

REINWOOD INFANT AND NURSERY SCHOOL POSITIVE BEHAVIOUR POLICY

(Revised November 2004)

Introduction

The staff of Reinwood I & N School see this policy as a positive, planned set of strategies to manage and be effective in creating a warm and caring learning environment, thus boosting the self-esteem of all who work in school, children and staff alike.

It is based on being consistent and being positive about behaviour but it is also flexible enough to recognise the professionalism of each member of staff and his/her unique insight into the individual needs of each child in his/her care. It is important that staff are able to work within the policy and yet, are able to be flexible where some children are concerned.

Our behaviour policy is all about saying what we want to see happening and not about what we don't want to see happening. It will help staff to deal with children consistently and fairly and enhance the standards of good behaviour in school. It will also allow teachers to fulfill their teaching role more positively and give children a better opportunity to take advantage of the curriculum we offer.

Development

This policy was developed in consultation with all staff and governors and also with reference to our previous policy.

Aims

All the children at our school are entitled to full participation in the social and academic life of the school, as stated in the school aims. In order to achieve this certain patterns of behaviour must be established. We aim to encourage -

- a positive self image
- respect for others and their belongings
- an awareness of the needs of others
- respect for own property and that of others
- positive interaction between peers, teaching and support staff and parents

We interpret these aims for the children, in order that they may achieve acceptable standards of behaviour by -

- being kind and friendly
- being polite and sensible
- being able to play with others appropriately
- working hard (both individually and collectively)

To achieve acceptable standards of behaviour in school we need -

- close co-operation between pupils and staff
- a close relationship between parents and teachers
- an attractive curriculum coupled with effective teaching methods
- a discipline policy adhered to by all staff (Teachers, ETAs, LTS)

Implementation

For teaching purposes the aims are broken down and phrased in a positive manner. All staff use agreed strategies to model, prompt and reward good behaviour.

All staff should ensure that the pupils are aware of the rules and be consistent when enforcing them.

It is important that all the children have the opportunity and time to learn and discuss the rules, their rewards and consequences. This will be covered by each class at the beginning of each school year, through work as an Investors in Pupils school. This will involve the class in the following activities

- adopting a class identity e.g. class name or song
- creating a class promise/vision
- deciding on weekly class targets for the whole class
- deciding on an achievable reward
- writing individual targets for each child (Reception start with group targets)
- creating an induction book

Throughout the year they can be reinforced during liP time, circle times, P.S.H.C.E. sessions and in assemblies, etc. In this way children will learn what is acceptable/not acceptable. Thus, they will be able to make informed choices in relation to their own behaviour.

The general strategies are -

- to use clear, positive language at all times
- to praise good behaviour regularly and treat minor disruptions as 'low key'
- to condemn the action and not the child
- to be consistent
- to enforce our high expectations with frequent reminders

ALL STAFF HAVE A RESPONSIBILITY FOR IMPLEMENTING THE BEHAVIOUR POLICY WITH ALL CHILDREN IN SCHOOL

NURSERY

As the Nursery is the child's first experience of education, we aim to establish clear boundaries and lay foundations for positive behaviour.

We encourage the children;

- to develop as a valued individual
- to co-operate with the adult request
- to consider another person's point of view
- to strive to achieve the early learning Goals in personal, social and emotional development

We achieve this through observation, through planning, through reinforcement of positive behaviour and by praise and encouragement.

RULES

- 1. Follow instructions**
- 2. Be kind to everyone**
- 3. Look after everything at school**

These rules apply to all areas of school - classroom, corridor, toilets, hall and playground

REWARDS WITHIN MAIN SCHOOL

Each class will have an ongoing accumulator (R to Y2). This will be used frequently to praise and reinforce good behaviour. The final class reward 'Golden time' will take place each Friday at 2.15 or sooner depending on the nature of the class. The reward should be negotiated first with the children and may include examples such as extra playtime, choosing time, a special story with another member of staff or bringing in small toys from home. The reward is earned by the children and each 'point' on the accumulator = 2 minutes.

In addition to the above there is the use of school wide rewards -

A range of stickers for instant praise, for work and behaviour, including headteacher stickers and a range of other rewards may be given which include
 RECEPTION - A golden star for work and a golden circle for good behaviour / attitude
 YEAR ONE – Reward medals for work and behavior
 YEAR TWO – Reward choice in book or on themselves

These may be shown to another teacher as a further form of positive reinforcement. Achievements are celebrated in class and in our weekly achievement assembly.

