



Stag Lane Infant & Nursery School

Forever Learners: Achieving our dreams

Article 3: The best interests of the child must be a top priority in all actions concerning children.

Article 19: Every child has the right to be safe and protected from harm

Article 28: Discipline in schools must respect children's human dignity.



BEHAVIOUR POLICY V3 (with Behaviour Ladders Appendix)

Policy written by:

Nina Will

Ratified Date:

**Ratified by the GB in the Spring Term
2016**

To be reviewed:

Spring 2017 (ANNUALLY)

This policy is linked to and implemented alongside the following documents:

**Child Protection (Safeguarding)
Health & Safety
Positive Intervention Policy
Policy for preventing Bullying
Anti-racism Policy
e-safety policy
Disability equality scheme
Inclusion
SEN Policy
Healthy eating guidance
Home-school Agreement
Complaints
Harrow Councils Disciplinary Procedures**

Stag Lane Infant & Nursery School

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BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

Stag Lane Infant & Nursery School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all.

WHY HAVE A BEHAVIOUR POLICY

We believe the key to helping children learn to behave appropriately in school lies in having a very consistent and fair approach that everyone understands. This Policy has been developed with the help of our children, staff, parents/carers and governors and in accordance with the UN Convention on the Rights of the Child (UNCRC). This convention establishes and builds shared values for respecting rights throughout the whole school. Charters based on UNCRC which help everyone to understand their responsibilities in relation to their rights and the rights of others are established in all classrooms and the wider school. The UNCRC initiative firmly underpins the school's agreed values, from which a culture is generated that supports the social well-being and development of everyone involved in the school community.

1. PRINCIPLES

At Stag Lane Infant & Nursery School we believe that:

- Good behaviour is reinforced
- There is a focus on both the rights and responsibilities of the child
- Boundaries are clear and consistent
- There is a positive classroom culture
- Everybody has a right to feel safe
- High self-esteem is promoted
- Children are treated as individuals
- Good behaviour is modelled and taught
- All staff and children have high expectations
- Everybody shows mutual respect
- All staff are approachable

2. A RIGHTS AND RESPECTING SCHOOL

We are a Rights Respecting School, and this is the key principle that underpins our whole school policy for promoting positive behaviour. In consultation with the children, staff, parents and governors at Stag Lane Infant & Nursery School we have developed a policy which aims to encourage children to work and play together to maintain this ethos.

Article 12: Your RIGHT to say what you think should happen and be listened to
Article 40: Our role to support you in putting it RIGHT

We believe children need to be taught the Rights as early as possible to appreciate that their school is a place in which their good attitude towards a positive code of behaviour contributes to a cohesive, safe and enjoyable learning environment for everyone and has to be adhered to for the good of everyone.

Every child is given the opportunity to discuss and put forward the most important articles from the UNCRC to include in their class charters. A class charter is developed with each class so everyone is very clear about their expectations of one another. We are committed to listening to pupil voice through our regular pupil surveys, school council, and steering groups.

3.EXPECTATIONS WITH REGARD TO CHILDREN

Article 19: Your RIGHT to be SAFE and to feel safe

Article 31: Your RIGHT to relax and play

Children will be expected to:

- treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children
- conduct themselves around the building in a safe, sensible, manner, showing regard to others and respecting each others feelings
- follow reasonable instructions given by the adults
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- show respect for the working environment
- promote the school Charters

We encourage children to be gentle to one another and to respect each other's rights to be safe. We aim for everyone to be impeccably well-mannered, helpful and act responsibly at all times

4.EXPECTATIONS WITH REGARD TO STAFF

Article 3: Everyone who works with children should always do what is best for each child.

