



Templemoor Infant and Nursery School

Behaviour Policy (Applies to School and X Club)

Desirable behaviour is both a necessary condition for effective teaching and learning to take place and an important outcome of the education process. With this in mind, the following document has been produced.

Policy Reviewed: May 2016



Templemoor Infant and Nursery School Behaviour Policy

AIMS OF THE SCHOOL

At Templemoor Infant & Nursery School we aim to:-

- promote, encourage and support the highest quality learning as the central purpose of our school and as an enjoyable life-long activity,
- foster a community involving children, teachers, governors and parents that shares high expectations and care and consideration for others,
- recognise and celebrate all our individual and collective achievements,
- create an environment responsive to the needs and gifts of every child, through the provision of quality education,
- develop in children a sense of personal responsibility which will encourage them to contribute to and benefit from the wider world.

These aims will be supported by:-

- an attractive and well maintained building and grounds designed to encourage a wide variety of learning and creative teaching and the best possible working conditions for all.
- the active involvement of parents and the wider community in children's learning and in the life of the school.

THE TEMPLEMOOR MISSION

To provide the Highest Quality Teaching and Learning in a Happy Stimulating Environment.

THE SCHOOL RULES

At Templemoor we:

- take responsibility for our own actions
- care for each other and our school
- care for our own and other people's things
- try our very best
- share with others
- always walk into and around school
- are polite and helpful
- play where we should
- are proud of our school

SCHOOL PROCEDURES (Children)

Children should:-

Move around school in an orderly way (walk quietly) – when going to and from assembly they should be silent.

Stop and listen immediately when:

- a whistle is blown outside (except when a continuous whistle is blown)
- the command 'STOP' is used inside,
- on hearing the fire bell.

WET PLAY TIMES

Children must stay in their own classrooms – Teachers will provide a variety of 'things to do' and stay with the children.

Teaching Assistants on duty that day will ensure that all Teachers have a drink and a 'comfort break.'

PLAYGROUND

Children should:

- play on the playground, unless they have been given permission to go on the grass.
- place all litter in bins,
- Climb down from logs and tyres, come out of bushes and stand still immediately at the sound of the whistle,
- walk into school class by class as instructed by the member of staff on duty.

REGISTRATION

Children should:

- sit quietly,
- respond to their name being called by saying "yes Mrs/Mr....."

AT THE END OF THE SCHOOL DAY

At the end of the day children should:

- collect all their belongings – coats, bags etc,
- leave the building/premises in an orderly manner,
(If children are going to After School Club their names will be in a plastic wallet hanging on the door. Teachers will ask these children to sit away from others and wait quietly to be collected by a member of staff).

CODE OF CONDUCT/ BEHAVIOUR GUIDELINES

AIMS

The school aims to foster in the children values of caring and consideration for others and the environment, as well as seeking to encourage and develop personal responsibility and self esteem.

PURPOSE

- To ensure effective teaching and learning in a settled, safe educational environment.
- To establish a code of conduct and procedures for all staff.
- To establish a desirable code of conduct and procedures for parents (with regard to school).
- To establish a code of conduct appropriate to the age and understanding of the children in consultation with the children, staff, parents and governors and to make clear school procedures for children.
- To ensure such a code is based on positive recognition and encouragement of desirable behaviour.
- To ensure common strategies for dealing with unacceptable or dangerous behaviour.

GUIDELINES

- All staff and children will develop and review regularly a set of simple classroom rules which are understood by all.
- The children will experience a positive climate of individual, group or class rewards for desirable behaviour and will be encouraged to understand why sanctions are applied.
- The shared understanding of home and school of the ethos and values of the school all give support to school strategies and promote positive behaviour.

PARENTS

This document is particularly about desirable behaviour. By supporting the school in the following ways parents will help their children to achieve the standard of behaviour required to ensure that our school is a happy place where caring, sharing and learning have equal status.

