropriately to others, not following reasonable instructions.

### 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.
- Information and data on behaviour is reported by the Head to the Governors.

\*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
- 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:

- 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.



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### 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. 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.



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### 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)

### 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

Placing parents/carers at the centre of discussions/decisions about their child's behaviour management helps develop effective strategies that will minimize the risk of exclusion. Ongoing support and guidance for parents/families helps avoid a culture of blame and helps them reinforce the correct standard of behaviour. This approach is especially important when dealing with children with complex needs or who have faced trauma, which is a common trigger for disruptive behaviour. The school has their own Parent Support Advisor, Mrs Playford, who is available to work with parents/cares to give support and advice. 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.



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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.

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 outside agencies 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.

### Mental Health and Emotional Support:

- 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.