

BEHAVIOUR POLICY

2016- 2017

This policy sets out the expectations of behaviour at Banks Road Infant and Nursery School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.



A Banks Road child is:

- Inspired
- Individual
- Independent
- Secure
- Sociable
- Inquisitive
- Tolerant
- Happy
- Healthy
- Considerate
- Well educated
- Motivated
- Positive
- Honest
- Loving
- Well mannered
- Well rounded
- Confident
- Successful
- Enthusiastic

This policy promotes the school mission statement:

Mission Statement

Banks Road Infant and Nursery School will provide a safe, secure and welcoming environment in which respect for cultural diversity, celebration of achievement and commitment to shared values fosters the growth of confidence and self-esteem in every child and their family.

The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.

Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self discipline and the awareness that each person is responsible for their own actions.

Aims of the Policy

The aim of this policy is to reinforce our basic school rules which are:

- Treat others as you wish to be treated yourself
- Keep yourself and others safe
- Work hard and be polite at all times
- Always try your best
- Enjoy learning

Creating a Positive Behaviour Environment

In no area of school life, is modelling more important than that of behaviour. If our expectations are to be fulfilled, then children must see all adults treating each other and all pupils with respect and courtesy, listening and taking an interest, acting impartially and dealing with disputes fairly.

This behaviour must be consistent and takes the hard work of everyone involved. We create our positive behaviour environment using many techniques.

• School and Class Rules

Acceptable ways to behave are discussed as a school and as a class and each class has its own behaviour code which is established by the children at the beginning of the year. Class rights and responsibilities are displayed clearly in a positive manner and they are referred to and amended as the year develops. (Class charters)

• Playtime Rules

In the playground we provide a variety of games and quiet activities for the children to do. The children can choose the type of playtime they wish to have and enjoy the time they spend with their friends outside. Playtime rules are understood through classroom discussion and are displayed in the playground, in the school hall and around the school building for all to see.

• Curriculum Quality

We recognise that the quality of the curriculum, its content and methods of delivery influence pupil behaviour. We aim to provide interesting and stimulating learning experiences for children of all abilities, which take account of individuals' interests and needs.

- **Recognition of Hard Work**

At school and at home there is a climate that promotes and values the hard work and achievement of the children. Achievement is recognised and celebrated by all and the children have a good understanding of their personal progress through target setting and self evaluation. Classroom displays also reinforce this celebration of success.

- **Golden Stars Assembly**

The weekly Golden Star assembly provides the children with the opportunity to share their efforts and achievement with all children and staff. The Golden Stars Board displays certificates made by teachers about hard work, usually related to positive behaviour or attitudes and a photograph of the child. The Head teacher also chooses a Golden Star. The Golden Stars have 'Afternoon Tea' with the Head teacher in the staff room in recognition of their achievements

- **Learner of the Week Assembly**

The weekly Learner of the Week assembly promotes a positive attitude towards and develops Behaviour for Learning. Each class teacher chooses an individual to share their work and achievements and the Head teacher encourages the children to talk about their learning and praises their efforts. (See appendix 6).

Responsibility and Parental Partnership

Behaviour is the responsibility of everyone within the school. Incidents should be dealt with promptly and fairly in a calm yet firm manner. Children at Banks Road have a good understanding of what behaviour is and isn't acceptable and when dealing with incidents, children are asked to comment upon whether they thought their behaviour was acceptable. Consequences of actions are always explained and understood alternative courses of behaviour are expected from the children.

The involvement of parents in the management of behaviour is fundamental to a successful behaviour environment. We share positives with the parents as well as the children through class assemblies, Open House and comments in diaries. Formal parents meetings and end of year reports celebrate the successes that the children experience through comments about attitude, behaviour and progress.

The beginning or end of the day is often used to discuss small matters of both success and concern and we feel that it is very important to inform parents from the outset of any concerns that we might have. We ask parents to share in our positive approach to behaviour so that the children experience consistency.

Expectations of behaviour are encapsulated in the Banks Road Home School Agreement (using the Department of Education guidelines July 2013). The Head teacher and class teacher sign each individual agreement and it is the expectation that all parents and children sign it. Agreements are kept at home for reference and reply slips are sent back to school to inform the school whether agreements have been signed or not.