Children are rewarded for walking around school sensibly with a star (stars hung up at various points along the corridors). The Class with the most stars is announced in achievement assembly and has 5 minutes extra playtime.

THE RULES ARE CLEARLY VISIBLE IN EVERY CLASSROOM AND THE CHILDREN ARE MADE AWARE OF THE CONSEQUENCES

Class teachers may develop their own reward systems in addition to these, depending on the nature of their class.

CONSEQUENCES

These consequences are dependent on the needs of the class / individual pupils and are to be used with the discretion of the class teacher.

These are invoked after the use of low key cues - a look, a reminder, praising another child complying with the rules.

Steps for consequences —

1. verbal warning
2. name on board (if their name is still on the board at playtime the child misses that playtime, on return to the class name is removed)
3. move to sit somewhere else (preferably isolated) – child loses $\frac{1}{2}$ of 'Golden time' – Y1 + Y2, $\frac{1}{4}$ of Golden time – R
4. further inappropriate behaviour – child loses all of 'Golden time' - Y1 + Y2 $\frac{1}{2}$ of Golden time – R (2 further incidents are allowed in R before all 'Golden time' is lost)
5. send yellow card (classroom card) for assistance from headteacher or deputyhead

In Y1 + 2 Each child has 2 chances before they begin to lose 'Golden time' verbal warning + the chance for their name to be removed from the board by demonstrating positive behaviour.

SERIOUS CONSEQUENCES

1. child sees headteacher immediately
2. parents invited in to discuss behaviour issues

Children who are always getting to 3 or 4 but not invoking serious consequences -

1. use of SEN code of practice
2. individual behaviour programme will be complied with
class teacher, SENCO + parents
3. time out of class on a planned basis
4. involvement of outside agencies

Individual behaviour logs will be kept for these children.

PLAYTIMES (Years 1 and 2 – Reception have free flow instead)

- the bell will ring 5 mins before the start of each playtime - children do not go out until the appropriate time
- children should be encouraged to use the toilet on the way out at playtime although they can ask staff outside on duty to use the toilet at playtime
- children are supervised putting coats on and fastening them and then escorted to the playground

- staff on duty should be out on time. Support staff will bring their drink out to them along with the behaviour book
- Children from Year 2 to take out the friendship stop (1 class each half term)
- the grass banking is not allowed, except in summer when sitting under shade
- supervised play activities are available (ropes/balls etc), taken out by staff member on corridor duty. Children's own toys are not allowed.
- minor incidents on the playground are dealt with by the staff on duty. If necessary, names are recorded in the playground book and the child concerned will stay with the teacher outside (for as long as she feels is appropriate) Staff will record – date, child's name, incident, action taken, staff initials
- more serious incidents/accidents – staff on duty send a red card to the headteacher/staffroom/office asking for assistance
- more serious incidents such as bullying, name calling re ethnicity, gender, appearance etc - child to be sent to headteacher (see section below)
- as the teachers come out at the end of playtime the teacher on duty signals the end of playtime with one whistle - children stand still. The teacher on duty then calls two classes to walk into school with their teacher. (4,5,6, - middle entrance 7,8,9, - main school entrance) Teacher on duty calls their own class last. Particular emphasis needs to be placed on the movement from the playground to inside school e.g. walk in quietly.

Wet Playtimes

All children stay in their respective classrooms where children will be supervised by the class teacher and ETA. (Staff have a quick 5 minute break for a drink/use of toilet and then return to the class)

Each class should have a wet playtime box of activities, stored in a place accessible to children and staff.

Bullying

We do not tolerate bullying in any form, be it overt physical intimidation, verbal abuse, or subtle and insidious exclusion from the peer group. Bullying involves the abuse of power; it is persistent and personal to the child and can take many forms

- physical, verbal, threats, psychological, racial, targeting perceived weakness (e.g. disability), sexual harassment, 'imported' bullying (where families are in dispute)

Any form of bullying is classed as a serious consequence and will be dealt with by the headteacher.

As a school we will

- make an immediate response
- take all incidents reported by children and parents seriously
- reassure victims, offer help and support
- make it clear to the bully that their behaviour is not acceptable

- encourage the bully to see the victims point of view
- explain the consequences of their action and why certain steps have been taken
- record all bullying incidents
- be watchful and proactive, discussing potential problems through individual, group and circle time sessions
- inform and involve the parents of both the bully and the victim

Special Needs

See appropriate policy in relation to behaviour issues

Incidents of racism and sexual harassment

See relevant equal opportunities policy

Health and safety

The safety of the children is paramount and the behaviour policy is enforced as an aid to ensuring this

Parents

We actively seek to work in partnership with parents to promote good behaviour within the school via informing them about our behaviour policy, the home school agreement and working together on specific incidents when required

Review

This policy was discussed with staff in November 2004

It was taken to governors in Spring 2005

It will be reviewed annually.

