

Pentland Infant and Nursery School

Behaviour Policy

Introduction

At Pentland Infant and Nursery School, we believe the role of the school is to motivate, challenge and encourage all children to achieve their full potential. In order to do this successfully, everyone within the school has to be helped to develop positive and respectful behaviours, both towards other people and the school environment and resources.

As part of the caring ethos of our school, we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this framework involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support.

This policy and the overall care of our children is underpinned by an ethos of fairness, respect and an understanding of the needs of the individual. A great emphasis is placed on celebrating achievement and the giving of well merited praise to promote acceptable behavior.

Aims of this Policy:

The overall aim is to create a nurturing environment which supports the well-being of every pupil and enables children to be healthy, emotionally literate and able to maintain positive and fulfilling relationships.

This policy clearly sets out the measures by which we aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils

Behaviour Principles:

The behaviour policy will only work successfully if everybody subscribes to an agreed set of principles to guide their work and responses. Below are the agreed principles on which our policy is based.

PRINCIPLES OF BEHAVIOUR

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, spoken to with respect, to be valued, to feel and to be safe and protected.
- The foundation of our approach to behaviour management is a positive one, drawing attention to and rewarding good behaviour. We endeavour to encourage mutual respect between all members of the school and the wider community.
- All adults (staff, parents and volunteers) will act as role models and set excellent examples to the children at all times (both in and out of school).
- We will give every child a sense of personal responsibility for his/her own actions and the subsequent consequences of these.
- Effective communication systems are established which will support clear partnership working between school staff, children and parent/carers to promote and maintain positive behaviour.
- Early advice and support for emerging problems will be provided and support from outside agencies sought where appropriate.
- Strategies may be recorded in Individual Education Plans or Behaviour Support Plans, where there is a high level of concern.
- Staff of the school will constantly seek to inform themselves of good practice and strategies to further improve behaviour and attitudes.
- A consistent approach to behaviour management will be employed throughout the school, but with due regard to individual circumstances.
- Opportunities will be taken to recognise and celebrate a range of achievements, both academic and non-academic, in order for children to be given a holistic view of themselves and be able to develop a positive self-esteem, which in turn supports positive behaviour.

Agreed Standards of Behaviour

In order to guide children towards good or acceptable behaviour, we feel it is important that they have clear rules to follow and guidance as to what this looks like in practice every day. These rules are followed throughout the school.

The Top Five Behaviour Tips

Rule:	What does this look like every day for the children:
We will always act and speak with respect	We say hello and goodbye. We use each other's proper names We say please and thank you.
We will always listen when being spoken to	We stop what we are doing. We look at the person who is talking. We wait for the speaker to finish before responding.
We will look after our school: inside and out	We look after everything in school and outdoors. We keep our classroom and school tidy by putting things back in the right place. We tell an adult if something gets broken or damaged. We pick up rubbish and put it in the bin. We care for plants and animals.
We look after each other and keep everyone safe	We have kind hands and feet and use kind words. We sit safely on chairs and on the carpet. We invite others to join in with our games. We stay near an adult at all times. We tell an adult if there is a problem. We follow safety rules when playing and using the computer and Ipads. We always walk in school.
We will always try our best and help others to do the same	We will keep on trying even when we find something difficult. We will help each other understand what to do. We know that it is ok to get things wrong sometimes.

These tips are displayed around school and regularly discussed through assemblies and class circle times. All staff have a clear understanding of these, so that children consistent messages about behaviour expectations at all points of the day.

REWARDS

Rewards are used to acknowledge children adhering to the rules and to support class and team working. They are also used to acknowledge excellent attitudes towards learning, as well as providing an ideal means of rewarding notably good behaviour. Within the established positive learning environment at Pentland, children should expect to receive regular praise from all they come into contact with. Class teachers are encouraged to use a range of strategies as incentives for the pupils to behave well.

Alongside individual class teacher’s preferred systems, there are whole school systems as follows:

Whole school Reward strategies:

Reward	Aim of Reward	How it works:
Treasure System – Nursery Class	This is a reward to recognise the achievement/positive behaviour of the whole class.	A ‘treasure’ is placed in the Treasure Jar and once it is full, the whole class experience a joint reward. Examples of Treasure Jar Rewards: a story in the woods, bubbles or short DVD.
DOJO Point System – starting in Reception Class, but gradually changing as children move through the school.	<p>The aim of DOJO points is to encourage children to consciously try their best to display a variety of positive behaviours and to reward them for consistently doing so.</p> <p>DOJOs are used on both a personal and whole class basis. The class basis is aimed at children working collectively towards a positive behaviour reward, thereby promoting shared responsibility.</p>	<p>Each child has a personal DOJO icon to which they can be awarded points for displaying a variety of positive behaviours, which link to the Top Five Behaviour Tips and/or identified class behaviour targets.</p> <p>Reception Class: At the beginning of the year, children are given an individual target of 5 points to aim for. Once they have reached 5 points, they can choose a small treat from the treasure chest. The number to aim for will increase over the year.</p> <p>There is also a class DOJO point target of 100, which all the individual points count towards. Once this is achieved, the whole class experience a joint reward, e.g. a story in the woods, bubbles or short DVD.</p> <p>Year One: The individual DOJO target is 8 points at the beginning of the year; when this is achieved the children will receive a small prize from the treasure chest. This system lasts until the end of the Autumn Term.</p>

