

Spire Nursery and Infant School: Behaviour Policy

Mission statement

At Spire Nursery and Infant School we aim to:

- Provide a happy, secure and welcoming school where each child wants to learn and has high ambitions for their future.
- Provide a stimulating and inclusive environment where children can observe, explore, question and discuss, developing a range of learning skills
- Promote access to outdoor learning opportunities whenever appropriate

We believe that all children should...

- Have access to learning opportunities that are appropriate to their individual needs
- Experience a sense of personal achievement and to celebrate their own and others' success
- Have their medical and physical needs met

Rationale

Schools have a duty to promote the well-being of all pupils. The management of behaviour must comply with current equalities legislation (2010). The promotion of good behaviour in schools is essential for good order and for learning to take place. The development of a behaviour policy supports all stakeholders in responding, efficiently, consistently and effectively in order to maintain a positive learning environment.

The school behaviour policy:

- Is based on the school's values
- Represents agreements about behaviour standards amongst pupils, staff and parents
- Encourages a balance between rewards and sanctions
- Promotes behaviour management as a means of improving learning and teaching

Aims of the policy

- To promote positive learning behaviour
- To develop high self-esteem in children through using a positive approach to behaviour management
- To encourage children to take responsibility for their behaviour

- To encourage children to show consideration, courtesy and respect for others at all times.
- To prevent all forms of bullying, including that related to:
 - race, religion and culture
 - homophobia
 - children with SEN and/or disabilities
 - sexism
 - cyberbullying

Unacceptable behaviour includes:

- Refusal to take part in learning activities
- Rude or unkind language or gestures
- Hitting, biting, pinching, kicking or other physical responses
- Racist, sexist or homophobic remarks
- Excluding others from activities

How we achieve our aims

Linked with the behaviour policy is our "Be Friendly" policy that focuses on promoting positive attitudes and behaviour: All staff recognise, articulate and reward desired behaviour eg "I like the way you picked up the bricks".

Curriculum

We develop children's social, emotional and behavioural skills through the PSHE strand of our skills-based curriculum and through delivering the SEAL programme and weekly circle times in KS1. In the EYFS, positive behaviour is promoted through the PSED strand of the EYFS curriculum.

Equal opportunities

Spire Infant School has a commitment to improve outcomes for all pupils and to eliminate all forms of discrimination, harassment and bullying as well as promoting equality of opportunities: We ensure that all pupils have equal access to a broad and balanced curriculum regardless of but appropriate to their level of development, ability, race or gender .We do this through planning that is differentiated to meet the needs and learning styles of all pupils in the class.

Vulnerable children, including those with SEN or physical and emotional health needs, will receive behaviour support according to their individual needs.

It is expected that all staff:

- Demonstrate respect, consistency, good manners, and caring attitudes towards children, parents /carers and other professionals.

- Have high expectations of good behaviour from children
- Endeavour to create a stimulating learning environment which takes account of, and reflects, all children's achievements
- Are vigilant in their supervision and employ appropriate and consistent intervention strategies to prevent unwanted behaviour
- Tell parents about their child's efforts and achievements
- Ensure a balance between rewarding consistently good behaviour and substantially improved behaviour

Rewards systems

- Use of verbal praise or language and gestures to reinforce desired behaviour
- Use of credits (stickers, gold cards, sticker cards), merits (behaviour charts, team points, cards home) and prizes (Gold Book, SEAL board, Golden table on Friday lunchtime)
- Weekly Golden time for each class. Children can "lose" minutes if behaviour is unacceptable.
- Class rewards such as "jar of marbles" to encourage children to support their peers with behaviour.
- House points can be given to individuals, groups, and whole classes.

Sanctions

Our traffic light system gives guidance on a scale of sanctions for increasingly unacceptable behaviour and includes:

- Verbal reprimand: aim to criticise the child's behaviour rather than the child her/himself. Tell the child that the behaviour is not acceptable and explain what they should have done.
- Withdrawal of privileges
- "Time Out" for a short period of time, including at playtimes
- Sending to another class
- Issuing red card
- Headteacher's intervention
- Consultation with parents

School Rules (Five Finger Rules)

These are displayed in all classrooms and around the school.

1. Share and take-turns, that's what we do.
2. Be polite- say "please" and "thank you".
3. Keep hands and feet kind when we play.
4. If you choose it, to use it -then put it away.
5. Use quiet voices inside our school.

These are all our five finger rules!

With persistent unacceptable behaviour, a log will be kept, and a home/school book may be used. If behaviour persists, parents will be invited to meet with the Headteacher and a referral may be made to the Children's centre or Behaviour Support Service (BSS). Children who display persistently unacceptable behaviour or display violence towards staff or other children will be excluded for up to five days.

The use of physical interventions and restraint.

Children for whom the usual behaviour management strategies do not provide sufficient support will undergo a risk assessment which may include the use of physical intervention/restraint. (please refer to our policy on positive behaviour management and physical intervention)

Our overarching principles of physical intervention/restraint are:

- Physical restraint will only be used in exceptional circumstances
- All authorised staff have been appropriately trained
- All incidents are recorded and kept securely by the headteacher

Playtimes and dinner times

In the playground, all staff are encouraged to engage children in playground games. A selection of play equipment is available to encourage good playtime behaviours. Midday supervisors encourage children to engage in games. In bad weather, children are taken indoors and "wet weather" boxes are used in classrooms. The senior MDS meets daily with the Headteacher to discuss any behaviour concerns.

The School Council

The Headteacher consults regularly with the School and class Councils. Rewards, sanctions, playground equipment are discussed and modified according to the "voice" of the council.

Role of the Headteacher

- To establish the different rewards and sanctions staff have at their disposal for dealing with good and unacceptable behaviour respectively.
- Implement statutory guidance when dealing with children with disabilities and/or SEN
- Take reasonable measures to regulate behaviour outside school premises when pupils are not in the charge of members of staff
- Publicise and maintain the behaviour policy
- Meet with parents where appropriate
- Ensure staff have up to date training on possible handling issues should they arise
- Monitor behaviour records

Role of the Governors

To draw up a statement of general principles on behaviour and discipline.

To consult with the whole school community in establishing the above principles.

Policy links:

Safeguarding Policy

Health and Well-being Policy

Equality Policy

Medical Needs Policy

CME Policy

Acceptable Use of the Internet Policy

Code of Conduct for Staff

Anti-bullying Policy

External Contributors Policy

Private Fostering Policy

Use of Reasonable Force (DfE 2013)

Use of Restraint (DfE 2016)

Policy for Positive Behaviour Management

Agreed by staff: January 2016

Agreed by governors: January 2016

Review date: January 2017