School staff and volunteers will always:

- Keep calm and never shout
- Listen and never use sarcasm or humiliation (**Article 12**)
- Be positive and solutions-focused referring to class and playground charters
- Reinforce clear expectations of behaviour
- Deal with incidents of inappropriate behaviour by consistently following the school's procedures as outlined in this policy
- Promote and reinforce positive behaviour in the classroom
- Build relationships, mindful of duty of care

- Encourage children to take responsibility for their actions
- Promote an ethos that values, promotes and reinforces positive behaviour and respect for others.
- Challenge any behaviour which harms the ability of individuals and groups to work together and model ways to recognise grievance and repair harm
- Carry out any sanctions consistently
- Be consistent and fair, basing judgments and actions upon evidence
- Follow up problems to their conclusion and keep parents/carers informed

5.EXPECTATIONS WITH REGARD TO PARENTS/CARERS

Article 18: Parents and carers have responsibility for bringing up their children, and they should always think about what is best for each child

As part of our behaviour policy we recognise that **parents/carers** should be fully informed about their child's behaviour. Parents' views are regularly sought through parent surveys. Every effort is made to ensure that there is very good communication between home and school. Our mutual expectations are made clear in our **Home/School agreement**. Should a child's behaviour be a cause for concern parents/carers are contacted as a matter of urgency and the matter discussed to find a way forward. The meeting remains confidential between the school and the child's parents.

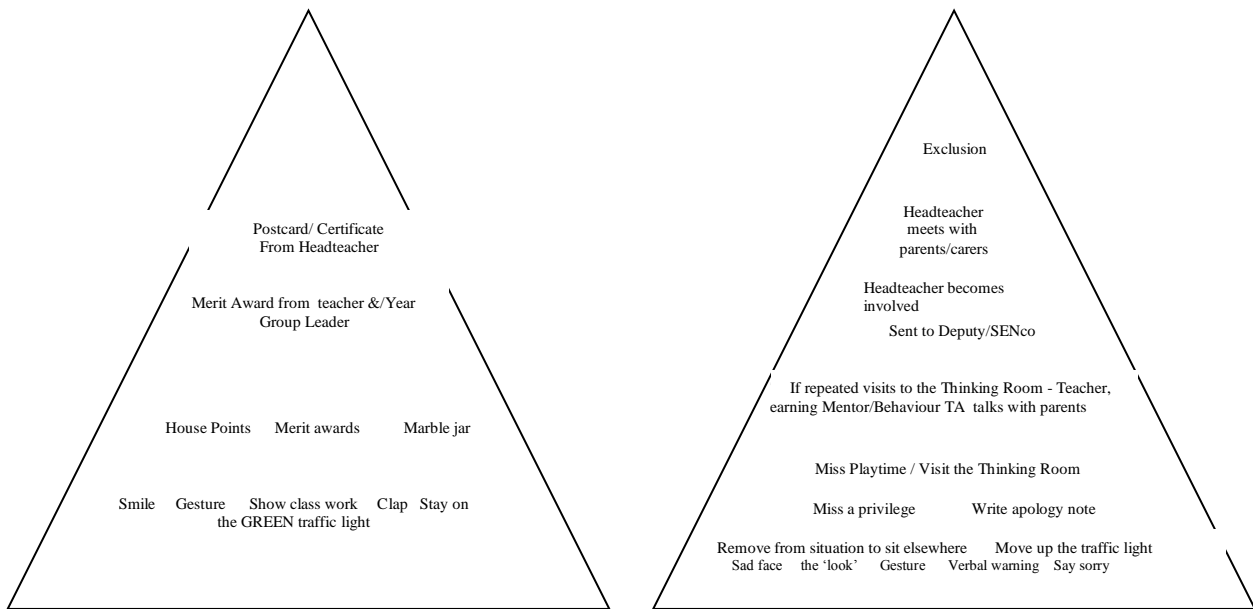
Parents and carers are expected to (through the Home/School Partnership Agreement):

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school prepared to work, play and learn

6.PROMOTING GOOD BEHAVIOUR THROUGH POSITIVE REWARD SYSTEM

It is important that achievement, good behaviour, effort and success are actively recognised and rewarded.

The staff will use their discretion and understanding of each individual child when giving rewards or sanctions which will follow the hierarchy outlined below. We emphasise the positive rather than negative in all we do.



7. THE POSITIVE REWARD SYSTEM

Article 29: Your RIGHT to become the BEST that you can be

The school actively seeks to encourage positive behaviour within the school environment. A good reward system is essential to ensure progress rather than perfection. It is our aim that, by promoting positive behaviour and good learning, we will set the standards of impeccable manners, gentleness, self-discipline and self-regulation that children, parents/carers and staff member's value throughout the school.