RULES FOR BEHAVIOUR AT LUNCHTIME

Dining room

- Walk at all times
- Line up quietly
- Raise hand for attention
- When lunch is finished tell supervisor and take plate / packed lunch
- Walk out to cloakroom, put on coat and fasten it up and go out to play

Playground

Lunchtime supervisors will take the equipment trolley outside and engage in the activities with the children

Keep in playground — grass banking out of bounds, except when sitting under trees for shade in the summer

At the end of lunch time the supervisor signals the end of playtime with one whistle - children stand still. The supervisor on duty then calls two classes to walk into school with their teacher. (4,5,6, - middle entrance 7,8,9, - main school entrance) Particular emphasis needs to be placed on the movement from the playground to inside school e.g. walk in quietly.

Friendship stop to be taken out each lunch time

Toilets

A sensible number of children to use toilets which is monitored carefully by supervisor

Stagger classes for hand washing in relation to dinner rota

Movement around school

Walk quietly around all areas of school

Anti-social behaviour

Use of low key cues from supervisor re accepted behaviour (or not)

Reinforce with examples of positive behaviour Repeated behaviour - warning

Repeated again - sent to SLTS for time out walking with supervisor or in designated area

Repeated again -SLTS and HT will deal with

Incidents to be recorded in behaviour book – date, incident and action taken. This information is then transferred by the supervisor onto behaviour logs in the classroom. (Each class teacher should make the supervisor aware of where these are kept in the classroom)

Good behaviour

Each **LTS** to give out at least 5 stickers over week and stamps are put on chart (up to 6 each day)

Certificates from SLTS given out in Friday assembly for the class that has achieved the most stamps

Wet playtimes

Children in classrooms each supervised by LTS - 'rainy day' box available
LTS to engage children in activities

POLICY FOR CONTROL AND RESTRAINT

At our school we believe that behaviour and attitude to learning have a major influence on pupil achievement and that every child is entitled to learn in an environment which is safe, secure and free from distraction. The guiding principles behind this are laid out in our whole school positive behaviour policy (which also underpins this document)

As a staff we are committed to supporting our pupils up to and including the duty to have lawful care and control over them. In the majority of cases this is achieved through engendering sound relationships and the normal application of our positive behaviour policy. However in exceptional circumstances this might entail the use of reasonable force to prevent a criminal offence, injury, damage or disruption.

It is emphasized that our approach to care and control, similar to that of behaviour in general, is very much a positive one. The physical restraint of a pupil should be seen in the context of further positive (albeit 'last resort' or 'justifiably expedient') action of care and concern.

This paper sets out our school's policy about care and control issues including the use of force to control or restrain pupils. It should be read in conjunction with: the Kirklees LEA's guidelines 'Positive Care and Control Principles Guidelines' (1999), the Dfes circular 10/98 'Section 550A of the Education Act 1996: The use of force to control or restrain pupils', and the Dfes letter (8.5.98) and circular 8/94 on pupil behaviour and discipline

Should any form of control or restraint become necessary within our school, we follow the guidance given by the LEA and Section 550A of the Education Act 1996 as detailed in the Dfes circular 10/98

As stated in the above circular,

Teachers and non teaching staff who have been authorised by the headteacher to have control or charge of pupils may use such force as is 'reasonable in the circumstances' to prevent a child from doing - or continuing to do;

- a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to maintaining good order and discipline at the school

This applies at any time where a teacher is on school premises or has lawful charge of the pupil elsewhere (school visit)

Reasonable force depends on the circumstances of the case and physical force must not be used to prevent a trivial misdemeanor or in a situation that could clearly be resolved without it. Force in such cases would be unlawful. The law forbids a teacher to use any degree of physical contact, which is deliberately intended to punish, or primarily cause pain, injury or humiliation.

Where the risk is not so urgent we will always attempt to deal with a situation

through strategies other than force

Types of incidents in which reasonable force might be appropriate

- where action is necessary in self defence or because of imminent risk or injury
- where there is a developing risk of injury or significant damage to property

Should a situation require 'reasonable force', this will be the minimum needed to achieve the result.