Interventions to Manage behaviour

It is vital that our interventions are consistent. The intervention ladders in the appendices to this policy provide guidance for staff dealing with specific instances to achieve this.

If an incident appears very serious in nature then the child will be referred immediately to a senior member of staff or the Head teacher.

When children are in conflict:

1. **Approach quickly and calmly stopping any hurtful behaviour.** Position yourself at the children's level. Use a calm voice. Gently reach out to children who are angry or upset.
2. **Acknowledge feelings.** Allow extra time if the children are very upset. Once children are confident that their feelings are recognised and understood by others they can let go of their feelings and begin to think clearly about possible solutions.
3. **Gather information.** Give children plenty of time to describe what they think happened. Each child may give a different account but it is important to hear all sides fully. As you listen remain neutral.
4. **Restate the problem.** Use the children's own words to restate the problems as you heard them. Rephrase any language that is hurtful.
5. **Ask for solutions and choose one together.** Avoid taking sides or imposing solutions. Give the children plenty of time to think of solutions. If they can't agree you may ask them if they would like to hear your idea. Help children think about the consequences of any solutions they suggest.
6. **Give follow up support.** Recognise the children's accomplishment of solving their problems with a simple positive statement. Be sensitive to their needs for additional support later. You may want to check on them after a few minutes.

As you work with children who are in conflict, remember that young children are not being bad or selfish when they hurt others or ignore their needs. They are still learning the social and language skills required to say what they want and to recognize the needs of others.

Personal and Playtime Incidents:

- Discussion between a member of staff and the child or children involved, taking into account the incident and the consideration of consequences.
- Apologies to any injured (physical or emotional) person, accident or not.
- Losing a playtime in order to reflect upon actions may be necessary.
- If a child misbehaves at playtime they may have to walk around with the person on duty. If this has happened the duty teacher always informs the child's class teacher who may wish to take the matter further.
- All serious incidents are reported to the Head teacher who deals with them as she sees appropriate.
- Some children may require a more structured approach. If incidents are reoccurring on a regular basis and the child seems unaware of expectations, then a programme of intervention support will be put in place. This may entail a child having a separate play time to the rest of the school where s/he will learn expectations and appropriate behaviour through a modelled approach. When this is necessary, a skilled TA will take the child outside following the main school play time with a small group of peers and will spend time on the teaching of playground rules and appropriate behaviours. The child will spend playtime indoors in the school office to 'think' and reinforce the learning that has previously taken place. The Head teacher will monitor progress and will decide when a child can re-join the rest of the school. Parents will be informed when this approach is deemed necessary to ensure the safety of their child and others.

Classroom Based Incidents:

If a child is misbehaving they may be moved to increase their time on task. A disruptive child may also be moved so as not to deter the learning of others. Losing a playtime in order to reflect upon actions or missed work may be necessary.

Sometimes, being sent to the Head teacher is necessary. In a serious case which requires this level of intervention, the child will be given the opportunity to return at a later date to have their amended behaviour praised.

When children are not applying themselves to learning, staff should review and reflect upon the learning opportunities and methods that are being offered.

Persistent Misbehaviour

The Behaviour Logs

The Behaviour Log is a record of very serious incidents. These can be completed by any adult in school and must be reported to the Head teacher. Copies must be given to the class teacher and the Head teacher will keep the original.

If a child persistently misbehaves, s/he will have reached the stage where the Head teacher's involvement is necessary. The Head teacher informs that child's parents after all parties have been consulted and a programme of behaviour modification will be agreed.

If a programme of behaviour modification is agreed, the child's name will be added to the Special Educational Needs register.

See: Special Educational Needs Policy

Exclusions (see exclusion policy)

In extreme cases a child may be excluded from school by the Head teacher. This is a rarely used option which would only be exercised after all other strategies had been exhausted.

Bullying (see Anti Bullying Policy)

Definition of Bullying:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.” (*Preventing and tackling bullying: What is bullying?* Department for Education: July 2013)

Bullying is a specific form of unacceptable behaviour that differs from teasing and/or falling out between friends or other types of aggressive behaviour; it is characterised by its persistent targeting of a specific child or group of children, the deliberate intention to hurt or humiliate, a power imbalance that makes it hard for the victim to defend themselves.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility is always considered, in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

Intervention is then urgently required.

