

CASSIOBURY INFANT & NURSERY SCHOOL

Behaviour Policy

Author	Senior Leadership Team
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Purpose

Aims

Leadership and Management

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Staff Induction, Development and Support

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Banned Items

‘Good Behaviour in schools is central to a good education’ DfE Behaviour in Schools 2022

Purpose

The aim of our Behaviour Policy is ensure a consistent approach to behaviour management across our school which promotes positive behaviour, sets clear expectations for our children and supports them to understand the educational sanctions in place when expectations are not followed.

We believe it is vital for children to learn how to regular their own behaviour in a positive way as this enables them to become responsible, life-long learners who can reach their full educational potential.

By having a clear set of expectations, our Golden Rules, we aim to create an environment which is calm, safe and supportive and enables children to learn and thrive.

Aims

As members of our school community we aim to support our children to take responsibility for their own actions because they want to, not because of fear of sanctions. In order to achieve this we will:

- Develop and sustain a behaviour policy which is supported and followed by the whole school community, Including: pupils, staff, parents and governors.
- Create a caring, happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- Teach, through the curriculum, values, attitudes, knowledge and skills which:
 - promote responsible behaviour
 - encourage self-discipline

- enable children to use strategies to manage their own behaviour
- encourage a respect for themselves, other people and property.
- Create a learning environment which enables pupils to make choices and learn from them.

Leadership and Management

Governors will:

- Support the implementation of the Behaviour policy through discussion and questioning the details during the ratification process
- Support the headteacher where necessary, for example, if a suspension or exclusion were to be required
- Ensure an Exclusion committee is trained to fulfil their role in support of the headteacher

The Headteacher will:

- Ensure that this policy is implemented and for reporting to governors on its impact.
- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

All staff will:

- treat children equally, irrespective of gender, race or religion
- focus on the positive and not the negative behaviour
- use positive phrasing
- deal sensitively with children in distress, make time to listen to them and deal with any incidents appropriately – this will be done using the school agreed de-escalation script
- strive to reduce anxiety for all children
- play an active part in building up children's sense of responsibility towards the school community and will apply consistently the agreed standards of behaviour
- support children and provide opportunities to help them to feel good about themselves
- follow the behaviour poster as detailed in appendix 1

Teachers will:

- Use ABC charts to monitor changes in behaviour and identify patterns
- Put together 'Behaviour 4+1forms' with the Inclusion Leader (INCO) if necessary
- Ensure that any child who presents with particularly challenging behaviour has a designated advocate in school
- Reinforce the Golden Rules with the children as to how they expect them to behave in the classroom and also around the school
- Hold regular Circle Time/discussion to help develop children's social behaviour and responsibility towards the community. Aspects of these discussions will be used in assemblies as appropriate.

Parents

Parents have a vital role in promoting good behaviour in school; effective home/school liaison is very important.

We encourage parents to:

- keep us informed of behaviour difficulties that their children may be exhibiting at home
- inform us of any trauma which may affect the child's performance or behaviour at school e.g. death or serious illness in the family, parental separation, moving house, recognising that each child will have a different tolerance for trauma

- demonstrate positive support for the school's Behavior Policy
- model appropriate behavior at all times within the school grounds
- report to the school any concerns regarding pupils involved in hurtful behaviors and / or bullying
- support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- respond to requests from the school to provide feedback on the Behavior Policy and procedures

Hertfordshire Steps

To support our positive approach to behaviour management, we have adopted the 'Hertfordshire Steps' approach to behaviour management which encourages children to make effective choices about their own behaviour.

Hertfordshire Steps focuses on 'the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life'. Our aim is to promote pro-social behaviour and to question any challenging behaviour to seek an understanding of what behaviour may be communicating. We focus on de-escalation and restorative approaches to enable children to learn from experiences and teach appropriate responses for the future.

School Systems and Social Norms

In our school we follow the Golden rules:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These are displayed around the school and are referred to regularly.

Rewards:

We believe that when children behave well it is important that this is acknowledged.

Rewards appropriate to the age of the child may include:

- A smile
- Thumbs up
- House points
- Praise - we aim to give more positive comments than negative ones
- To use praise strategies as agreed as part of Read Write Inc. Phonics Training – E.g. Firework; Marshmallow Clap; Round of applause – circular quiet clapping.
- Responsibilities -Year 2 Play Monitors
- Showing good work to the Headteacher
- Showing good work in Star of the Week assembly
- Telling the parents how good their child has been
- Sending child to the Head, Deputy or other member of staff for praise
- We also use "proximal" praise – if a child is misbehaving, we praise a child nearby who is behaving well

Occasionally, we see behaviour that we determine as unacceptable, examples of this include:

- disturbing the teaching and learning at Cassiobury Infant and Nursey School
- refusal
- biting, spitting, hitting, scratching, pinching and kicking
- swearing
- unkind remarks
- laughing at others when they make a mistake or hurt themselves
- damaging property
- answering back, rudeness or aggression to an adult
- not being honest
- stealing

- racist comments
- ‘gangs’, hurtful behaviours and continuous hurtful behaviour (bullying)
- actions which endanger the safety of themselves or others
- touching another child in way that the other child does not like

All staff, including the Midday Supervisors are made aware of any children who may need support or close monitoring with regard to behaviour. If a child does demonstrate and unacceptable behaviours, on most occasions a firm reminder or warning will be sufficient. The child should be taken aside, away from an audience and a calm but firm voice used; we do not shout. However if this fails the following procedures will be followed:

