

Higham Ferrers Nursery and Infant School

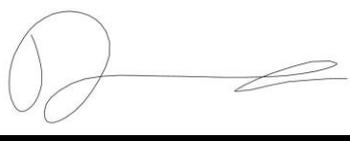
'Together, we enjoy learning in a happy, caring and friendly environment'



BEHAVIOUR POLICY

This Policy was agreed by our Governing Body in Summer 2 (2018).

It will be reviewed again in Summer (2020).

Signed: 

20/09/2018

(Chair of Governors)

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1.0 INTRODUCTION

At Higham Ferrers Nursery and Infant School we aim to provide a happy, secure and caring environment, where each individual feels valued, respected and accepted. The code of conduct is agreed with our children and their parents through our Home/School Agreement when they enter our school. All children and adults in our school are expected to abide by the rules and values set in place.

We believe that good behaviour needs to be carefully developed. We think children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. This policy is about how we aim to do it and applies when the children are in school and on any outside visit.

2.0 BEHAVIOUR POLICY AIMS

- To promote our whole school aims and values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To raise levels of attainment for all.
- To maintain high standards of behaviour.
- To ensure that the policy is supported and followed by the whole school community through our Home/School Agreement.
- To encourage all children to take responsibility for their own behaviour.
- To teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self discipline, self respect and respect for other people and property.

- To reinforce good behaviour, by providing a range of rewards for children.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the consequences that will follow.
- To resolve behavioural problems in a caring and sympathetic manner as they occur.

3.0 OUR SCHOOL RULES

These rules will be reintroduced to the children at the start of every academic year and revisited throughout the year during assemblies, PSHE lessons and circle times.

1. We are kind and helpful. (i.e. don't hurt people's feeling)
2. We are gentle. (i.e. don't hurt anyone)
3. We listen to other people. (i.e. don't interrupt)
4. We are honest. (i.e. don't cover up the truth)
5. We look after property. (i.e. don't waste or damage things)

For younger children, the principles of the rules are simplified to the following statement:

'Kind hands, kind feet, kind words.'

3.1 PLAYGROUND RULES (CREATED AND VOTED FOR BY OUR PUPILS)

- 1) Always treat toys and equipment with respect.
- 2) Respect your friends and grown-ups
- 3) Always tell a grown-up if you have a problem.
- 4) Be a good friend.
- 5) Line up smartly.

The implementation and monitoring of the policy is the responsibility of all staff.

4.0 EXPECTATIONS OF BEHAVIOUR

We expect children to:

- Be polite and well mannered
- Be kind and caring
- Respect our school environment and each other
- Work hard and do their best

To ensure consistency there will be green, yellow and red smiley faces in every classroom to act as visual clues for behaviour expectations. These will be referred to by staff and children regularly.

5.0 REWARDS (ENCOURAGING APPROPRIATE BEHAVIOUR)

We encourage good behaviour and work in the following ways to promote a positive approach:

- 1:1 verbal praise with own teacher and sometimes other members of staff.
- Notes home to parents in home/school books.
- Star of the week.
- Verbal praise within class, other classes and whole school assembly.
- Stickers and stamps in books.
- Friday Gold Award Certificates: Each week the class teacher nominates two children to receive a certificate for good work, attitudes or behaviour.
- Positive comments on work.
- House Points/Value beads.

Class teachers have their own ways of promoting and rewarding good behaviour in their classrooms too including charts and stickers.

6.0 UNACCEPTABLE BEHAVIOUR (MAJOR MISDEMEANOUR) MAY INCLUDE:

- Rudeness to adults / children
- Bad language e.g. swearing
- Aggression towards others
- Disobedience
- Bullying
- Disruptive behaviour
- Destructive behaviour
- Dishonesty
- Spitting

7.0 PROCEDURES FOR DEALING WITH CHILDREN WHO CHOOSE NOT TO FOLLOW SCHOOL RULES - CONSEQUENCES

The school proactively uses 123Magic. This gives the children a quick warning of “1” for the first offence, “2” for the second and a “3” meaning time out to reflect on their action.

This strategy is not suitable for all children and all incidents, so the following also occurs:

- Reminder of expected behaviour
- Verbal warning often given in the form of a choice
- Time out to reflect either within the classroom, in another part of our school (such as another classroom) or kept inside during a playtime (this might also mean being given ‘time out’ whilst out in the playground)
- Removal of enjoyable activities which may include missing part or all of a playtime
- Drawing or writing a letter of apology
- Loss of a responsibility

- Being taken to the leader of the year group to be given a consequence, or to complete a time out
- Being taken to the Deputy Headteacher to be given a consequence, or to complete a time out
- Being taken to the Headteacher to be given a consequence, or to complete a time out. This action usually results in an internal or external exclusion (see below)

Where a minor misdemeanour has taken place, parents and carers will be informed where it is deemed to be appropriate. If a major misdemeanour has taken place parents and carers will always be informed. As an Attachment Aware school we believe in working with parents to support children who find conforming/following behaviour expectations difficult.

7.1 IF POOR BEHAVIOUR CONTINUES

- A referral may be made to our Family Support Worker
- Individual behaviour targets may be put in place
- The expertise of outside support agencies may be sought

School staff will apply the consequences listed above in the order which is deemed appropriate for the type of behaviour. In some cases alternative resolutions may need to be sought.

8.0 FIXED TERM EXCLUSIONS

Persistent non-compliance will result in a period of exclusion, this could be an internal or external exclusion. For example inappropriate lunch-time behaviour could result in a three day lunch time exclusion. The period of exclusion is dependent on the severity of the incident. Only the Headteacher or person acting in that role may apply this sanction who will decide whether the exclusion will take place at home or within the school building (internal exclusion). If it is an external exclusion it will be arranged according to Local Education Authority Guidelines. Parents will be informed in writing on the day. The letter will explain the reason for the exclusion.

8.1 LONGER PERIOD EXCLUSIONS

This step is only taken when temporary exclusion and in school support has failed to have a positive impact on the child's behaviour. The child would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place to agree terms and conditions of exclusion.

8.2 PERMANENT EXCLUSION

This severe measure is only taken by the Headteacher and ratified by the Governing body when there is total non compliance from the child. See the DFE



document 'Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion.'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

9.0 EXCEPTIONS

The Headteacher/teachers will miss out sanction steps detailed previously if:

- The behaviour is severe
- The sanction steps are not working
- The pupil's safety or that of others is at risk

10.0 MONITORING AND REVIEW

Promoting good behaviour is the responsibility of everyone in our school. This policy will be reviewed every two years and updated with the views of children, staff and parents taken into account.