

# Sandringham Infant and Nursery Academy



## Behaviour Policy

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<b>Review Period</b>	<b>Annual</b>
<b>Next Review</b>	<b>September 2023</b>

# **Behaviour Policy**

## **Introduction**

At Sandringham Infant and Nursery School we believe that high standards and positive behaviour within the school and nursery are essential if children are to learn and teachers teach effectively. Everyone is committed to creating a safe, supportive and secure environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

The school takes a positive attitude towards discipline and behaviour, creating an atmosphere of friendly and respectful relationships. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, and staff and the whole school community. It is the responsibility of children, staff, governors and parents to ensure that high standards of good behaviour are maintained and that co-operation and high expectations are at the centre of our beliefs.

## **Aims**

At Sandringham Infant and Nursery School we aim for all members of the school community to:

- Create a safe, positive, calm and stimulating learning environment
- Develop children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent learners
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage and develop a sense of respect for the property of others, our school, its grounds and the wider community
- Promote tolerance, awareness of and respect for others regardless of gender, age, race or individual need
- Set clear boundaries of acceptable behaviour and minimise unacceptable behaviour
- Reinforce and reward positive behaviour through a consistent approach using clear boundaries
- Develop children's self respect, responsibility and self discipline to ensure they have a clear understanding of right and wrong
- Work with the cooperation and involvement of external agencies
- Ensure all staff feel confident in and have the relevant training in all aspects of behaviour management

## **Our Values**

The following values inform our behaviour policy and our expectations of members of our school community.

Everybody has the right to learn and teach in a welcoming, safe, caring, well-organised and stimulating school environment. Children, staff, governors, parents and carers are all involved in the decision-making processes of the school. We promote equality of opportunity and respect for all, through the nurturing of positive self-esteem.

Our values education is embedded across the school in various ways including circle times and assemblies. This gives children the opportunity to unpick the meaning of our core values, learning values and British values and how this can transfer into their learning in school and as a member of the community. We focus on one Value each half term with reminders given of how this value can be shown in our behaviour and attitude to learning. Children who display the value of the half term are celebrated in the classroom and this is also recognised at our weekly celebration assembly.

## **Rights and Responsibilities - School Charter**

As a school, we share the UNICEF Rights of a Child with the school community. From this we create a school charter explaining the Rights and Responsibilities.

**We have the right** to learn = ***We will try to do our best to learn and to help others to do the same***

**We have the right** to share our opinions = ***We will listen to everyone's ideas***

**We have the right** to be safe = ***We will look after each other and the environment***

**We have the right** to play = ***We will respect our property and resources***

## **Responsibilities of Children**

We encourage the children to become independent learners and to take responsibility for their own actions and behavioural choices.

### **We expect children to:**

- Learn to the best of their abilities and to allow others to do the same
- Treat others with respect at all times
- Respond appropriately to the instructions of staff and other adults working in school
- Take care of property and the environment in and around school
- Co-operate with children and adults in all aspects of school life
- Help agree and comply with the classroom charter at an age appropriate level
- Move sensibly and quietly in and around school
- Share in celebrating the achievements of all members of the school community
- Talk to each other politely and courteously
- Show kindness and care for others

## **Responsibilities of Staff**

Teachers and all paid staff have a statutory responsibility to discipline pupils whose behaviour is unacceptable, who do not follow the school charter, or who fail to follow a reasonable instruction. Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of staff, including on school visits. Staff can confiscate pupils' property.

### **All staff will:**

- Comply with the school's policies and procedures
- Attend appropriate training
- Inform the Head Teacher of any concerns
- Treat children fairly and with respect
- Raise children's self-esteem and develop their full potential by offering high quality learning experiences
- Maintain high expectations of pupil behaviour and learning
- Provide an interesting, relevant and challenging curriculum
- Create a safe, stimulating and pleasant environment for learning
- Use the school charter and sanctions clearly and consistently
- Be a good role model for behaviour
- Establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
- Recognise each child as an individual and take into account the needs of each child
- Praise and reward appropriate behaviour and achievements
- Record unacceptable behaviour as listed in the sanctions/actions table

The Head Teacher will keep records and report back to governors on a regular basis.

### **Responsibilities of Parents**

We believe that a positive partnership with parents is vital in promoting and maintaining high standards of behaviour. We ensure that all parents are aware of our behaviour policy and expectations through our Home/School agreement.