Members of staff positively reinforce good behaviour in a number of ways. They

- Give quiet words of encouragement
- Give descriptive praise for doing the right thing
- Highlight positive role models to other class members
- Visit to a phase leader or senior member of staff, or the Head teacher, for praise or special praise in an Assembly
- Give a special privilege or responsibility
- Mention in the Weekly Newsletter
- Give a Merit Award during a weekly Merit Assembly - When individual children who have excelled that week are put forward by staff members and applauded by all present
- Award House Points. These will be given for significant individual effort and group rewards. The team with the most House Points each week will receive praise and applause in an Assembly
- Give stickers to positively reinforce correct choices regarding behaviour.
- Award Marble Jars for the class marble jar which when full culminates in reward that the children have agreed

8. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

- As part of learning, children will make mistakes with their behaviour. Deliberate, violent or repeated wrong behaviours (both emotional and physical) are unacceptable.
- It is the responsibility of all staff to deal with minor incidents which occur in the classroom and on the playground.
- **We will only share sanctions put in place for a child, with the child's parents. Parents of other children involved will be informed of how their own child is being supported.**

9. SANCTIONS

Article 28: Your RIGHT to LEARN and to go to school

We believe that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in our school and to feel that school is a place where they are safe to learn and play without disruption. We support children in solving problems and learning how to manage solutions when anyone's rights are breached.

We believe that children should be encouraged to manage their behaviour and make right choices. We use Visual Traffic Lights and Visual ladders to clearly outline sanctions we will use and how they will escalate if a child does not start to amend their behaviour. As children improve their behaviour, sanctions can be decreased. Consistency is key to our approach. We adhere to the following steps to support good behaviour

Every day children start on the green traffic light.

- A non-threatening, non-verbal prompt – (warning look) – so that a child is given a chance to make a fresh start
- A discreet, quiet verbal reminder – a child is reminded about the rights of other children and is given a chance to make a fresh start

It may be necessary to move children up the traffic lights if they do not amend their behaviour

- A 1-to-1-discussion about a class or playground charter – A child is reminded that we have all agreed to respect these rights and why we have signed the charter (age appropriate)
- Children may need to miss a playtime and be sent to the Thinking Room to complete a "What happened?" sheet to help them to reflect and learn from their behaviour choices and put forward their own solutions to resolve the situation or ensure it does not happen again.
- A child will be referred to the appropriate Senior Leader if problems persist so that they can offer more solutions and monitor the behaviour closely. If deemed appropriate certain incidences will be recorded in the 'Incident Log' and monitored.
- A serious breach of the charter, fighting, bullying, swearing or stealing will result in an instant 'Red', without prior warning.

Children will be actively encouraged to improve their behaviour so that their name comes off the Red traffic light/ladder. The Thinking Room log or Incident log is monitored termly by the Governing Body through the Children's & Families Committee. They hold the head and the school staff to account for continuously improving pupil behaviour and safeguarding all pupils. Analysis and prioritisation informs the School Improvement Plan, and the school's self-evaluation cycle.

If a child's behaviour escalates far enough up the ladder they will be sent to the Year Leader.

Year leader's sanctions include:

- Losing a playtime/ lunch time and going to the Thinking Room
- Sending a letter home
- Meeting parents/carers

The more serious incidents are dealt with by the Deputy Headteacher, followed by the Headteacher. These incidents should be recorded in the Incident Report Form (see Appendix, introduced from January 2016).

They include:

- endangering others or self
- persistent swearing, bullying, hurting others, disruption of lessons or school life, i.e. denying others their right to Article 19 or 28 in particular.
- sexual contact
- racism
- fighting
- aggressive behaviour
- physical aggression to a member of staff
- bringing an dangerous or offensive items/weapons to school (matches, laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- bringing in drugs, solvents or controlled substances to school
- extreme rudeness to staff
- refusal to comply with other sanctions
- theft

Sanctions available include:

- loss of playtimes or enrichment activities
- letter Home
- meeting with parents
- putting on report
- internal exclusion
- fixed term exclusion – Governors aware
- permanent exclusion – Governors involved

Very Serious Incidents and children who reach the top section of the sanctions ladder link directly to the Exclusions Policy

Exclusions are the last resort. However, there may be times when this is the only course of action to ensure the rights of others. The Headteacher (or the Deputy Head deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all external exclusions, parents/carers are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

10. SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing significant concern. Referral to these areas of support is via the HT, DHT or SENCO and in all cases parental involvement is essential. At all times the school is committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised.