PROCEDURES FOR PARENTS

Parents are expected to:

- bring and collect children on time,
 - Morning Nursery 8.30am – 11.30am
 - Afternoon Nursery 12.20pm – 3.20pm
 - Reception to Year Two 8.50am – 3.15pm. (The school day begins promptly at 8.55am)
- ensure that school has up to date information about addresses, telephone numbers etc,
- notify the school by telephone or email before 9:30am on the first day of absence and every subsequent day of absence thereafter. Parents/carers must clearly state the reason for the absence and the expected duration of illness. Provide a note when the child returns from an absence. This should be on the child's first day of the child's return to school.
- ensure that their child arrives at school **on time every day**.
- ensure that family holidays are booked during school holiday time and **not** during term time ensure that children attend school regularly,

- only send medicine into school by prior arrangement with the Headteacher,
- parents will be encouraged to have high expectations of their children and set an example to their children by:
 - showing a considerate attitude to others by not bringing cars/taxis into the school grounds, or Nursery Close,
 - bring and collecting their children on time,
 - send money in on time, in envelopes clearly marked with their child's name or pay online on time via Parent Pay,
 - support the work of the school by showing their children a positive attitude to school, becoming actively involved in their children's education, adhering to school rules, e.g. uniform and by supporting school activities and events.

CODE OF CONDUCT

STAFF AGREE TO:-

- act as role models for children – behaving respectfully to everyone they have contact with
- reinforce school rules regarding
 - movement around school,
 - outdoor behaviour and classroom behaviour,
 - behaviour in assembly,
 - behaviour out of school (visits etc),
 - care of belongings/resources,
- encourage children to reflect on the outcomes/reasons for undesirable behaviour – through discussion, role play, story etc.,
- encourage children to be independent at all times – supporting and encouraging this by:-
 - building children's independence year on year
 - good classroom organisation,
 - good planning,
 - high expectations,
 - clear explanation etc.,
- encourage children to seek peaceful solutions in a calm atmosphere,
- choose their words carefully when talking to children ensuring that children fully understand what is expected of them,
- avoid confrontation whenever possible,
- listen to explanation,
- treat all children as individuals,
- reward children for desirable behaviour,
- label the behaviour – not the child, when dealing with unacceptable behaviour.

GUIDELINES

- All staff will encourage the discussion of values and standards necessary in school and the wider community: values which hold that verbal or physical abuse, or lack of respect for the needs of others are unacceptable.

TRAINING

Training needs will be reviewed through normal procedures and incorporated into the school development plan.

Monitoring bullying incidents, abusive behaviour or any other unacceptable behaviour in the classroom or playground will be undertaken to judge the success of the policy and procedures.

Members of staff will:

- recognise that the quality of the curriculum – its content and the teaching and learning methods through which it is delivered are important influences on pupil behaviour,
- promote an active partnership with parents to promote desirable behaviour and involve parents in children's education both in and out of school,
- seek to involve parents at every stage when disciplinary problems arise,
- ensure that parents receive positive and constructive feedback on their children's work and behaviour,
- endeavour to make parents feel welcome in school,
- apply rules consistently but ensure flexibility in the use of sanctions/punishments.

PROCEDURE

Members of staff will:-

- be in the classroom by 8.50am and open the door so that children can be ready for registration at 8:55am
- never leave a class unsupervised (though children may be out of sight),
- ensure that at least 1 person is on duty outside before sending children out to play,
- staff must be back in classrooms at the end of play times (avoid lining up outside classroom doors),
- playtimes (these times are approximate and flexible)
 - a.m. – 15mins from 10.40
 - p.m. – 15 mins from 2.30,
- two members of staff should be on duty outside during whole school playtimes,
- mobile phones are **not to be used** in the presence of children (except in an emergency).

PROMOTING DESIRABLE BEHAVIOUR

We believe that: desirable behaviour can be promoted through 'good practice' as outlined in the Teaching & Learning policy.

It is the responsibility of all members of the school community to manage pupil behaviour. High standards of behaviour are expected from children at Templemoor Infant and Nursery School at all times.

