



Fun to teach, fun to learn

BEHAVIOUR POLICY

Statement of Principles

We believe that the interests of children and families, and of society as a whole, are best served where children learn within a calm, safe and organised environment which:

- encourages, promotes and rewards good behaviour
- nurtures the development of good citizenship amongst pupils
- fosters mutual respect and understanding and a sense of community
- Supports pupils to make a positive contribution to school and the wider community.

The Importance of Good Behaviour:

Good behaviour and discipline are the key foundations of good education. Without an orderly atmosphere, effective teaching and learning, an outcome of the educational process which society rightly expects, cannot take place.

'Good behaviour is a necessary condition for effective teaching' (H.M.I. Education Observed)

If children are permitted to misbehave they prejudice their own educational chances and also disrupt the education of children around them, therefore damaging their educational chances too.

The management of behaviour is a responsibility not only of the Head Teacher but for all staff, teaching and non-teaching, parents, governors and the Local Authority: everyone must contribute.

The school behaviour policy applies to all members of the school's community, including parents and the wider community. The policy aims to:

- Encourage self-respect and self-discipline amongst pupils
- Encourage mutual respect and understanding
- Encourage appropriate behaviour
- Promote and develop positive relationships
- Encourage the development of a stimulating and caring environment, conducive to effective teaching and learning

This will be achieved through:

- The school's aims that reflect the importance of good order and behaviour within the school
- The effective communication and dissemination of policies, procedures and practices
- Ensuring that children and young people are clear about the standards of behaviour that are expected of them
- The identification of the needs of pupils
- The establishment of effective mechanisms for considering views of pupils
- Providing an engaging curriculum that meets the needs of all learners
- The identification of senior staff who will disseminate information and facilitate training opportunities for other members of staff
- An emphasis on and access to training and development opportunities for all staff
- Working with other agencies
- An effective and motivating system of rewards and sanctions
- Recognising that each adult has a responsibility for the personal, social and emotional well-being of all pupils



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What staff will do?

- Support and implement the school behaviour policy
- Be sensitive to the emotional and behavioural needs of all children with whom they come into contact
- Identify those pupils who require additional help and support through appropriate systems
- Be aware that their own behaviour acts as a model for pupils' behaviour
- Access appropriate professional development and training opportunities

What Parents should do:

- Fully engage in all aspects of the educational partnership
- Work consistently with the school to promote good behaviour and resolve any problems through shared and supported solutions
- Act as a positive role model, as this will influence their child's behaviour
- Behave in a way which respects the rights of others to hold and express differing views

What Governors should do?

- Make resources available to support the operation of the school's behaviour policy
- Be aware of their statutory obligations
- Be aware that they represent the wider community, including parents and pupils
- Consider the behaviour policy when recruiting and selecting staff
- Monitor the operation of the school behaviour policy in relation to all pupils

What School Communities should do?

- Engage, wherever possible, in the educational partnership in order to promote and support in a wider context

Pupils should:

Be given opportunities to develop self-esteem and self-discipline by following Lumley Infant and Nursery School's **'Five Golden Rules'**:

1. Be kind and helpful
 2. Always try your best
 3. Have good manners
 4. Listen to others
 5. Walk in school
- Be educated in an orderly, caring, supportive and stimulating learning environment
 - Be treated with equality and equity
 - Be given opportunities to have needs identified and met appropriately
 - Follow a broad and balanced curriculum, suitably differentiated
 - Thrive in an environment where learning can take place without disruption by others
 - Learn from positive role models, to include all staff, pupils and governors
 - Have a whole school approach to behaviour that is based on praise and reward, rather than condemnation and punishment



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School Staff:

- Work in an **environment** that is safe and secure and which values good order.
- Follow our whole school Behaviour Policy to promote positive values and discipline
- Where appropriate follow guidance and access support from the LA and governing body
- Have access to appropriate training
- Work alongside our partners [parents, governors and the community] to support and promote positive values

Parents should:

- Be treated as equals in the educational partnership
- Be regularly and actively involved in the social and educational development of their children
- Be positively involved in seeking shared and constructive solutions to any problems their child(ren) experience in school
- Have regular contact with teaching staff