Bullying can be physical, verbal or emotional. Although physical evidence may be more easily seen, it is more difficult to catch unkind words. Through Circle Times, assemblies and the general ethos of the school, children must be reminded that they must tell a member of staff if things are happening that are making them feel unhappy. All classrooms in KS1 have a playtime box for children to put in their comments about playtimes which staff must check between playtimes and follow up if necessary. Appropriate follow-up may include

- discussion with child
- discussion with other children
- instigation of Playwatch (see appendices)
- discussion with head teacher/SENCo

The ethos of openness also extends to parents, who are advised at new entrants meetings to share any concerns they have about their child.

If an incident of bullying is reported the matter is fully investigated by the class teacher and the Head teacher. The victim is encouraged to talk about feelings and the perpetrator asked to consider the effect of his/her actions. Often reports of bullying turn out to be less serious than first anticipated and are resolved quickly.

In the rare occasions that this is not the case, the head teacher will work with the children and their parents to resolve the situation, involving outside support agencies if necessary.

Toilet passes:

We have adequate toileting facilities and these are unisex (due to the age of the children). As a school we are aware that some inappropriate behaviour may occur when pupils go to the toilets.

To discourage this, and to allow the toilet areas around school to be supervised and monitored at all times, children are required to ask permission when they need to use the toilet. At this point the teacher, or adult on duty at playtime, will issue the child with a 'toilet pass'. There is a definitive amount of toilet passes for each classroom (x2) and for outdoor playtimes (x3). These are returned to the supervising adult when the child returns. This system allows children to feel safe when using the toilets and for adults to know who is using the toilet areas at any given time. In addition to this our very young children are supervised in the general toilet area, for example while washing their hands and an adult checks the toilets regularly to make sure the space is safe and clean.

The Prevent Duty

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging students to think for themselves and to think about others, a blend of critical thinking and empathy that is the best inoculation against radicalism and extremism." *Russell Hobby NAHT General secretary 06/11*

At Banks Road Infant and Nursery School we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society. Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi-cultural and race issues. The principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability is embedded in everything we do. We engage children in promoting a positive attitude to others with a focus on shared values whilst developing a high regard for themselves. By building self esteem children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter. Through education we can enable children to think for themselves by providing many opportunities for discussing debating, researching, questioning etc set within the context of learning based on sound knowledge and understanding.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

In the event of extremism, liaison with external agencies such as 'Channel' may be required in order to work with families of children who may be exhibiting such behaviour.

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| <u>THE POLICY WILL BE REVIEWED ANNUALLY.</u> |
| DATE OF REVIEW BY GOVERNING BODY: November 2017 |
| <p>This policy was reviewed and ratified by the Pupil and Personnel committee in November 2016</p> <p>Signed: Chair of Governors_____</p> <p>Date: _____</p> |

Reviewed 2005, 2006,2007,2008,2009,2010,2011,2012,2014,2015, 2016
(See F&P minutes, INSET agendas)

Updated January 2014

Reviewed and updated to include the Prevent Duty: November 2015

APPENDIX 1: INTERVENTION LADDER

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| <p><u>Stage 1 - All children</u></p> <p>SEAL Circle time Assemblies Praise for doing the right thing – modelling good behaviour</p> <ul style="list-style-type: none"> • Intervention – all adults |
| <p><u>Stage 2 – children finding it hard to learn expectations of behaviour</u></p> <p>Log specific incidents with interventions and outcomes Talk to parents about incidents Talk to SENCo about incidents</p> <ul style="list-style-type: none"> • Intervention – all adults |
| <p><u>Stage 3 – if stage 2 is ineffective</u></p> <p>Discuss with Head teacher/SENCo to pinpoint specific areas for improvement The Head teacher/SENCo will set up behaviour modification/reward programme in consultation with teacher/TA, child and parents. Modelled play and expectations to be carried out before/ after main school playtime with TA outside alongside child and small group of peers. Run programme at discretion of head teacher. Review with parents and child</p> <ul style="list-style-type: none"> • Intervention – Head teacher/SENCo, teacher, TA |
| <p><u>Stage 4 – if stage 3 is ineffective</u></p> <p>Consult with parents Consider additional TA support Involve external services</p> <ul style="list-style-type: none"> • Intervention – Head teacher/SENCo, teacher, TA |

