



MANOR INFANT SCHOOL & NURSERY

Approval By:	School
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CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE	
	
Review Approved (signature):	
Date Approved:	20/11/18

BEHAVIOUR POLICY

(to be read in conjunction with the behaviour for learning statement)

'Valued as Individuals, Inspired as learners'

This policy complements and supports the school and nursery values and aims.

The purpose of this policy is to:

- create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop self-discipline, social awareness and appropriate standards of behaviour
- work together to help children to learn the skills they need to solve problems and to achieve their aims successfully and positively
- provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour

Manor Infant School and nursery is inclusive of all learners. We believe that high-quality teaching and provision promotes effective learning and good behaviour and our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Staff will engage with children kindly and positively, modelling respect and courtesy at all times. We will promote an atmosphere where children feel able to trust and talk to adults and one another.

We believe that all children have the capacity to learn well, and behave well. We understand that poor behaviour is often the result of a lack of a skill and that children may be trying to solve problems but in an inappropriate manner, causing problems and possibly distress to others. Our aim is always to try to help the child to recognise the problem and to work with them to help them to develop more appropriate behaviours.

Who was consulted?

The headteacher and the senior leadership team worked with staff to agree and develop this policy. All pupils are consulted at the beginning of each academic year on the rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement (reviewed annually).

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He will be responsible for excluding pupils if necessary (see guidance following 'Sanctions').

Teacher Powers

As detailed in the DfE guidance, the key points includes, a teacher having the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for pupils including teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a pupil's behaviour occurs outside of school.

Conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in a school organised activity
- Travelling to and from school
- Wearing of uniform
- In some other way identifiable as a pupil at Manor Infant school and Nursery
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of public
- Could adversely affect the reputation of the school.

Procedures

The **headteacher and staff** will apply 'The Manor Way' principles when implementing the following whole-school and nursery approaches to positive behaviour.

The Manor Way

Always treat others as you would like to be treated.

Always look after everything around you

Always try your best and be proud of your achievements

Always keep yourself safe wherever you go

Always be kind and considerate learners

Always encourage and allow others to learn

Children seen to be following "The Manor Way" are praised and recognised for doing so whereas, those who do not, are made aware of the consequences from their actions.

At Manor Infant school and nursery, we encourage children to treat others as we would wish to be treated within a framework of agreed rights and responsibilities formed through 'The Manor Way'.

We provide support through;

Applying praise and reward consistently throughout school and nursery at all levels, rewarding:

- Effort
- Consideration
- Academic achievement
- Sharing
- Caring
- Politeness
- Being responsible

Restorative approaches

Restorative practice was chosen as the preferred model for improving behaviour, reducing exclusions, improving pupil absence and reducing bullying. At Manor Infant School and Nursery, we believe that restorative approaches will make a significant contribution to our whole school approach to promote emotional well-being and mental health.

Our everyday restorative practice techniques will have two components;

1) Affective statements

Explaining how the child's behaviour affects others. For example, a teacher may say "When children disrupt the class, I feel sad" or "disrespected" or "disappointed". Hearing this, the child learns how his or her behaviour is affecting others.

2) Affective questions

The basis for this technique is asking questions such as "Who do you think this has affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the child or adult has a chance to think about his or her behaviour, make amends and change the behaviour in the future.

The 5 questions we will ask are:

- What happened?
- What did you want to happen?
- How were you feeling?
- Who else do you think has been affected by this?
- How can you make things better?

Staff will:

- Support each other to achieve consistency of approach throughout the school using restorative approaches, including playtimes and lunchtimes.
- Communicate and share ways in which to develop and support positive behaviours, identifying rewards across different phases.
- All teachers will take responsibility for the monitoring and planning of behaviour management in their learning environment throughout all parts of the school day.

This will mean:

- Valuing behaviour which allows learners to learn and teachers to facilitate learning
- Talking with children about why some behaviours are unacceptable and helping children to learn from mistakes in a non-confrontational, supportive manner
- Supporting children to resolve problems and to understand reactions, outcomes and consequences to choices and actions
- Teaching new skills
- Providing opportunities for children to act independently to practise and share appropriate behaviours and attitudes
- Giving children a say in the rewards they would like
- Where needed, developing individual behaviour plans with children and their parents

SYSTEMS FOR MANAGING BEHAVIOURS

These systems have been established following discussions with teaching staff, support staff, pupils and parents.

IN THE CLASSROOM

Rewards

- Each classroom will have a 'traffic light' system of red, amber and green circles followed by a gold star. These will be displayed horizontally.
- Each child will have their name on the green circle to start every day on a positive.
- A gold star sticker will be awarded when a child shows exceptional learning behaviours and has their name moved to the gold star. Teacher's judgement and knowledge of individual pupils will be used for this.

- Where a teacher can see that a child has put in additional effort/worked on a given target/made accelerated progress in an area, they will have an immediate reward eg a sticker. The stickers will have a question to encourage staff and family members to ask the child why they received the sticker. This is to reinforce the positive behaviours as well as encouraging speaking and listening skills for the children.
- Children will also be rewarded for showing the Building Learning Power skills of our school learning heroes (resilience, thoughtfulness, collaboration and resourcefulness) by receiving a related sticker.

Consequences

- A restorative conversation will take place before the child's name moves across from the green to the amber circle.
- A further verbal warning will follow, reminding the child of the restorative conversation, before a name moves across to the red circle. The teacher will use their judgement to determine any additional consequence needed at this point, dependent on the behaviour shown by individual children, eg 5 minutes inside at playtime, working in another classroom, being sent to the Headteacher or Deputy Headteacher.
- The child's name may move back up to the amber/green circles if the unacceptable behaviours are improved upon during the school day.