#### **We ask that our parents:**

- Ensure children attend school regularly and arrive on time each day, where it is statutory,
- Inform the school immediately of the reason for their child's absence
- Tell school staff about anything that may affect their children's learning and well-being at school
- Show an interest in all that their child does at school
- Offer help and support with learning at home, including the completion of home learning
- Encourage independence and self-discipline in their children
- Establish good communication with school staff and support the behaviour policy
- Encourage respect and good behaviour and make their children aware of inappropriate behaviour
- Work with school staff to address and review any behavioural issues with their children
- Read, support and sign The Home/ School Agreement

### **Responsibilities of Governors**

The Governors work in partnership with staff, parents and children to create a safe and happy environment.

#### **Our Governors will:**

- Ensure that the school has a Behaviour Policy in place, with procedures that operate in accordance with the KITE academy trust, locally agreed inter-agency procedures and Government guidance
- Ensure that the Behaviour Policy is made available to parents and is accessible on the school website
- Ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the KITE academy trust and locally agreed inter-agency procedures
- Ensure that staff undertake appropriate behaviour management training
- Review policies and procedures annually
- Ensure the implementation of the policy through careful monitoring

### **Rewards**

At Sandringham Infant and Nursery School, all classes tailor a reward and sanction system, which is age appropriate. This ensures continuity of expectation in each year group. It is a positive behaviour management system reinforcing collaboration, as well as encouraging good behaviour from individuals.

#### **Children can earn rewards in several ways including:**

- Verbal and written praise
- Stickers to celebrate good learning and behaviour
- Stamps to celebrate and reflect upon good learning on work/in books
- Sparkly Star for displaying exceptional behaviour
- Celebration assembly to share and reflect on good learning and behaviour across the school
- Special 'wow' moments celebrated in celebration assembly
- Showing work to other teachers and links with buddy class
- Positive comments on particular successes during the day shared with parents at home time
- Celebration walls to share personal achievements from both at home and in school
- Star of the Week
- Class cup for good playground behaviour
- Green cards for exceptional playground behaviour

- Invitation to a special tea party with the Head Teacher at the end of each half term for consistently outstanding behaviour
- Celebration postcards sent home from the Head Teacher

### **Agreed School Sanctions**

Our aim is to resolve behavioural issues at the earliest stage. However, when a child's behaviour falls below an acceptable standard, a range of consequences will be used. When sanctions are used the child should understand that their behaviour has been unacceptable and the impact that this has had on themselves and others. We uphold the understanding that it is the behaviour that is disapproved of, not the child. Although persistent or serious misbehaviour needs to be dealt with and recorded, every child must feel that every day is a new and fresh start.

Reasonable adjustments can be made to our policy for children with special educational needs or disability. Specific systems for children who need extra support are agreed by the class teacher, the inclusion manager and the Head Teacher and through discussion with parents. Outside agencies eg Educational Psychologist and CAMHS may be involved at this stage.

The following strategies may be used for those who do not comply with the school's behaviour policy depending on the circumstances and individual needs of the child:

<b>Level of Behaviour</b>	<b>Sanction</b>	<b>Action</b>
<b>Low Level Examples:</b> <ul style="list-style-type: none"> <li>• Off task</li> <li>• Preventing others from learning</li> <li>• Rudeness</li> <li>• Interrupting</li> <li>• Inappropriate talking/chatting</li> <li>• Distracting others by making noises (tapping, banging)</li> <li>• Inappropriate behaviour in toilets or cloakroom</li> <li>• Misuse of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders about behaviour</li> <li>• Verbal warnings</li> <li>• Traffic Light Faces</li> <li>• Thinking chair (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>• Dealt with by staff using relevant strategies</li> </ul>
<b>Medium Level Examples:</b> <ul style="list-style-type: none"> <li>• Continuation of low level behaviour</li> <li>• Being untruthful</li> <li>• One off use of bad language</li> <li>• Name calling</li> <li>• Tormenting behaviour</li> <li>• Spitting</li> <li>• Deliberate use of physical contact</li> <li>• Deliberately pushing, hitting, tripping others including during play</li> <li>• Rough playtime games</li> <li>• Damaging equipment</li> <li>• Defacing other children's work</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic Light Faces</li> <li>• Yellow Card</li> <li>• Loss of Golden Time or playtime</li> <li>• Loss of other privileges</li> <li>• Red Cards</li> <li>• Visit to buddy class</li> <li>• Thinking chair (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed informally</li> <li>• Sent to a member of the Senior Leadership Team</li> <li>• Sent to Head Teacher</li> <li>• Inclusion Manager involved and child monitored</li> <li>• Behaviour Chart</li> <li>• Communication Book</li> <li>• Patterns in behaviour recorded</li> <li>• Sensory toys or listening box</li> </ul>
<b>High Level Examples:</b> <ul style="list-style-type: none"> <li>• Continuation of medium level behaviours</li> <li>• Taking other people's property</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom exclusion</li> <li>• Playground exclusion</li> <li>• Separate playtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed</li> <li>• Inclusion Manager informed</li> <li>• Head Teacher informed</li> </ul>