Step 1	The child will receive a verbal reminder
Step 2	The child may need some time out i.e. at a time-out table or mat in the classroom (where the child sits with a timer) On the playground this may include ‘Trailing a Teacher’ for five minutes looking for positive examples of play and the class teacher will be informed
Step 3	The child may lose some of their Golden Time or playtime (logged on CPOMS)
Step 4	Time out in another classroom by arrangement with another teacher (Behaviour logged on CPOMS)
Step 5	Class Teacher will speak to parents if this has not happened already (Follow up log on CPOMS)
Step 6	<ul style="list-style-type: none"> • Child will be sent to Headteacher or Deputy Headteacher with an explanatory note or accompanied by an adult if behaviour continues to impact on teaching and learning • Headteacher will speak to child and parent/carer if necessary • Child to be clear about making the right choices • Written apology or opportunity to make amends if this is appropriate • Plan to be drawn up with parent/carer and Inclusion Leader if necessary
Step 7	<ul style="list-style-type: none"> • In very extreme cases, where the above strategies have been used and were unsuccessful, to enable all pupils their entitlement to an education where they are protected from disruption and can learn in a calm, safe and supportive environment, a fixed period suspension or permanent exclusion may be used.

Exclusions

When considering an exclusion, the headteacher will liaise with the Chair of the Governors to ensure all processes have been completed in line with school policy. Wherever possible, the pupil will be able to express their own views on the incident(s) during this process.

During a period of suspension the school will still provide learning for the pupil whilst at home, which may include links to Oak National Academy or class learning via an appropriate online system e.g. Google Drive.

A suspension is intended to give a clear signal of what is unacceptable behaviour and indicates a risk of permanent exclusion if the behaviour does not cease. A suspension may be for part of a school day e.g. lunch times or a period of time to enable the school to respond to a specific concern.

Occasionally, behaviours may be demonstrated that warrant an immediate fixed term or permanent exclusion, these include, but are not limited to:

- Physical abuse against a child or adult
- Use, or threat of a use of a weapon or an item prohibited by the school behaviour policy

- Abuse in relation to a protected characteristic; race, gender, disability, religion, sexual orientation or gender reassignment
- Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a statutory duty to consider exclusions as outlined in guidance issued by the Department for Education. The governing body will delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least three governors which will act in accordance with applicable regulations and guidance from the DfE/LA from time to time.
- When a sub-committee meets to consider an exclusion, it will consider the circumstances in which the pupil was excluded, consider any representation by parents, the school and the LA, and consider whether the pupil should be reinstated.
- At one meeting the sub-committee may consider more than one exclusion as long as they comply with the statutory time limits relating to each one.
- If the sub-committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Staff Induction

During staff induction all staff are given time to read all school policies including:

- Behaviour policy
- Bullying Policy
- Code of Conduct
- Equality Policy
- Safeguarding policy

Staff also take part in a variety of training courses at the earliest convenience of the school:

- Hertfordshire Steps
- Attachment and Trauma aware

Ongoing development and CPD is put in place as appropriate.

Pupil Transition

Before pupils join us at the start of their first year, we aim to make contact with all current settings via our EYFS leader or Class teachers who then work with the Inclusion team to allocate appropriate classes and additional support where necessary.

Once pupils join our school we begin by introducing clear expectations and our Golden Rules, Routines are guided and supported to ensure understanding and time is given for daily repetition to embed understanding.

Following a suspension, pupils and their parents are invited to a reintegration meeting in which positive next steps are laid out. The focus at this meeting is 'how to get it right' and a reminder of where to seek support if needed.

Where an in year transfer takes place, the class teacher aims to make contact with the previous setting within the child's first week to ensure an effective transition is planned.

In addition we work closely with the junior school to ensure the strongest transition possible for our children, this involves teacher visits, pupil buddies, teacher handover, Inclusion handover, and where appropriate, team around a child meetings which may include staff from both settings and external professionals where possible.

Pupil Support

Our focus is on Quality First Teaching, we work hard to ensure support is in place for all pupil to enable them to access their full curriculum entitlement. We understand that often behaviour is a way of communicating and work with our families to support our children to begin to express their needs.

We continually strive to increase equity for our pupils as we recognise that one size does not fit all and pupils may need adapted support to thrive. Where the reasonable adjustments made may benefit the whole class, they are implemented in a wider manner to enhance our inclusive practice.

The parents, pupil, class teacher and Inclusion Manager work together, where possible to ensure consistent support is in place.

Child-on-Child Abuse

We take child-on-child abuse very seriously. To prevent this, and due to the age of our children, there are very few times where children would not be directly supervised by an adult. Occasionally, such as in the toilets at lunch time, indirect supervision takes place and an adult remains in the vicinity inside along with a member of Senior Leadership Team outside who oversees the number of children inside and is available to speak to before the child returns to the playground.

In addition to our behaviour chart above, any incidents are immediately reported to the class teacher and head teacher, recorded on CPOMs and parents are alerted. The children involved are then be monitored to ensure no repetition.

Banned Items

The following items are not allowed in our school, this list is not exhaustive:

- Mobile phones
- Weapons
- Medication held by the pupil
- Toys with photograph taking abilities e.g. smart watches/iPads

This policy complies with Section 89 of the Education and Inspection Act 2006. This policy also pays due regard to the Equality Act 2010 and relates directly to our safeguarding policy, e-safety policy and our behaviour statement which applies to all members of our school community. This policy uses the '10 key aspects of school practice' as identified in the DfE guidance 'Behaviour and discipline in schools' 2014.