Additional rewards

- Each class will have 20 class sea creatures to earn through good behaviour, linked to 'The Manor Way'. They can decide as a class, their class reward at the beginning of collecting the next set. Examples of the activities the children could choose is a bike/scooter afternoon, bring a game/toy into school, DVD and popcorn.
- A child from each class, who has shown exceptional behaviour throughout the week, will be chosen to attend 'Well done' club in the 'Rockpool' with the 'Rockpool' staff. This will be on a Friday after they have had their lunch.
- Each class will have a class mascot which will be sent home with one child on a Friday and return to school on Mondays. The child to take this home will be chosen by the class teacher.

Power to use reasonable force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- to prevent pupils from hurting themselves or others,
- from damaging property,
- or from causing disorder.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

In Nursery

How does the nursery resolve unacceptable behaviour?

Children's positive behaviour will be encouraged, rewarded and developed. Staff will take positive action to overcome unacceptable behaviour, including involving parents and other relevant staff.

If issues arise amongst the children at our nursery the staff will encourage and support the children to try to resolve them themselves.

The staff will promote positive behaviour and use the conflict resolution strategy to help the children solve their problems. When an upset arises the staff will use the following steps:

1. **Stay calm**
Get down to the children's level and talk to them calmly.
2. **Let them know you understand their feelings**
Name and describe the children's feelings. Avoid asking questions until children are calmer.
3. **Find out information**
Ask "What" questions to find out what happened to make them upset.

4. Repeat what you have found out

Use clear statements to retell what you heard them say

5. Ask for ideas to solve the problem

Encourage the children to offer ideas and solutions to the problem. With younger children, describe the possible solutions and ask simple 'yes' and 'no' questions.

6. Stay close by for support

After the children agree to the solution, stay close at hand to be sure things stay calm. Tell the children 'You solved the problem'.

7. Praise them for playing well together

Make sure they know you are proud of them for solving the problem for themselves.

Individual behaviour plans

- If a child is moving to the red traffic light regularly an individual plan will be put in place by class teacher with the support of the Inclusion manager and parent. This will include rewards and sanctions.
- Identified children will have individual plans.
- These will include behaviour rewards chart that are shared daily with parents.
- These plans will need to include a much shorter time frame for expected good behaviour –children will be asked to identify their reward so it has meaning for them.
- These will be reviewed at least monthly.
- Individual plans shared with Inclusions Leader and with parents as well as amongst all staff.
- Referrals may be made to an Emotional Literacy Support Assistant (ELSA) or nurture provision.

At playtime and lunchtime

The same ethos applies. Lunchtime staff will remind children of 'The Manor Way' and of the expectations of their behaviour.

Rewards

- Stickers are given for good behaviour
- Inform teachers of outstanding behaviour for class reward
- Each lunchtime supervisory assistant will choose a child from their class to eat their lunch at the top table with the Headteacher. Each class teacher will celebrate the child's achievement throughout the week. The top table lunch will be on a Friday.

Sanctions

- Lunchtime staff will also use restorative approaches to resolve conflict. They will let the class teacher know at the end of lunchtime if this has occurred.
- A restorative conversation will take place with the child or children in the first instance.
- A further verbal warning will follow, reminding the child of the restorative conversation, before any additional consequence is needed at this point. The lunchtime supervisory assistant will use their judgement to determine what to do if this persists. For example, bringing the children in to talk to a the lunchtime supervisor, member of the school teaching staff or senior leadership team.

The lunchtime supervisory assistants will keep a log of all incidents/restorative conversations which will be reported to teaching staff. Where behaviour is extreme, it will be written in the school behaviour log.

N.B: Depending on the nature of the behaviour and if the restorative approach is not having the intended impact, there may be times when a child will need to be sent to the Headteacher earlier. The overall aim is to use the procedure consistently and fairly.

If any of the lunchtime staff need assistance from a member of the senior leadership team, then a red card with the class name on will be sent down to the office. Any member of the senior leadership team receiving the card will assist the lunchtime staff.

At the end of play or lunch, all staff will hold a picture of their class sea creature which will indicate to the children that they must walk and line up with their class teacher. The class teacher and the class teaching assistant will take the children back to class when the children are still and silent.

Exclusions

Where a pupil's behaviour endangers other people and him/herself, the Headteacher will deal with the incident and exclusion for a set period may be deemed appropriate following up to date guidance with reference to Portsmouth City Council's exclusion policy.

In this case the Headteacher will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- ensure that the pupil has work provided to complete at home throughout the exclusion
- convene a Return to School meeting with parent(s)/carer(s) before the pupil re-commences attendance
- notify both the local authority and the chair of the governing body and report to the relevant governor body committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

This will be used in response to serious breaches of the school's behaviour policy and after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves. A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour.

The parent/carer will be asked to meet with the teacher and/or member of the Senior leadership team to discuss an Individual Behaviour Plan or to review the IBP in order to address the nature of the difficulty and set targets for the improvement of behaviour.

- A parent/guardian may be asked to support the child during the times the behaviour is occurring. e.g. playtime, assembly
- The child may be removed from the classroom or area in which the behaviour occurs for an agreed period of time.
- Support may be sought from outside, professional agencies to address the nature of the behavioural difficulty.

The school and nursery will expect the full cooperation of parents and carers and will seek to work together in partnership on any behavioural management plan that is decided.

We believe that positive reinforcement is the key to managing pupil behaviour. We will make it clear that it is the behaviour that is unacceptable and not the child and will work together to rebuild relationships and encourage positive behaviour.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This policy will be reviewed annually or sooner if legislation dictates by staff and governors.