

# PICKERING COMMUNITY INFANT AND NURSERY SCHOOL

## Behaviour Policy

Reviewed by the staff and parents October 2016  
Next review October 2019

Approved by ..... Role .....

### Philosophy

The Governing Body and Staff at Pickering Community Infant and Nursery School believe that good behaviour is a prerequisite to effective learning. Our behaviour policy is rooted within our school motto 'learning, caring, sharing' where promoting and recognising good behaviour is our ultimate aim. We feel that all staff should provide a positive role model for the children whilst teaching them how to exhibit good behaviour. Children should learn to work and play together in harmony. We believe unacceptable behaviour should be addressed by establishing the reason for and the consequence of the behaviour, including the impact their actions may have on others.

### As a school we aim to:

- ensure there is a consistency of approach by all staff, including a common language for addressing behaviour (see guidance)
- provide guidelines to be followed by all adults in school, reflecting our school aims and ethos.
- train staff in the implementation of positive behaviour strategies.
- teach moral and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- reward and praise positive behaviour, which ultimately will have the biggest impact upon the children's self-esteem.
- provide an environment where children feel safe and secure.
- teach children that good behaviour is a pre-requisite to learning and that unacceptable behaviour can have a negative impact on their and other children's learning.
- provide simple rules/instructions to aid the implementation of positive behaviour strategies.
- provide rewards for children who exhibit good behaviour and sanctions for unacceptable behaviour.
- work with parents to address any unacceptable behaviour.
- encourage children to reflect on their actions.
- ensure that behaviour such as bullying, swearing, fighting, kicking, punching, nipping, scratching, tantrums, gangs, malicious teasing and discrimination is not permitted.
- explore every element of the behaviour guidelines before the possibility of exclusion is explored.
- work with all children as individuals in a way that supports their individual needs and stage of development.

This is supported by the home/school agreement.

# PICKERING COMMUNITY INFANT AND NURSERY SCHOOL

## Behaviour Guidelines

### Golden rules

Our motto 'learning, caring, sharing' reflects the messages in our school golden rules:-

- ❖ Do be gentle
- ❖ Do be honest
- ❖ Do be kind and helpful
- ❖ Do listen to people
- ❖ Do look after property
- ❖ Do work hard

The golden rules are taught to the children at the beginning of every school year and are referred to on a daily basis as a way to highlight both good and unacceptable behaviour. The Golden Rules, and the Fab Five Lining Up Rules, should be displayed in every classroom.

### **Common Language**

Staff should use the following language for praising/reprimanding, ensuring that it is the *behaviour* that we are referring to and not the *child*. Phrases and language that may be used include,

- ❖ You have made the right/wrong choice
- ❖ You have done the right/wrong thing
- ❖ Referring to any breaking of the rules as 'forgetting', asking the child to identify the rule that they 'forgot'.
- ❖ Show me/tell me how you should have behaved/what would have been the right thing to do?
- ❖ No thank you, that will not do/is not acceptable

### **Classroom rewards**

From Reception, each class has an eight step reward chart. Rewards are given to children in relation to their individual behaviour and effort. At the end of the eight steps, children are awarded a certificate, one for each colour of the rainbow. Once the child reaches their blue certificate, they are awarded a book in celebrations assembly. Certificates are presented by:-

Red - class teacher

Yellow - head teacher

Pink - class teacher

Green - head teacher

Orange - class teacher

Purple - head teacher

Blue - class teacher

Book - head teacher

In addition all class teachers (including Foundation Stage) award two certificates to children during weekly celebrations assemblies for specific examples of the above.

All staff use stickers/stampers/class rewards as additional ways of praising good behaviour.

At the end of the week in Key Stage One, children are awarded golden time as a reward for following the golden rules.

### **Classroom sanctions**

If children behave inappropriately in Key Stage One (Years One and Two) for the majority of children and in most circumstances:-

- ❖ a verbal warning is given by a member of staff, who explains which of the golden rules is being broken, and how the child could rectify their behaviour. The child is reminded that if the inappropriate behaviour continues, they will receive a warning.
- ❖ if a second warning is given, the child's initials are written onto the Golden Rule sad face chart in the classroom.
- ❖ if a third warning is given (with an explanation of the golden rule and how to rectify the behaviour) the child is then told that they will miss five minutes of their golden time.
- ❖ five minutes is then written onto the board in the classroom.
- ❖ any further inappropriate behaviour would reduce golden time by a further five minutes.
- ❖ children can 'earn their Golden Time back' by following the Golden Rule that was originally broken.
- ❖ all children begin a new day with no warnings, allowing a fresh start, and a new week with no loss of Golden Time.

