

Fairisle Infant and Nursery School



BEHAVIOUR POLICY

Date policy reviewed: March 2020

To be reviewed again: March 2022

Ratified by Governing Body: 4.3.20

Signature: *A. Stephens*

FAIRISLE INFANT and NURSERY SCHOOL

Behaviour Policy

(To be read in conjunction with our Anti-Bullying Policy and Inclusion Policy)

'Every child has the right to an education. Discipline in schools must respect children's dignity.' Article 28 UNICEF

'No child should be punished in a way that humiliates them or hurts them.' Article 37

Fairisle Infant and Nursery School operates a Positive Behaviour Policy in school. Our aim is to establish good behaviour from our children in a caring supportive environment. Governors, pupils, families, teachers and support staff all take collective responsibility for the promotion of positive behaviour in our school.

Aims:

- To manage behaviour effectively throughout the school.
- To build personal, social and emotional skills.
- To teach the skills necessary for progress and high standards.
- To teach the children respect for themselves, each other and the environment in order to become responsible members of the wider community.
- Families, staff and governors to work in partnership.
- To foster respect for themselves and others

Objectives:

- To communicate the Rights Respecting School ethos
- To make the expectation of behaviour, explicit and easily understood.
- To reward good behaviour through positive reinforcement.
- To foster high self-esteem and self-confidence.
- To develop responsibility, self-discipline and independence in our children.
- To develop positive social and moral values.
- To respect the features of good behaviour and make the appropriate choices.
- To value everyone equally, enabling them to become independent and confident members of our society.
- To equip children with skills to form positive relationships.
- To prepare children for opportunities, responsibilities and experiences of later childhood and adult life.
- To secure children's health, safety and welfare.
- To ensure that every child feels that their acceptable behaviour is valued and appreciated.

We will provide a consistent code of conduct that is fair, clear and understood by all children so that they are fully aware of the consequences of their actions.

Parent Partnership

Fairisle Infant and Nursery School works in partnership with parents, keeping them fully informed of successes and encouraging support between home and school.

We encourage parents/carers to support school expectations of behaviour so that children are helped with routines and the structure of the school day. On a child's entry to school, we ask parents/carers to sign an agreement thus endorsing our expectations in accordance with the behaviour policy.

We expect parents to support their child and the school by:

- Ensuring their child is appropriately dressed for school.
- Ensuring punctuality so that school begins and finishes calmly. (Please refer to our Attendance Policy).
- Showing respect to all adults and children in school.
- Reminding their child of the school and playground expectations of behaviour.

School Charter: Displayed in all Classrooms and the Hall in Year R Year 1 and Year 2:

- We will respect everyone's right to learn.
- We will respect our right to be the best we can be.
- We will respect everyone's right to speak and be listened to.
- We will respect everyone's right to think and believe what they want.
- We will respect everyone's right to be safe.

In addition to this the Rights Respecting School Class Charter is displayed in each classroom as agreed by all children and adults.

Nursery Charter: Pictorial representation

- We always walk in the Nursery.
- We look after the toys and all our friends.
- We try to do as we are asked the first time.
- We share and take turns with our friends.

Strategies for dealing with conflict:

Children are given strategies to help them resolve minor conflicts through having a growth mind set, (assembly) PHSE and the RRS ethos. They are encouraged to talk about their feelings. Teachers will model and encourage good social skills at all times.

Rewards in Year R Year 1 and Year 2:

Rewards can be given by teachers, teaching assistants and nursery assistants working with the children.

Rewards may be in the form of:

- Non-verbal praise – e.g. thumbs up, a smile, etc.
- Positive verbal praise
- Smiley faces, stars, stickers, stamps – displayed Smiley / Sad Face Board across the school.
- Well Done Assembly to celebrate and reward good behaviour and work. Children's photographs are displayed on the Year Group's boards for each week and the children are given a certificate.
- Children being sent to show their work to the Headteacher, Deputy Headteacher, Assistant Headteacher and to other classes.
- Children's names will be entered in the RRS celebration book.
- Other certificates may include Handwriting, Manners at Mealtime and RRS.

We adopt a positive approach to behaviour management. Expected pupil behaviour is identified, praised and shared with others as associated with the Rights Respecting School ethos. Adults in school model expected behaviour at all times.

Rewards in the Nursery:

- Non verbal praise- e.g. eye contact, smile, thumbs up.
- Specific verbal praise – e.g. 'Well Done, you are putting the toys away nicely'.
- Special jobs
- Involving other children in praise – e.g. praising individual children at singing time and asking the children to clap them.

- Stickers – used as an additional incentive.

Promoting Self –esteem in the Nursery:

- Celebration board
- Stickers – used as an additional incentive
- Birthday celebrations
- Positive non verbal praise; eye contact, smile, thumbs up
- Positive verbal comments
- Involving other children in giving praise; for example by giving the child[ren] a clap
- Sharing Assemblies with YR in the Summer Term
- Special jobs

Sanctions in the Nursery:

- For all unacceptable behaviour children have time out with the three minute timer.
- First time right is not respected – verbal disappointment and reminder of the right they have not respected.
- Second time right is not respected – verbal disappointment and reminder of the right they have not respected.
- Warning of what will happen if the broken right is not respected again.
- Third time right is not respected – child removed from situation and settled at another activity.
- Fourth time right is not respected – child to stay with an adult for 5 minutes.
- **If the behaviour is of a serious nature sanction 3 will be immediately carried out.**

If a right is not respected during whole class sessions – child removed from group for 5 minutes if a right has been broken three times.