School Communities should:

- Be entitled to consideration and respect
- Co-operate in events which have an impact on the community of the school
- Have representation in the management of the school through the school governing body and other managerial/consultative bodies

Governors:

- Be informed about, and consulted with, as appropriate, specific and general developments, relating to behavioural issues
- Be given access to appropriate resources to support the school in managing effectively behaviour in the school



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LUMLEY INFANT & NURSERY SCHOOL

POLICY INTO PRACTICE

At some time all pupils are likely to experience stressful situations and the school needs to have a range of strategies in order to overcome or minimize these. The development of good behaviour is an important aim of the school and one of the goals of the whole curriculum.

The management of behaviour is a responsibility not only of the Head Teacher but for all staff, teaching and non-teaching, parents, governors and the LA: everyone must contribute.

Children need clear boundaries: they need to know what acceptable behaviour is and what is not. Therefore children must be aware of expectations and those who fall below or beyond these boundaries must be dealt with quickly and firmly. Only through a well ordered, stable and secure environment can learning take place.

It is therefore important that where unacceptable behaviour is seen, it is dealt with quickly to prevent escalation whilst considering the needs of all children and respecting their rights to a safe education, likewise good behaviour is seen to be equally consistently rewarded. Through this positive approach children become increasingly aware that good behaviour and achievements are recognised and publicly praised.

Rules are necessary for the safety and welfare of pupils, staff, parents and the community. It is important that they are known and are consistently applied. Children need to be aware that good behaviour is rewarded and poor behaviour results in consequences.

School Rules and Rewards

The children are involved in discussing the school rules and the importance of them in keeping everyone happy and safe. At the beginning of each academic year, as part of PSHE & Citizenship curriculum, each class discusses the rules that are necessary to make our school a happy and safe environment. The rules are displayed in each classroom emphasising the expected code of conduct.

Five Golden Rules:

Be kind and helpful
Always try your best
Have good manners
Listen to others
Walk in school

School Council

The school council meets regularly. The council consists of the two school captains and two elected pupils from each class (approx. 12 pupils).

Rewards

Each Friday pupils in main school attend a celebration assembly. Children receive Star Awards, Head Teacher Awards and Lexia Reading Awards. Each child receiving an award, displays their star picture on the Celebration Board during the celebration assembly.



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- **Star Awards:** Pupils receive Star Awards for working hard in curriculum areas and reaching their personal targets. They may also be awarded for demonstrating kindness to others and following the Golden Rules.
- **Head Teacher Awards:** Pupils from each class are nominated to receive a Head Teacher's Award each week. They are awarded for demonstrating a range of values including: determination, courage, resilience, enthusiasm, perseverance and kindness.
- **Lexia Awards:** Pupils receive a certificate completing each level on Lexia (individual, personal online reading programme).
- **Top table:** Pupils who have demonstrated outstanding table manners are selected on a weekly basis to sit at our 'Top Table' with teachers to eat their lunch. Top Table tickets are awarded by Supervisory Staff and are issued each Friday.
- **Stickers and stars:** Pupils receive stickers and stars as a reward for working hard and reaching their targets.
- **International Friendship Sticker:** designed by pupils in school and pupils in our partner school in Uganda. A sticker is awarded to pupils who show kindness, tolerance, empathy, respect and true friendship qualities to others.
- **Marking Policy and Visual Marking Stamps:** Visual symbols are stamped into children's book to signify achievement and enable children to recognise their next targets. These symbols are introduced during the Reception Year and continue throughout Key Stage One.
- **Class incentives:** from time to time teachers may introduce short term incentives to reward good behaviour class, for example a 'dip in the Golden treat Box.'

Golden Time

A whole class reward is given each Friday for cumulative good behaviour / work / etc. This 'Golden Time' may be an extra outdoor playtime, free choice activities decided collectively by the class e.g. 'Popcorn Party'.

Pupils are rewarded on a Friday afternoon with Golden Time if they have demonstrated good friendship and kindness through the week. Golden Time may be an extra play time, a cinema party, social time or play with toys of their choice. Children need to earn a golden ticket to participate in golden time. If a child's golden ticket remains on the golden wall they will receive Golden Time.