In some circumstances, where a child is believed to clearly understand that their actions are not appropriate and the action causes harm or upset to someone else then a child may instantly lose five minutes of their Golden Time. The child will be able to earn back their Golden Time in the way outlined above.

### **In Foundation Stage classrooms and playground:-**

- ❖ There is no formal recording system visible to the children in Foundation Stage as sanctions are more instant than in Key Stage One.
- ❖ Inappropriate behaviour is discussed, with reference to the Golden Rules, and a verbal reminder would be given followed by an immediate sanction for the same repeated behaviour. For example - removal from an activity or area, working next to an adult, time walking with an adult at playtime etc.

For both Foundation Stage and Key Stage One, all time outs and losses of Golden Time are recorded by class teachers and logged in a weekly behaviour record held by the Head. This is monitored by the Head. This will be followed up by a member of the Senior Leadership Team where a child is regularly recorded in the record by discussing the repeated behaviour with the child, what they need to do to address this and how that will be done, including support.

### **Reasonable Adjustments**

In a small minority of cases, where these guidelines do not support the child in learning to behave appropriately, reasonable adjustments may need to be made. This will involve a more personalised, targeted approach. To do this;

- ❖ staff will take account of any particular special educational need and/or disability in all aspects of behaviour management.

- ❖ we would adapt any reward/sanction accordingly for any child on the SEN Register who is identified as having a specific learning difficulty that impacts on behaviour. Adaptations would be decided between the Head/VPC, class teacher and, where appropriate, the child and/or family, and reviewed as part of SEN review meetings.
- ❖ any action taken in the management of children's behaviour will not breach any other legislation, for example, in respect of disability, Special Educational Needs, race and other equalities and human rights.

### In the Key Stage One playground

- ❖ The golden rules continue during playtimes. The same system for offering rewards and addressing unacceptable behaviour should therefore be used in the playground.
- ❖ During lunchtime, MSA's give stickers as a reward for children who follow the golden rules.
- ❖ MSA's will write any warnings/golden time sanctions for Key Stage One children. They will then let the class teacher know.
- ❖ If a child's behaviour is persistently unacceptable in the playground they should walk with a grown up or have time out for some thinking time.
- ❖ Children will have a chance to explain their actions in a calm, productive way.
- ❖ Children will be required to give a verbal apology.
- ❖ Children may, on the Head teacher's authority, be kept inside under supervision at breaks or lunchtime to have time to reflect on and discuss their behaviour.

Examples of serious behaviours that should be reported directly to the Head Teacher might include;

- ❖ fighting, exposing oneself or sexual play, biting and discrimination.

The following behaviours should be reported to the Head Teacher if they are repeated:-

- ❖ kicking, punching, nipping, scratching, tantrums, gangs, swearing and teasing.

This list is not exhaustive and will depend on circumstances and on individuals.

In these instances, the following course of action will be taken

- 1 Parents will be contacted and the incident discussed over the phone or, they will be invited to meet with the Class Teacher and/or Head Teacher to seek ways in which the persistent misbehaviour may be addressed.
- 2 A record of the incident will be made and filed.
- 3 The child may be placed on a behaviour-monitoring chart for a short period of time.
- 4 The child will be excluded from school either short term or permanently, in response to repeated serious breaches of the behaviour policy and if allowing the child to remain in school would seriously harm the welfare of themselves and others in the school. The Governing body, following the exclusion procedures will be involved in any permanent exclusion.

A decision to exclude a child short term or permanently will only be taken as a last resort. Permanent exclusion will only take place where the governors' discipline committee can satisfy itself that this is the only option.

# Golden Rules

Do be gentle

Do be honest

Do be kind and helpful

Do listen to people

Do look after property

Do work hard

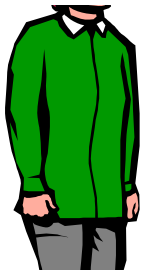
# The Fab Five

 Do look where you are going

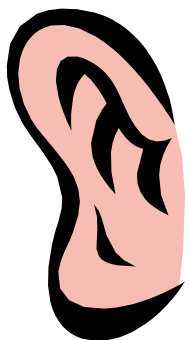
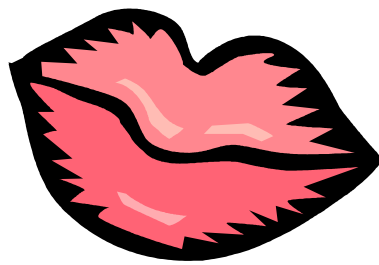
Do stand with your feet together



Do stand with your arms by your side



Do wait quietly



Do listen