		<p>There is also a class DOJO point target of 100, which all the individual points count towards. Once this is achieved, the whole class experience a joint reward, e.g. an extra 5 minutes playtime, parachute game, stickers etc. The children vote democratically for the one most preferred within the class.</p> <p>By the beginning of the Spring Term, the children move onto the system described below, that will then continue through Year Two, whereby it is a collective point system, rather than aiming for individual prizes.</p> <p>In Year Two (and from Spring Term for Year One): DOJO points are used only on a collective basis. When children are awarded a DOJO point, this counts towards the class goal of 100 points. Once this is achieved, the whole class experience a joint reward, e.g. an extra 5 minutes playtime, parachute game, stickers etc. The children vote democratically for the reward most preferred within the class.</p> <p>DOJO points can be lost (for any negative behaviour displayed) as well as being earned.</p> <p>On a Friday, all children who have not lost a DOJO point during the week are entered into a lucky dip. Two children's names are randomly drawn and they can choose a small prize from the Treasure Chest. All the children entered into the draw receive a Golden Time (extra) Playtime on a Friday afternoon.</p>
<p>At Dinner time, the Lunchtime Organisers will note positive behaviour of children against the School Behaviour Tips/Expectations. Children are given a sticker which informs the class teacher of their achievement and a DOJO point awarded in class for the child (ren) concerned.</p>		
<p>Celebration Assembly Book</p>	<p>This reward will acknowledge excellent learning behaviour, personal progress and achievement or positive effort and kindness to others.</p>	<p>Two children will be chosen on a weekly basis to appear in the celebration book and receive certificates in assembly.</p> <p>Parents will receive a text message to inform them that their child will be</p>

		awarded a certificate and to invite them to the assembly.
--	--	---

How we deal with inappropriate behaviour:

Children are reminded regularly of the need and their right to talk to an adult for help if they feel they need support. The following strategies and approaches are employed should inappropriate behaviour be observed or reported.

Prompt action:

We deal with any concerns about behaviour promptly. Children will always be made aware of staff's concerns regarding the inappropriate behaviour and given a verbal reminder of what the expected behaviour is. They will always be given a chance to change their behaviour.

De-escalation:

Wherever possible, staff should use de-escalation strategies to manage pupil's behaviour positively before applying any sanction. We will reinforce desired behaviour by commenting positively on another child's adherence to the rules.

Sanctions

When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. They are only used as a last resort. In most cases, these can be avoided through adult support and intervention and good role modelling.

Through working closely and openly with pupils and their families, it is our aim at Pentland, to resolve behavioural issues at the earliest possible stage.

However, if the inappropriate behaviour persists, a sanction will be employed which is:

- appropriate to the individual and their stage of development
- immediate, consistent and fair
- critical of the behaviour, not the child

No child will ever be publicly humiliated when receiving a sanction for unacceptable behaviour.

The table below sets out the range of sanctions we employ to deal with unacceptable behaviours:

Low level Behaviour (Parents may be notified if behaviour becomes persistent)	Serious Behaviour (Parents will automatically be notified)
<p>Examples of Low Level Unacceptable Behaviour:</p> <p><i>Talking at inappropriate times, making silly noises, ignoring requests, general inattention etc.</i></p>	<p>Examples of Serious Unacceptable Behaviour:</p> <p><i>Hurting another person deliberately, bullying, swearing consistently, racist or homophobic language, wilful damage to property, theft or blatantly defiant behaviour etc.</i></p>
<p>Sanctions to be applied:</p>	<p>Sanctions to be applied:</p>
<p>Verbal Prompt to do the right thing</p>	<p>Behaviour Log on CPoms to be completed</p>
<p>Explicit command: You need to If I need to ask you again, you will....</p>	<p>Immediate referral to a member of the Senior Management Team - add to Behaviour Log on CPoms</p>
<p>Move to individual work zone until the task is completed or to the 'thinking chair' for reflection time. ** At this point use the opportunity to consider how they will alter their behaviour (in order, in KS1, to avoid removal of a DOJO point)</p>	<p>Restorative discussion – add to Behaviour Log on CPoms</p>
<p>If outdoors, walk with an adult or stay in a specified area ** At this point use the opportunity to consider how they will alter their behaviour (and in KS1, consider how to avoid removal of a DOJO point)</p>	<p>Withdrawal from class to a reflection zone - add to Behaviour Log on CPoms</p>
<p>Removal of a DOJO point – in KS1</p>	<p>Miss playtime or class treat time- add to Behaviour Log on CPoms</p>
<p>Talking the undesired behaviour through and problem-solving a resolution</p>	<p>Parent informed - add to Behaviour Log on CPoms</p>
<p>Non-compliance at a task or deliberate refusal to complete work will result in a lost playtime to finish the task</p>	<p>Parent invited in to school for a meeting - add to Behaviour Log on CPoms</p>
	<p>Behaviour Plan drawn together and agreed between school and parent - add to Behaviour Log on CPoms</p>
	<p>Referral to an outside agency for further support and advice - add to Behaviour Log on CPoms</p>
	<p>Exclusion</p>

Pupil Support Systems

At Pentland, we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour, which could include:

- A child who is withdrawn and finding it difficult to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and/or aggressive in class

In any such cases any emotional/behavioural difficulties should be considered and discussed with the SENCo. Pupils will be given the opportunity to express their feelings with a chosen adult. Targeted support work may be offered within school and in some cases the decision may be taken to refer, with parental consent, to an outside agency for additional emotional support.

Reviewed: September 2018

Next review date: September 2019