<ul style="list-style-type: none"> <li>• Deliberately damaging property</li> <li>• Deliberately fighting, biting, scratching, hitting, punching, kicking</li> <li>• Use of bad language persistently and in context</li> <li>• Threatening behaviour towards other children or staff</li> <li>• Deliberately setting off fire alarms</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of apology</li> <li>• Parents to pay for damage</li> </ul>	<ul style="list-style-type: none"> <li>• Parents to meet with Class Teacher, inclusion manager and Head Teacher to discuss behaviour.</li> <li>• Outside agencies contacted</li> <li>• Emotional Literacy</li> <li>• Behaviour EHCP</li> <li>• Recorded in behaviour log</li> </ul>
<b>Extreme Level:</b> <ul style="list-style-type: none"> <li>• Continuation of high level behaviour</li> <li>• Violence towards another child</li> <li>• Violence towards an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Child removed from class and/or communal areas</li> <li>• Internal exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher informed</li> <li>• Parents contacted</li> <li>• Possible immediate fixed term/permanent exclusion from school (refer to the Exclusion Policy)</li> <li>• Surrey County Council Informed</li> </ul>

### **Bullying**

We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere. We are committed to developing anti-bullying culture where no bullying will be tolerated.

Bullying is defined as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (DfE “Preventing and Tackling Bullying”, October 2014) Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying can happen to anyone.

No form of bullying is tolerated at our school and firm action is always taken. If an incident of bullying occurs then it is brought to a member of staff’s attention and it is always discussed with all staff members and appropriate action taken.

Opportunities are given to parents and children to talk to members of staff about anything that is troubling them. Support and advice is offered and parents are informed (See Anti-Bullying Policy).

### **Searching and Screening Children**

Staff can search pupils with their consent for any item which is banned by the school rules. Teachers and staff authorised by the Head Teacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, legal or illegal drugs and stolen items.

### **Use of Reasonable Force**

The safety of the children is paramount in all situations. All members of school staff have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property. We also have a legal duty to make reasonable adjustments for disabled children and those with SEN. We follow Positive Touch Training and staff can use nearby adults to support them with these actions. The actions that we take are in line with government guidelines on the restraint of children and all members of staff are aware of these regulations.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. A small number of children may need specific risk assessments completed and parents will always be informed if this is the case.

Any incident requiring the use of force would need to be reported to the Head Teacher and an incident report form completed by the member of staff concerned. The Head Teacher would make a decision as to how best to share with parents and appropriate next steps.

(Ref: DFE Publication: Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies - July 2013)

### **Exclusion**

The Head Teacher would decide 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 school community (See Exclusion Policy). Parents will be informed and outside agencies contacted if necessary.

Governors will be informed and if necessary a sub-committee of the Governors may be convened to investigate and report to the main Governing Body as appropriate. Parents have the right of appeal to the Governing Body against any decision to exclude their child.

### **Runaways**

If a child runs away from the classroom, a member of staff will observe the child from a distance within the school grounds (alerting other members of staff) and encourage the child to return to the classroom. Some children may have an agreed 'safe place' to go to where they will be monitored by a member of staff until they are ready to return. If the child leaves the school grounds a member of staff, having alerted another member of staff and the Head Teacher or a member of the SLT will be informed. When the child returns the child will be dealt with in the appropriate way taking into consideration the child's needs and circumstances.

### **Missing Child**

If a child has gone missing then an immediate search of the school and the grounds will be undertaken plus other staff will be made aware. If the child is not found then the Head Teacher will be informed immediately along with the police and the child's parents will be telephoned.

### **Safety of Staff**

We welcome visitors to our school however we act to ensure that it remains a safe place for pupils, staff and all other members of our community. Any abusive threatening or violent behaviour will not be tolerated at our school. Anyone behaving in this way will be asked to leave the premises.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Anti-Bullying Policy
- Complaints policy
- Safeguarding policy
- E-Safety (Online Safety) and Acceptable Use of computers policies
- Curriculum policies such as PSHE
- Parents code of conduct
- Staff Code of Conduct
- Exclusion Policy