Such a situation could be:

- a pupil attacks a member of staff or pupil
- pupils are fighting
- a pupil is engaged in ,or about to commit, deliberate damage or vandalism to property
- a pupil is at risk of causing injury or damage by accident (e.g. rough play, misuse of objects)
- a pupil is running on a corridor or stairway in a way which might cause an
- accident
- a pupil persistently refuses to obey an order to leave the room
- a pupil absconds from class or tries to leave school and could be at risk if not kept there

Wherever possible support from a colleague will be sought and alternative strategies other than using force will be considered such as providing the disruptive pupil with a choice location to exit to, in a manner that conveys an expectation of compliance, and with some degree of 'take up time' to allow him/her to save face and/or moving the other pupils out of the classroom away from the disruptive pupil

Planning for incidents

We will plan how to respond if we are aware that a pupil is likely to require physical control or intervention. This will include the provision of a pastoral support plan linked to an IEP, involvement with parents to ensure they are clear about what specific action we might need to undertake, and obtaining medical advice if the child has any specific health needs.

Training and guidance in the use of physical restraint will be given by the headteacher from the school and EBD staff from the LEA.

N.B. All teachers and those 'authorised' by the headteacher to have charge of pupils, have a 'duty of care' to take appropriate action, up to and including the use of reasonable force, to prevent pupils committing crime, serious disruption, or causing

injury or damage.

If we are aware that a pupil is likely to behave in a way that may require physical restraint -

We will:

- **remain calm**
- manage the pupil with re-active strategies to diffuse the situation, talking to the child and explaining the consequences of such behaviour
- ensure additional support can be summoned quickly - a teacher should not intervene alone if she might be at risk of injury
- remove other pupils if they are at risk
- brief and train staff in relation to the action which needs to be taken
- We will apply appropriate TEAM TEACH strategies (see attached sheet which includes staff who have been trained to use these strategies)

The application of force

Physical intervention can be:

- physically interposing between pupils or blocking a pupil's path
- touching, holding, guiding or leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back
- using more restrictive, safe holds when necessary

We will not act in such a way that may cause injury (see LEA guidance on PCCP pg 6)

Recording incidents

Should an injury occur as a result of an incident at the school, immediate steps will be taken to secure appropriate medical attention. The head / deputy must be informed and the accident report book and LEA injury forms completed (appendix 2).

In all cases where force is used (except minor or trivial incidents) the incidents will be reported to the head/deputy and recorded by **ALL** staff using the recording of incidents form, at the earliest opportunity (appendix 1). This must be signed by the member of staff and the head/deputy and stored in the Behaviour/Incident file kept in the headteachers office. The report should include names, dates, incident and action taken, witnesses, details of any injuries, damage to any property. A copy of the report will also be placed in the pupil's file, which is passed to transfer schools. This will be kept for a minimum of 3 years after the pupil has left compulsory full time education.

Staff may seek advice from senior colleagues or a representative from their professional association when compiling a report, and they should keep a copy for themselves. The report will help prevent any misunderstanding or misrepresentations of the incident and will be helpful if there is a complaint.

Parents will be informed about the incident and given the opportunity to discuss it. If we are unable to contact them, a letter will be posted.

Other procedures concerning incidents

If necessary and appropriate, the Chair of Governors, Pupil Discipline Committee, LEA, social services or police will be informed/consulted

The criminal, dangerous, destructive or disruptive behaviour must immediately stop and where possible an attempt will be made to help the pupil change their behaviour. Help, support and reassurance will be given where appropriate to any victims involved.

If possible, meaningful or appropriate, the pupil will apologize and any other sanctions and monitoring may take place.

In serious cases exclusion will be considered.

Strategies for raising awareness and prevention

We will liaise closely with parents and use a variety of methods for helping children to prevent any criminal, dangerous, destructive or disruptive behaviour. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract / pastoral support programme
- learning how to behave appropriately through PSHCE/circle time activities
- participating in mentoring

Physical contact with pupils in other circumstances

The following situations are left to staff's own professional judgment but useful guidelines can be found in PCCP, 1999. Staff must be sensitive to matters relating to culture and gender issues, and any known individual characteristics or special circumstances relating to pupils. Some physical contact may be necessary during P.E. lessons or if there is a need to administer first aid and young children and children with SEN may need staff to provide physical prompts or help.

Physical contact with pupils must always be appropriate and done openly

Complaints

These will follow the procedures as stated in our 'complaints procedures' policy documentation

This revised policy was discussed with staff in Nov 2004

It was taken to governors in Spring 2005

It will be reviewed annually alongside the behaviour policy