Good practice involves the following:

- Ensuring **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- Building positive, caring relationships with every child so that they feel valued, understood, safe and cared for.
- Maintaining a safe, organised and stimulating learning environment where children have access to appropriate and sufficient resources that support their learning.
- Ensuring that children know that their efforts, ideas, positive contributions, and work are valued.
- Ensuring that every child receives regular verbal praise and positive written praise as set out in the school 'Marking and Feedback Policy'.
- Creating opportunities for children to work alone or in a group or unsupervised by an adult, in order to develop self discipline and independence.
- Ensuring that children have a voice.
- Building and maintaining positive relationships with parents and carers.
- Promoting a sense of team spirit and belonging.
- Creating an atmosphere of respect for differences, whether by gender, religion, race and culture, abilities and disabilities.
- Providing a framework of incentives and sanctions which recognises teacher rewards and celebrates positive behaviour.

The Governing body will ensure that the behaviour policy designed to promote good behaviour and discipline is followed at school. They will bring to the attention of the Headteacher any measures that they consider she/he should have regard to, and offer guidance as appropriate

Children will be given the opportunity to share their views through the School Council. Opportunities for pupils to discuss personal and social issues which may affect them will be addressed through PSHE lessons.

UNDESIRABLE BEHAVIOUR

We should deal with every disruptive situation – to provide a consistent approach in the application of rules – but we need to consider the child and the context before applying sanctions. Behavioural difficulties may manifest themselves in a variety of ways ranging from minor attention seeking to serious aggression. They are all important and worthy of consideration because, however minor, they reduce the amount of time we spend actually teaching and distract others from their learning. It is our responsibility to reduce disruptions in our school and classrooms.

We recognise the following behavioural difficulties:

- 1 Off task behaviour,
- 2 poor relationship skills,
- 3 poor concentration skills,
- 4 emotional and aggressive behaviour.

These inappropriate behaviours may be related to a variety of causes. However, we need to consider these behaviours as possible signals to the child experiencing problems, at home or in school (or related to a child's individual learning style).

Although our primary role is to maintain discipline, we have a responsibility to delve deeper, where children give us cause for concern. In some cases, the problem may be temporary, in other cases it may lead us to pursue bullying or child protection investigations.

1 OFF TASK BEHAVIOUR

Where a child avoids starting or completing tasks

- Out of seat, disrupting others.
- Playing with resources off task.
- Leaving the classroom without permission.
- Failing to locate their resources.
- Frequently talking off task.

Some issues

These behaviours might indicate:-

- a mis-match between tasks set and the child's ability,
- a lack of concentration which could be attributable to a hearing loss,
- a lack of independence,
- a lack of self confidence,
- a lack of motivation,
- poor organisational skills,
- emotional problems,
- tiredness.

2 RELATIONSHIP PROBLEMS

Where a child may have difficulty in getting on with others

Examples:-

(a) Uncooperative behaviour.

- Unable to work in a group situation.
- Unwilling to share ideas, materials etc.

(b) Difficulty making friends or maintaining friendships.

- No one to play with or be partner to.
- Arguing with people.
- Breaking friendships up.
- Spreading rumours to upset people.

(c) Inability to solve conflicts appropriately

- Hitting, kicking, pushing people etc.
- Destroying or hiding others property.

Some issues:

- These children may not have matured enough to develop social skills necessary to form relationships.
- They may not have gained much experience of playing with other children.
- The curriculum offers opportunities to develop children's co-operative skills.

3 *CONCENTRATION PROBLEMS*

Examples:

- Unable to respond to questions.
- Talks during quiet times.
- Has difficulty following instructions, needs one instruction at a time.
- Easily distracted.
- Unable to focus attention appropriately.

Some issues

The children may have:

- a short memory span,
- a hearing loss,
- limited vocabulary,
- a short attention span,
- slow thought processing,
- specific language problems – delay,
- poor listening skills,
- poor sound processing,
- tiredness.

4 *EMOTIONAL/AGGRESSIVE BEHAVIOUR*

Where a child defies authority, or loses control of themselves

Examples:

- Refusal to follow instructions (challenges authority).
- Running out of class/school.
- Experience large mood swings.
- Carries out unprovoked attacks – physical or verbal.
- Temper tantrums.