APPENDIX 2: PLAYTIME BEHAVIOUR INTERVENTION LADDER

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| <p><u>Playground zones</u></p> <p>Lower part of playground with variety of activities and outdoor classroom Pitch and trim trail used on rota Upper playground – variety of toy trolleys, tyres, etc.</p> <p>Playground rules to be displayed in the playground, in the school hall and around the school building..</p> |
| <p><u>All children</u></p> <p>Except for the pitch and trim trail, children may go anywhere on the playground if they choose to do so but they must put away their toys/equipment before moving to another area or activity and play acceptably</p> |
| <p><u>Children who have difficulty playing acceptably</u></p> <p><u>Adult actions</u> <u>Early intervention</u></p> <ol style="list-style-type: none"> 1. Wherever possible, stop rough play or improper use of equipment immediately 2. Ensure that the full story is investigated using conflict resolution strategies 3. The child has accompanied playtime – holding staff hand. 4. Instigate Playwatch if appropriate |
| <p><u>Next steps</u></p> <p>If the action has been particularly bad (eg aggression, physical harm to other children) or is on-going</p> <ol style="list-style-type: none"> 1. The child has accompanied playtime – holding staff hand. 2. The child is allocated a zone or zones where they may play. These are discussed and communicated to all staff. It is the responsibility of staff on duty to monitor the behaviour of these individuals carefully within these allocated zones. 3. The child is sent to the head teacher |
| <p>All decisions regarding interventions will be discussed during staff meetings and written on the weekly play watch. All staff, including MDS to be communicated interventions and copies of play watch to be Placed in play time bags.</p> |

APPENDIX 3: PLAYGROUND INTERVENTION LADDER - LUNCHTIMES

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| <p style="text-align: center;"><u>Playground zones</u></p> <p>Zone 1 = Foundation (lower part of playground) variety of toys Zone 2 = Pitch with games being led by play leader Zone 3 = Upper playground – variety of toys, tyres, book rugs etc. Zone 4 – Room 1a and canopy – table top games, books, drawing</p> |
| <p style="text-align: center;"><u>All children</u></p> <p>FS children may go elsewhere on the playground if they choose to do so but other children cannot enter their zone.</p> <p>Other children can choose where to go and what to play with, but they must put away their toys/equipment before moving to another area or activity – MSAs to INSIST on this.</p> |
| <p style="text-align: center;"><u>Children who have difficulty playing acceptably</u></p> <p><u>MSA actions</u> <u>Early intervention</u></p> <ol style="list-style-type: none"> 1. Wherever possible, stop rough play or improper use of equipment immediately 2. Ensure that the full story is investigated using conflict resolution strategies in the handbook 3. The child has accompanied playtime – holding staff hand or 4. The child is sent to a particular zone and is not allowed to cross into other areas. |
| <p><u>Next steps</u></p> <p>If the action has been particularly bad (e.g aggressive behaviour to other children) or is on-going</p> <ol style="list-style-type: none"> 1. The child has another accompanied playtime – holding staff hand. 2. The child then has close supervision – playing in a zone where a playleader is leading a game 3. The child is then sent to a particular zone and is not allowed to cross into other areas. <p style="text-align: center;"><u>At any stage of intervention, the child can be sent to the head teacher</u></p> |
| <p>All decisions regarding interventions will be discussed during staff meetings and written on the weekly play watch. All staff, including MDS to be communicated interventions and copies of play watch to be placed in play time bags.</p> |

APPENDIX 4: PLAYWATCH

- If children are unhappy at playtime because of the behaviour of other children, or if a child is persistently accused of misbehaviour then Playwatch is initiated.
- Playwatch to be updated, new children discussed, children removed at Staff briefing on a Friday morning.
- Inform all staff of child to be subject of Playwatch, either at the Friday morning briefing or by putting it up on the staffroom whiteboard. The Senior MSA and Playleader should also be informed.
- The TA on duty each playtime (or the MSA/Playleader) will prioritise observing the child. Interactions and incidents should be noted, both positive and negative, as well as information on the initiation of interaction and response.
- Incidents should be recorded on a behaviour log to compile a full record. A copy to be kept by the class teacher and the original to be given to the head teacher. This will allow the school to gain a much truer picture than a series of incidents and will allow the monitoring of persistent, regular behaviour patterns.

