



Behaviour Policy

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Next Review: Autumn 2027

Signed.....



**CARDINAL ROAD INFANT AND NURSERY SCHOOL
BEHAVIOUR POLICY**

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S. 1987)

Introduction

Our policy is based on the belief that:

- Excellent behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with difficulties is the school's responsibility not an individual member of staff.

Aims

- For staff to model School Aims and Values
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum, which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation : Anti Bullying Policy, Anti Racism Policy, Special Needs Policy, Attendance Policy, Planning, Reporting, Assessment and Marking Policy, Guidelines for use of Reasonable Force, Home School Agreement, Code of Conduct

Our purpose is:-

- to maintain levels of excellent behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour supports learning and reaching of potential.

The Teacher's Role

Teachers need to establish consistent levels of expected behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to learn how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will influence positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/borderline, Red-unacceptable/impaired. These outcomes are shared with parents/carers in a simple and clear way. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not tolerated. It is essential that parents and teachers work together through discussion and action on any problems, which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Our Aims and Values are:

Aim High, Work Hard, Be Kind, No Excuses

Our Values are Positivity, Explore, Respect, Self- Belief, Risk Taker

Basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at FS and KS1.

Stop Signal

When I am asked for my attention I:

Stop what I am doing
Empty hands/show me ten
Look at the speaker
Keep quiet and still
Listen to instructions

Our Line up Code

When I am asked to line up I:

Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children can have regular access to water by accessing water fountains or their own water bottles. At lunchtime the children can access water in the dinner hall and the playground. We are a Healthy School – See Healthy Food Policy.

b. Jewellery

Stud earrings and religious jewelry are the only items of jewellery, which may be worn at school, and these must be removed during P.E. or taped using micro fibre tape or masking tape. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE Kit

Appropriate clothing must be worn for all PE activities

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Indoors:-, bare feet (gym and dance), shorts, tee shirt, jogging bottoms and a sweatshirt during the colder month

Outdoors: - trainers, shorts, tee shirt, jogging bottoms and a sweat shirt during the colder months

Reasons: It is dangerous to go on the apparatus wearing trainers, plimsols or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

d School Clothing

The school uniform is listed in the school brochure and the requirements are shared with parents at induction meetings. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled sensible shoes should be worn that are well fitting and support growing feet. Soles should have a substantial grip. Consideration should be given to fastenings. Laces are tricky.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes are unsafe for the school environment.

e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games, watches and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Mobile telephones should not be brought to school.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft

Behaviour Guidelines

Procedures

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.

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- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, doors etc.
- Encourage the concept of person space. In due course, this should lead to sensible self-disciplined movement around school as the children mature.
- Look at displays without touching.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages.
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. do not interrupt, wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision as stipulated on the rota. Supply teachers should cover the duty of absent teachers but should never be without support. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Depending on the severity of the incident it may be recorded in the playground book and followed through by the HT or representative

When on duty, staff need to be punctual to avoid large groups of children gathering at the end of the walkway. Teachers should let their children go into the playground and wait with them until the duty teacher arrives. Staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff closely monitors their zone.

Playground procedures

Teachers need to be in the playground when the buzzer rings. This is to happen at playtime and lunchtime.

Teachers will walk their children to the playground. Teacher MUST ensure that the members of staff on duty are present before leaving their class. Members of staff on duty MUST be prompt including those covering the medical room. Children are not allowed back into class or walkway during playtimes. Children are not allowed to remain in the building unsupervised. Playground bags go out according to the duty rota. If they are hot and want to take their jumpers/cardigans off then they should tie them around their waist. When they line up to come into their class, they should be untied from their waist.

Any poor behaviour at playtime should be dealt with by the staff on duty who should inform the class teacher of the incident and report to a senior member of staff according to severity or frequency and inform the parent/carer if necessary (refer to Playtime Sanctions). This may then be recorded in the behaviour log.

Upon hearing, the buzzer children should stop what they are doing, stand still and remain quiet. When the whistle is blown, they walk to designated class lines where their colour spot is and line up using the class lining up order.

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Teachers/TAs need to be in the playground just before the end of play (10.48am) to collect their class. Teachers should collect children from the playground just before the end of lunch (1.33pm).

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Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) General

- Green highlighter is used to recognize achievements in recorded work. (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies.
- Children's work should be displayed as much as possible both in the classroom and in corridors of the school.
- A visit to the Headteacher, previous teacher or an adult who supports them for commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Class Helper etc.
- Rewards can also refer to giving time for a child's favourite activity for example colouring or computer time
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: 'Smilies'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley faces'. Smiley faces may be awarded for any actions, deeds or attitudes, which are deemed noteworthy and may include-

- Demonstrating school aims and values
- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour, e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded, a Smiley can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

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The reward system is graded as follows:-

Any noteworthy behaviour 10 Smilies	1 Smiley (recorded on class chart) Teacher commendation: (recorded on individual achievement card-stickers)
60 Smilies	Bronze Award, Silver Award, Gold Award

(The number can be adjusted to take account of starting later in a term, long term illness)

- Awards to be presented by Class Teacher, then acknowledged in Merit Assembly. Award winners to be congratulated by the whole school. Record of Award to be logged in office in "Award Book". Letter and certificate to be sent home.
- Children who achieve an Award early are moved onto the Super-Star Chart, which then carries an extra "Treasure Chest" type reward.