Some issues

The above behaviours might indicate:

- emotional problems of a temporary or permanent nature. The child may be distressed due to; marriage break-up; moving areas or moving house; redundancy; abuse of some description; friendship problems; bullying; problems with school work; the birth of a new baby; change in makeup of the family,
- an expression of neglect or need,

- frustration due to lack of self esteem,
- a clash of personalities,
- a lack of a 'sense of control' over their lives, or a particular aspect of it,
- a lack of maturity.
- a Special Educational Need (SEN).

STRATEGIES

We recognize that a range of strategies from simple to more complex are needed to deal with the four types of behaviour identified earlier. We acknowledge that behaviours do not always fall neatly into a category. We understand that some strategies for dealing with a particular behavioural difficulty might equally be suitable for dealing with other types of misbehaviour.

1 OFF TASK BEHAVIOUR

- ensure resources are readily available, well organised and labelled, to avoid wasting time.
- ensure the child understands the task.
- Target setting; give children goals to aim for, i.e. set expectations for groups and/or individuals – "I expect you to....by....".
- Offer incentives and/or rewards to finish tasks e.g. first out to play, stamps, celebrations etc.
- Praise on task behaviour.
- Give opportunities for children to change their behaviour e.g. "I'm looking at that table's work next", "I'm waiting for just one person to put their pencil down"!
- Give children encouragement and the confidence to succeed – "You can do it"!
- Remove distractions e.g. toys, key rings etc..

2 RELATIONSHIP PROBLEMS

- Re-assess furniture layout, is it creating problems?
- Re-assess grouping and seating arrangements.
- Be aware of personality clashes.
- Get to know who works well together.
- Encourage friendships e.g. give a specific job to do with a friend, i.e. nurture friendships.
- Discourage negative friendships by separating.
- Deal with these problems at an appropriate time i.e. not during lesson time.
- Use of co-operative games, role play and discussion to develop social skills.
- Teaching children how to deal with friendship problems i.e. give them alternative choices.

3 CONCENTRATION PROBLEMS

- See appropriate "off task" strategies.
- Shorter targets set to ensure success.
- Task broken down to small steps.
- Seat near adult.
- Keep bringing the children back into discussions.
- Offer incentives/rewards for lengthening concentration spans, and completing tasks.
- Reinforce time element – "five minutes left".
- Repeat instructions: one instruction at a time.
- Work in smaller groups.
- Praise and encourage!

- Fun activity at the end of completing task.
- Regular, frequent rewards to sustain effort.
- Check the child's position within the classroom – they may need physical barriers to cut out distractions i.e. 'box in' use of furniture, wall.
- Build in visual, auditory and kinaesthetic planning to ensure full involvement of whole groups/classes.

4 *EMOTIONAL/AGGRESSIVE BEHAVIOUR*

(See also Anti Bullying Policy).

- Build up relationship with child.
- Teach alternative strategies.
- Seek a root cause; find out why.
- Give child a choice of places to work.
- Where a 'build up' is observed, divert the child's energies into a specific job.
- Be flexible in expectations of work produced.
- Target a specific behaviour which the child agrees to improve.
- Set up an individual reward system:-behaviour modification.

SUMMARY – CLASSROOM DISRUPTION

- If a child is disrupting the teaching and learning in the classroom, then various strategies may be applied, for example:
 - praise others behaving appropriately,
 - talk to them about what is expected of them,
 - seize opportunities to praise them (as outlined).
- If a child is still disrupting classroom practice:
 - check the tasks – are they appropriate to ability level,
 - try building up a relationship, talk to them at break time (one to one discussion),
 - give them jobs to do, give responsibility to build self esteem,
 - rearrange seating/groups,
 - agree one particular behaviour to focus on, which is appropriate and concentrate on modifying one behaviour at a time (apply sanctions for this behaviour),
 - see parents, discuss targets for behaviour : explore possible reasons for this behaviour, e.g. medical, emotional difficulties, changes),
 - direct parents to contact G.P., Health Visitor etc.
- If behaviour persists with little progress having been made then the following action may be taken:
 - seek advice from Head, Deputy, SEN Co-ordinator,
 - involve Educational Psychologist,
 - Individual Behaviour Plans (IBP's)
 - head to see parents (review meeting),
 - communicate problem to rest of staff (including TA's),
 - log serious incidents to provide evidence for SEN.