Appendix 5

ENSURING GOOD BEHAVIOUR IN SCHOOLS

A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

THE BEHAVIOUR POLICY

Every school must have a behaviour policy. The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **head teacher**, **school staff**, **parents** and **pupils** when developing these principles.

Head teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Head teachers** must publicise the school behaviour policy, in writing, to **staff**, **parents** and **pupils** at least once a year.

POWERS TO DISCIPLINE

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **suspend or permanently exclude** a pupil.

SEARCHING PUPILS

School staff can search **pupils** with their consent¹ for any item which is banned by the school rules.

Head teachers and staff authorised by the head teacher have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

USE OF REASONABLE FORCE

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

EXCLUSION (see exclusion policy)

The **head teacher** decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

¹ The ability to give consent may be influenced by the child's age or other factors

Depending on the type of exclusion, in most cases **parents** have the right to make representations to the **governing body** (or discipline committee). In all cases of permanent exclusion **parents** have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for the excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

PARENTS

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school-registered **pupils**, **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a £50 penalty. The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a £50 penalty.

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the **school** or **local authority** may ask them to sign a parenting contract, may issue a £50 penalty or the **local authority** may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** apply for one.

Appendix 6



**Educational Psychology Service
and PSED Team**

**Behaviour for Learning: A Graduated Response
Guidance for Schools**

Behaviour for Learning: A Graduated Response

- Guidance for Schools

Behaviour for Learning (BfL)

Purpose of the BfL guidance

Asking teachers to think about their own classroom practice may seem unnecessary, but we know that even small changes in a classroom environment can make a tremendous difference to the learning experiences of young people and can have a positive impact on their behaviour.

The Classroom Environment Audit document is designed to help teachers to reflect on their individual classroom practice, whilst acknowledging the constraints that individual teachers may be facing in differing settings.

The information collated from undertaking the audit can (i) identify where adjustments in classroom practice could be made and (ii) will be used to inform any subsequent discussion with the person with responsibility for behaviour in the school. Depending on the setting this may be the SENCO, Pastoral Manager or the Lead Behaviour Teacher.

The Classroom Environment Audit

Under the Code of Practice graduated response, it is the individual class teacher's responsibility to manage the learning environment in such a way that enables children to do their best. Therefore, it is sometimes necessary to go back to basics and check the 'foundations' of your classroom practice.

The audit tool is designed to support teachers to reflect on their strengths and to help identify positive change and/or areas for future development. The audit may well identify opportunities for continuing professional development and/or the need for additional support.

The outcome of the audit should be the focus of any initial discussions with the SENCO or Pastoral Manager or Lead Behaviour teacher regarding any individual child causing concern. Related documents can be found on Fronter in the Behaviour for Learning room on the SEND corridor. The room is accessible, at no cost, to all schools using the 'nottsguest' and 'password' when prompted for user id and password.

(i) Physical environment

It is important to consider even the most basic of things such as lighting levels and temperature.

Visually, the learning environment should be appealing, relate to the learning objective and be accessible to pupils, but not over-whelming.

Furniture positioning is crucial. The class teacher should be able to scan the whole room from their teaching position. Consider the layout of the tables – does everyone face you when you are teaching? Avoid having anyone seated with their backs to your teaching position – if they have to move to attend to you then the seating plan is wrong.

Consider the acoustics – in uncarpeted rooms avoid unnecessary movements e.g. have equipment ready and available on the table. Label resources for ease of access.

(ii) Classroom management

It is crucial that the teacher is present as the children arrive in the room in order to manage the movement of the young people. The seating arrangements should be determined by the teacher and used consistently so the children know what is expected of them.

Being able to wait for everyone to be ready is important so that you have everyone's attention before instructions are given – be prepared to wait! Reinforce and reward the behaviour you are wanting to see e.g. *"Well done Rebecca you put your pen down as asked."*

If support staff are allocated to the lesson, then they should know ahead of the session what the lesson is about and be clear about their role in that session. It is the class teacher's responsibility to make provision for all the young people in the group – differentiation is the responsibility of the class teacher.