Any staff member can award a 'smiley' to any child at any time. All staff should carry 'Smilies' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice such as: Big toys, DVD and popcorn, free choice, creative session, picnic in the park, teddy bear's picnic, cooking and then eating, additional sports activities, Reception could visit Alf King centre, arts and crafts morning, class party. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

3) Merit Certificates

A weekly Merit Assembly is dedicated to the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Certificates will be awarded to children with a gold sticker and their achievements recorded in the Gold book.

4) Other rewards

At times, other reward systems may be put in place, for example, handwriting badges, PE Certificates, writing certificates and other incentives in response to different cohort needs and new initiatives. These rewards will be applied fairly and consistently whether they are appropriate for a group of pupils, a class, a year group, a Key stage or the whole school. They will have been agreed by a member of the Senior Leadership team.

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Sanctions

Sanctions

- Pupils learn from experience to expect fair and consistently applied sanctions, which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

The red emergency card should be used to alert the need for adult assistance if the situation arises. The red card has the location written on it so the adult knows where to go.

Sanctions – Nursery

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First warning
Second warning
5 min time out
Loss of favourite activity

Sanctions – Reception (Classroom Environment)

First warning
Second warning
Time to calm down
5 min time out in your own class
5 min time out in another class
Loss of favourite activity
Send to deputy head
Send to head teacher

Sanctions – KS1 (Classroom Environment)

First warning
Second warning
10 min time out in your own class
10 min time out in another class
Send to deputy head
Send to head teacher

Parents will be informed if their child is sent to another class or the deputy or head teacher. Parents will also be informed if pupils consistently push the boundaries. If there were a serious occurrence, the teacher would immediately send the pupil to the deputy or head teacher. Time out will not exceed fifteen minutes in another class. We monitor those children who are sent to another class.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour

Sanctions Procedure: Playground

Sanctions – Foundation and KS1 (Playground Environment)

First warning if appropriate
Walking with an adult for a short period of time – The incident will be discussed if appropriate
If there is a re-occurrence during the same session, the pupil/s will walk with the adult for the remainder of the session.

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If a child refuses, give them a choice either you walk with me or I will send for another adult to come. If the child still refuses, send the red card for another adult

For a serious incident, the pupil should be sent to the deputy or head teacher. Incidents will be recorded on the behaviour grid kept in the in the medical room. (appendix 2) This includes any sort of child on child abuse. Please use your discretion and record significant incidents and alert the class teacher. The head teacher will monitor the behaviour. Parents will be informed of serious incidents or any pupil who is causing concern on a regular basis

Vulnerable children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. At times Token economies may be used for these individuals. This is a personalised reward system and is part of reasonable adjustments.

In these exceptional circumstances, the school will make every effort to avoid exclusion. It is important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

There will also be regular, sensitive, communication between home and school as well as daily feedback to the child regarding progress.

We aim to create an environment in which pupils feel safe and in which bullying, sexual harassment, sexual abuse and sexual violence online or offline are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

Sanctions will be put into place, which are appropriate for the age of the child, for harmful sexual behaviour. They will be recorded so they can be consistently applied and reflect messages that are taught across the curriculum.

Procedures for dealing with bullying (See Anti-Bullying Policy)

The school does not tolerate bullying of any kind. Bullying may include any repeated, sustained behaviour that makes any pupil unhappy or unwilling to come to school, and need not be physical aggression. This includes any sort of child on child abuse. If we discover that an act of bullying or intimidation has taken place, we act to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. We establish the facts before deciding whether to investigate further or not.

In the first instance, the class teacher will try to ascertain the facts with the victim and perpetrator

Support will be given

The situation will be monitored

Parents will be informed if deemed appropriate and invited into school to discuss the matter further

A plan of action will then follow

The plan of action will then be monitored

All members of staff are aware of the regulations regarding the use of force by staff, as set out in S93 in the Education and Inspections Act 2006 part 7 *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to others, or if a pupil is in danger of hurting him/herself. The actions that we take

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are in line with government guidelines on the restraint of pupils. (See annexe 1 Guidelines for use of Reasonable Force)

Significant concerns about behaviour may be referred to the SENDCO. Outside agencies will be involved if appropriate.

Confiscation of pupil's possessions is permitted following S91 guidance in the Education and Inspections Act 2006 part 7. It will be put into operation in pursuance of a legitimate aim to maintain an environment conducive to learning.

Staff authorised by the head teacher can search pupils if there are reasonable grounds for suspecting the pupil has an offensive weapon. The search cannot be intimate and must follow DfE guidelines. (See annexe 2)

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion.

The head teacher informs the LEA and the governing body about any exclusions and follows Local Authority guidance for both fixed term and permanent.

The governing body itself cannot exclude a pupil or extend the exclusion period made by the head teacher.

The head teacher will request the parents of fixed term excluded pupils to attend a reintegration interview to promote improved behaviour.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The head teacher monitors the playground behaviour incident record on a regular basis and liaises with the SENDCO, SLT and class teachers

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

This policy is reviewed every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

NB A Smiley is a single token with a smile picture on it which is used to place on a chart
Smilies are multiple tokens with smile pictures on them

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Aim to:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment is and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Include movement breaks
6. Ensure you move around supporting individuals and groups
7. Employ strategies so children know what to do whilst waiting for your support

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We ensure that we give them a positive experience, which builds their self-esteem.

Do not:-

- Humiliate - it breeds resentment
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - do not punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- To be supported if they hear swear words