BRITISH VALUES/ THE PREVENT DUTY

At Templemoor Infant and Nursery School, children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background. Children develop an understanding of rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and our whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy. We link the PREVENT agenda to our curriculum to enable our children to make informed choices around how to be a good citizen and demonstrate good British values. We ensure that our school vision, values, curriculum and teaching promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are the necessary documents and practices in place to safeguard and promote children's welfare.

REWARD SYSTEM

We believe that all adults must make and take opportunities to offer praise and encouragement. We believe that we should reward children for their social and academic achievements (and that rewards should be achievable by all children).

Making sure children who behave appropriately are used as an example – given rewards e.g. by choosing/doing jobs.

REWARDS SYSTEMS

INDIVIDUAL

- Praise by teacher oral :
 - privately
 - in front of class
 - in front of whole school
- Written praise :
 - written comments in work books
 - Golden Book (certificate presented in hall)
 - notes home
- Being sent to the Headteacher and other teachers who will reinforce praise given by teacher and may also give stamps.

In Foundation Stage children will be rewarded by: praise (private and group), certificates (by celebrating child's work or achievements through display). From the Spring Term, each child will have a card which will be stamped by the teacher to reward achievement, effort, thoughtfulness etc. When the card has six stamps the child will be sent to the Headteacher to choose a prize.

From Key Stage 1 onwards each child will have a card which will be stamped by the teacher. When the card has ten stamps the child will be sent to the Headteacher to choose a prize.

WHOLE CLASS

- Praise in class.
- Praise in assembly.

WHOLE SCHOOL

- Praise in assembly (must include behaviour, academic progress/achievement, effort, kindness).
- Children are encouraged to bring in 'out of school' achievements to show to others, certificates, medals, cups, trophies etc (assembly Monday).
- The Golden Book Assembly (Fridays). Teachers will choose two children from each class to receive a certificate for achievement, effort, thoughtfulness etc. Following the assembly, the children who have achieved the certificates will have a treat (for example, hot chocolate and marshmallows) with the Headteacher.

We believe that rewards should never be taken away.

SANCTIONS

We recognise that there may be occasions when certain behaviour cannot be dealt with adequately by our classroom discipline practice.

The following strategies may help to diffuse a confrontational situation, and or provide support for the teacher involved.

- 1 Facial warning – verbal warning – praising those doing the right thing.
- 2 Removal from the group (to a position where they cannot influence the group).
- 3 By sending a child to another group or classroom with their work.
- 4 In Key Stage One – a verbal warning first – followed by initials on board – mark for each transgression 1= 1 minute taken from playtime or other activity.
- 5 Removal from contact with other children – by sending children to the Headteacher for a longer period, with work, for more serious behaviour – sending red triangle for Headteacher to come to class.
- 6 By contacting parents (this would be in the event of recurrent misbehaviour, bullying, racism) – by phone or in person whenever possible – by letter from Headteacher.
- 7 By sending children home – in the event of an extremely serious incident, such as extreme aggression, it may be appropriate, as a last resort, to send the child home.
- 8 By exclusion – from playtime – from dinner play – from school during dinner time – for a fixed period 1-15 days – permanent.

The following sanctions are regarded as inappropriate and are unacceptable:

- Any physical contact that could be construed as harmful.
- Any practice which might put the child's safety or welfare at risk.
- Verbal abuse.
- Sending a child into an area which is unsupervised.
- Any punishment which humiliates.

Links to other Policies

The Behaviour Policy is written in conjunction to and linked with the following:

- Preventing Extremism and Radicalisation Policy
- Teaching and Learning Policy
- Educational Visits Policy

- Safeguarding Policy
- British Values Statement
- Anti-Bullying Policy
- Attendance Policy
- E Safety Policy
- Equal Opportunities and Inclusion Policy