(iii) Curriculum

Differentiate, differentiate, differentiate! The Code of Practice is clear that the responsibility for making appropriate provision for the learning of young people with additional needs lies with the class teacher. The match between task and pupil ability is crucial. If the task is too hard pupils will become discouraged and disengaged. If too easy then this provides opportunity for off-task behaviours.

Keep the teaching input at an appropriate length, thinking about the concentration span of your pupils – this is age dependent. Consider the pace of the lesson. Think about short sections of input interwoven with short tasks. Structure the lesson with opportunities for pupils to work both independently and collaboratively with peers. If the lesson is balanced, pupils will be more engaged.

Time management is important with respect to completing tasks. It is crucial that pupils are given sufficient time to complete the task. Have resources available for those who finish more quickly. Remember to give sufficient time for pupils to record their homework – if it isn't recorded then the pupil is a lot less likely to complete it.

Regularly bring all the pupils back as a group to collectively check that their learning is progressing as you anticipated. If you've misjudged the task (and everyone does at some point) then be flexible and amend the session as it progresses. It is better to change the task away from the lesson plan, rather than pursuing activities which don't result in learning taking place for the young people.

(iv) Relationships

Respect is mutual and needs to be earned by both parties. Pupils respect teachers who have clear boundaries, are fair and **consistent**.

Knowing the young people as individuals is important. Even more so in KS3 and 4 where staff have a significant turn over of young people during their working week. Make sure you are aware of any additional information about the children, such as pen portraits. Ask the SENCo / Pastoral manager if you are unsure.

Rewards and sanctions should be determined with the pupils so that they have ownership and responsibility. Rewards are more effective if they are kept varied.

Be explicit about commenting on any desired behaviour you do want to see. This positively reinforces what you want, rewards those achieving it and acts as a role model to others. Ask yourself just what are the rewards for the young person in your class who is consistently on task and compliant?

If a child needs managing then do so discreetly remembering to convey the message that it is the behaviour that is not wanted, rather than the child. Avoid the use of sarcasm or shame, even in jest.

Operate a 'clean slate' policy so pupils know that they have the opportunity to do it differently next time.

Establish mutual regard and the pupils will be more likely to respond to your efforts to manage their learning.

Behaviour and Ofsted (2012)

The new Ofsted framework (2012) has a significant focus on behaviour and its impact on the learning environment. A spotlight is placed on low level disruption. A judgement of good is dependent on achieving the following:

'Pupils' attitudes to learning are consistently positive and low level disruption is uncommon.'

Lessons will be judged as inadequate if *'pupils' lack of engagement and persistent low-level disruption of learning contribute to reduced learning and/or a disorderly classroom.'*

Under the new Ofsted Framework (2012), during any classroom observation the inspectors will question the children and young people about the learning environment. The pupils will be asked if the lesson being observed is representative of how the classroom is on other occasions. Therefore, it is important to consider the classroom environment.

When concerns persist about an individual pupil

Taking into account the pupil's perspective

Put yourself in the shoes of the pupil in your class:

- How does the pupil arrive at school (hungry, tired upset?) How does this impact on their day?
- How can you find out about any external factors which might be impacting on their experiences at school?
- Tune into the pupil – actively listen to what they are saying, respond with interest but also observe non-verbal communication;
- How do you communicate with everyone involved in this pupil's life? Build up a clearer picture through conversations and documentation.
- What support do they have?

What it is like for this pupil in your classroom?

- Consider the physical environment (noise, light, space, movement);
- Interactions (between adults and children, peers);
- Transitions through the day (between adult directed activities).

Considering the pupil's perspective allows a class teacher to use this information to support managing individual pupils and the whole class dynamic. This will also help inform any subsequent discussions around individual pupils.

Thinking about the Communicative Function of Behaviour

All behaviour happens for a reason. It is a form of communication. When thinking about individual children it is useful to develop an idea, or a working hypothesis, about why this behaviour might be happening. All children and young people function within systems, e.g. home, school, community, which interact and overlap with each other. When thinking about children and young people within the context of school, it is important to consider all the other systems which impact on, and influence, that child or young person. Only by doing this do we begin to fully develop our understanding of their behaviour and so formulate the working hypothesis.

