

**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 is 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 chid 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 it’s 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.