10.1 Pupil Behaviour Management Plans

These plans are for pupils who are in danger of exclusion. The plan outlines clearly where the child's strengths and areas of need lie. The plan will outline what the school will do to support the child. The plan will be reviewed as needed but not less than once each half term.

10.2 Interventions

Social skills/ Anger management sessions are offered by an experienced and trained Learning Mentor.

10.3 Mentoring

Our Learning Mentor works to support and encourage pupils who demonstrate behaviour causing concern.

10.4. Link to SEN under the SEN 2014 Code of Practice

Pupils on the register are monitored by the SENCO and HT and appropriate interventions are put in place. If the behaviour is recognised as a symptom of a SEN, they will receive SEN support.

10.5. Involvement of external services

The Inclusion Leader will refer children whose behaviour is causing significant concern to Child and Adolescent Mental Health (CAMHS) and Children's Services as required.

10.6. Monitoring

Children who demonstrate behaviour which is causing serious concerns will be added to the school's Vulnerable Pupil list. Their behaviour will track any changes over time. Termly reports will be provided to the Children & Family Committee of any pupils who are at this stage.

10.7. Restraining Pupils and Risk Assessments

- Physical Intervention is strongly discouraged Under certain circumstances, it may be necessary for an adult to physically restrain a pupil. This will only be used if there is a *Risk of serious harm or injury to the child and/ or to other persons present.*
- Nominated staff will receive training on restraining pupils in accordance with Health and Safety regulations.
- The Headteacher will be informed immediately should such an incident arise.
- A record of any incidence requiring physical restraining will be recorded immediately on a proforma
- Any pupil who is identified as posing a risk to others or self will have a risk assessment carried out beforehand.

THE SUCCESS OF THIS POLICY

The success of this policy will be judged according to:

- the number of referrals the Headteacher receives requiring letters to be sent home
- the anecdotal comments of the school community and visitors
- comments from children regarding children's behaviour in their class and around school
- comments from schools council
- parent, staff and pupil Questionnaires/evaluations

POLICY REVIEW

This policy will be reviewed during second half the Summer Term each year. It will be amended/updated following discussions between all members of the school community taking into account the success criteria described above.

This policy is linked to and implemented alongside the following documents:

Child Protection (Safeguarding)
Health & Safety
Positive Intervention Policy
Policy for preventing Bullying
Anti-racism Policy
e-safety policy
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MAKING THE **RIGHT** CHOICE
DOING THE **RIGHT** THING!



At Stag Lane Infant & Nursery School we expect all children to make right choices. If you make the wrong choice, quickly change your behaviour and make the right choice.

Sent to Mrs Will



You have made disappointing wrong choices

Sent to Miss Hughes



This is a very serious problem and your family will need to be informed

Sent to Mrs Yates



You will need to finish the lesson in the Year Leaders Room

Lose playtime; go to Thinking Room



Time out in class



Spoken to again by an adult



Spoken to by an adult





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You have made disappointing wrong choices

Sent to Miss Hughes



This is a very serious problem and your family will need to be informed

Sent to Miss Hutton



You will need to finish the lesson in the Year Leaders Room

Lose playtime; go to Thinking Room



Time out in class



Spoken to again by an adult



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Sent to Mrs Will



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Sent to Miss Hughes



This is a very serious problem and your family will need to be informed

Sent to Mrs Coe



You will need to finish the lesson in the Year Leaders Room

Lose playtime; go to Thinking Room



Time out in class



Spoken to again by an adult



Spoken to by an adult



STAG LANE INFANT & NURSERY SCHOOL INCIDENT REPORT



Date:

Time:

Place:

Adults involved (listed in order of involvement):

Pupils involved (listed in order of involvement):

BEHAVIOUR TYPE (circle):

Disruptive/ Defiant

Aggressive/ Assault

Isolated incident

Repeated/ possible bullying

Other

Adult reporting incident:

DETAILS OF THE INCIDENT (including times/people where possible):

HOW WAS THIS INCIDENT RESOLVED?

DOES THIS REQUIRE A FOLLOW UP? BY WHO? WHEN?

Yes

No

IS THERE AN ADDITIONAL STATEMENT(S) FROM WITNESSES?

Yes

No