It may often be clear to us why a child or young person is behaving in a certain way. For example, if a youngster has experienced a bereavement we might anticipate the child showing signs of sadness or withdrawal. At other times it is unclear why a child or young person is behaving in a certain way and we may be puzzled or troubled by the behaviour being presented. It is in these situations that we need to develop a working hypothesis. Often, when we ask children and young people about their behaviour they are unable to explain it. This is why adults should develop possible explanations and test these out systematically. If a working hypothesis is correct then the strategies developed and implemented are seen to have a positive effect. Conversely, if no change occurs then a different working hypothesis may need to be considered. The Behaviour for Learning graduated response flowchart offers further guidance for how behavioural concerns should be managed.

Signposting

Other related information and resources available in the Behaviour for Learning resource file on the SEND corridor on Fronter:

- Primary Social Emotional Development (PSED) Team guidance for schools
- Early years resources to manage specific challenging behaviour e.g. managing biting
- DfE Inclusion Development Plan Behaviour - primary/secondary
- DfE Inclusion Development Plan Behaviour - early years
- Achievement for All (AfA) structured conversation guidance
- Framework for Intervention Behaviour guidance – primary version
- Framework for Intervention Behaviour guidance – secondary version
- Behaviour for Learning Classroom Environment Audit
- Behaviour for Learning Graduated Response flowchart
- Examples of behaviour management plans
- Examples of risk assessments
- Examples of behaviour policies

- Managing Behaviour Positively and Reducing Exclusion – top tips guidance
- Rules and regulations regarding alternative provision
- Exclusion protocols
- Pen Picture guidance and examples
- Antecedent, behaviour, consequence (ABC) charts for monitoring challenging behaviour
- Guidance on functional behavioural analysis
- Examples of solution focused round robin for collating information about a pupil

If concerns relate to managing physical aggression then please refer to the Physical Intervention room on Fronter. To access information about MAPA training with Matt Rooney and John Glover please email physical.intervention@nottssc.gov.uk or telephone 01623 797193.

For further information about the BfL room on Fronter please contact your link EP or Nicki Hammill, Specialist Practitioner (Emotional Health and Well-being).

Appendix 7



BANKS ROAD INFANT AND NURSERY SCHOOL **“A Home for Learning, Laughing, Caring and Trying”**

BRILLIANT Expectations for All: Behaviour management **Information for parents and carers**

NB: This information is additional to our Behaviour Policy and our Home School Agreement, all of which form our whole school procedures on behaviour management.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, to create a 'culture for learning'. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply our behaviour policy in a consistent way. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Our policies and procedures are designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children consistently throughout the school day.
- Teachers give children in year 1 and year 2 reward tickets. We distribute tickets to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Tickets are saved for the 'ticket shop' and the end of every half term where children can exchange their tickets for a small toy.
- In foundation stage we have 'marbles in the jar' which encourage the children to behave well in order to fill the jar to get a class treat.
- Each week, we nominate a child from each class to be 'learner of the week' and 'star of the week'. Each 'Learner of the week' and 'Golden star of the week' receives a certificate in the school assembly and a trophy to take home for the week.
- Golden stars have their photograph and certificate displayed in the school hall. The golden stars have afternoon tea with the HT or another member of staff.
- 'Golden time' is earned throughout the week and is an end of the week reward for good behaviour.
- Stickers can be given to children by any member of staff
- Postcards can arrive home from the head teacher for exceptional behaviour

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and these are age related.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. 'Time out' lasts for 1 minute per age of the child's life.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished (see *). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. At this stage a personalised, individual behaviour plan with targets for improved behaviour expectations, is put in place. Input is given at a formal meeting by the head teacher, class teacher, parents/carers and the child. This is reviewed on a regular basis with the involvement of all parties to monitor improvements and set new targets.
- The class teacher discusses the school rules / expectations with each class. In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

* Our Behaviour policy outlines in the appendices the intervention strategies that are in place for the perpetrators of such incidences (available on school website).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules and the Banks Road BRILLIANT expectations are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's targeted behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school and the head teacher may contact the 'victims' of more serious incidents.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We expect parents and carers to understand our school expectations on behaviour and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher who will then involve the head teacher when necessary.
- If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislation, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the head teacher (or the assistant head teachers in the absence of the head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The head teacher 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 child or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Monitoring and review

- The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents books that we keep in the school office.
- The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy and its procedures every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.