Sanctions / Consequences Y R Y1 Y2:

If a child chooses not to respect a right, sanctions will be applied.

[Some children may have an individual behaviour programme appropriate to the more challenging behaviours they exhibit].

When an immediate response is not possible, a brief reminder of how we respect rights should be given with a follow up sanction as soon as possible.

Whilst we acknowledge that every day is a fresh start, there are times when we need to carry over consequences to the next day unless the child has reached the head teacher sanction.

First time a right is not respected: Verbal disappointment and explanation of the right they have not respected.

Second time a right is not respected: Name is recorded on 'sad side' of board under the appropriate right that has not been respected (or a cross next the name if it is the same right that has not been respected).

Third time a right is not respected: Name is put on the board a second time. Warning + 5 minutes ---child is moved away from their peers in a designated 'time out' area within the classroom.

Fourth time a right is not respected: Name is put on the board a third time (or a cross next to the name if it is the same right that has not been respected). Child is given 10 minutes in a designated classroom.

Fifth time a right is not respected: Name is put on the board a fourth time (or a cross next to the name if it is the same right that has not been respected). Send child to Headteacher, Deputy Headteacher or Assistant Headteacher.

If a child has been sent out of class during the day the child's class teacher will inform the parents/carers.

Unacceptable Behaviours:

The following are unacceptable behaviours which would result in reaching the head teacher's sanctions immediately.

Deliberate or Repeated:

- Kicking
- Verbal incidence or swearing
- Punching
- Threatening behaviour
- Biting
- Racism
- Fighting
- Or deliberately leaving the class, school or playground without permission.
- Damaging school equipment

Staff must use their own best judgement and their prior knowledge of the child when making these decisions.

Our clear behaviour expectations, sanctions and reward system are designed to foster mutual respect, enable our teachers to teach and our children to learn. However there is a clear action plan for staff who, on rare occasions, have to deal with a pupil who has lost control.

A red card is available in each class which a teacher may send to the head teacher, deputy head teacher, assistant head teacher or school office. On receipt of this card, it will be dealt with as an emergency.

See Physical intervention and Restraints Policy.

Exclusions:

Fairisle Infant and Nursery School adheres to the DfE guidance. The decision to exclude is not taken lightly and will only be used when there has been a serious breach of the behaviour policy or the safety of the pupil or others is put at significant risk.

- A child at risk of exclusion may be referred to the Primary Head teacher Inclusion Group. [PHIG]
- Advice may be sought from Outside Agencies.
- When a child is excluded it is necessary to arrange a reintegration plan. If this does occur parents/carers, are invited to come to an agreed graduated reintegration into school. The aim of this is to facilitate a successful return to school, encouraging and building on our positive behaviour ethos.

Special Educational Needs and/or Physical Disabilities:

Children with Emotional and Behavioural Difficulties may have some learning difficulties. To address the special needs of these pupils we work within the framework of recommendations stated in The Code of Practice, January 2002, The Disability and Discrimination Act [2005] and Equality Act 2010.

Their special need may mean that they will have a behaviour plan. Sanctions and Reward systems may need to be individualised for them and a daily behaviour diary detailing incidents may be kept. Outside agency advice may be sought and acted on.

Bullying and Racial or Sexual Harassment:

At Fairisle Infant and Nursery School we encourage all children to have respect for each other and welcome diversity. Bullying is not tolerated and any instances of bullying reported to the Head teacher and the Anti-Bullying Co-ordinator are swiftly investigated. Records of all incidents are kept in the Bullying Incident folder in the school office.

All members of staff take incidents of a racial nature very seriously. Any incidents reported by children or adults are to be reported to the head teacher. The guidelines from the Local Authority are followed when any such incidents occur. All racial incidents are recorded and reported to the Local Authority.

Lunchtime Arrangements:

Generally our Lunchtime Supervisory Team are trained Teaching Assistants, who work in the classrooms with the children during the day.

During lunchtime they should:

- Maintain a calm atmosphere in the playground.
- Give positive comments whenever possible to encourage expected behaviour at all times.
- Encourage the children to play games by modelling suitable games they could play together.

While eating their lunch either in the hall or in the classrooms the displayed rules, plus the sanctions and reward systems should be followed at all times. The 'Smiley / Sad Face Board' will be used in the hall to promote expected behaviour of pupils.

If incidents occur a child's name should be written down and at the end of the lunchtime the teaching assistant should inform the class teacher.

If an incident of a severe nature occurs help should be sought from a member of The Leadership Team. The incident will be dealt with immediately.

Teaching Assistants carry a red card to send for help, should an incident occur. A red card is also kept in the hall for use should a member of staff require assistance.

If play equipment is provided the children are responsible for looking after it while they are using it. The Lunchtime Supervisory Team should train and support the children in putting equipment away in an orderly manner.

The Lunchtime Supervisory Team will bring all the children in 5 minutes before the end of lunchtime, to go to the toilet etc. and settle them ready for the afternoon session.

Policy into Effective Practice:

- Support will be given to all staff by colleagues and the Leadership Team when requested.
- All adults who come into contact with the children have a collective responsibility for behaviour management within school and are expected to carry out the agreed Behaviour Policy.
- The success of this Behaviour Policy will be monitored and evaluated each year. This policy will be reviewed biannually.

Reviewed: March 2020

Next review: March 2022