If a pupil's behaviour has been unacceptable during the week their name will be moved to the Thinking Zone in order for them to reflect and improve their behaviour. Pupils are encouraged and supported to correct their behaviour, if they do so their ticket is moved back into the golden zone. Teachers proactively encourage pupils to modify their behaviour quickly so their ticket can be moved back onto the Golden Wall. If a child's name is still in Thinking Zone when it is Golden Time, they will have time in a small group with a teaching assistant to reflect upon their actions and focus upon how they can improve their behaviour.

Poor behaviour

Responses to poor behaviour should be adapted to fit the child and the incident. It is important that the child understands fully that it is the behaviour that is unacceptable and not the child as a person.

A range of strategies are in place to improve behaviour:



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- Discussion between child and adult is advisable so that all understand how to improve the behaviour through constructive advice; a quiet reprimand may be necessary. Removal of privilege is available.
- Referral to class teacher who will discuss the issues with the child and suggest ways the child can improve the level of behaviour. Removal of privilege is available.
- If a child has a pattern of negative behaviour they may be referred to the Pastoral Care Leader who will look for common causes or triggers for negative behaviours and produce a personal behaviour plan to support and help the child. If necessary a personal handling plan (PHP) can be devised.
- Referral to a member of the leadership team who again will discuss the issues and reinforce the school policy. Removal of privilege is available. The senior leader may want to monitor progress.
- Referral to Head Teacher. It will be necessary at this level to discuss the child with all concerned and a programme of support will be put in place. Outcomes will be monitored. Contact with parent may be necessary during this phase.

Parents need to be kept informed about discipline in school and it is important that standards of behaviour are reinforced by them: where this is not the case children are faced with conflicting views and ideas. We therefore encourage links with parents/carers and positively reinforce the need for combined responsibility for discipline.

Sanctions - Removal of privileges:

- Child given 'time out' with an adult. This is a particularly useful strategy with very young children (nursery) who need some minutes to work through and learn to control outbursts of anger or temper. It may be for 2/3 minutes, but extended if necessary. As the child gets older a 'time out' place in the classroom needs to be available: a place where the child can sit quietly: a supporting adult or a 'watchful eye' needs to be maintained.
- The children need to be aware that there are consequences for poor behaviour. Following a discussion with the child there may be a necessity to remove part of play / lunch time. The time begins with 5 minutes loss of play, but if the child is repeatedly exhibiting the inappropriate behaviour then this can eventually extend to the whole of outdoor time.
- At lunch time supervisory assistants may give children 'time out' when the child must sit in a selected area for several minutes following repeated poor behaviour. Consistently poor behaviour is reported to the Head Teacher.
- Throughout school we have introduced a 'Thinking Zone' to allow those children who have not followed school rules to reflect on their behaviour. A discreet Thinking Zone display is used in teaching areas to act as a visual prompt to promote the school rules and also to indicate if a pupil is in the Thinking Zone. Pupils are asked to consider their actions and how they might modify their behaviour in the future. If placed in the 'Thinking Zone' children are encouraged to behave in a more positive way and if this is sustained pupils are moved out of the zone quickly. If pupils persist with negative behaviour they will forfeit Golden Time. As a consequence younger pupils will be asked to draw a picture illustrating what they must do to improve their behaviour whilst older pupils will write their thoughts.

Further sanctions may be decided by the Head Teacher. It may be necessary to impose sanctions that eliminate a child from certain activities for their own safety. This level of sanction would be discussed with the parent before implementation.

School follows the procedures issued by Durham LA where a pupil requires a fixed term or permanent exclusion.

Permanent Exclusion

The school is responsible during the first five days of a permanent exclusion for ensuring that work is sent home for the pupil to complete. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification.



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From the sixth day of a permanent exclusion the LA is statutorily responsible for ensuring that suitable full time education is provided.

Fixed Term Exclusion

The school is responsible during the first five consecutive days of a fixed term exclusion for setting and marking work for the pupil to complete. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification.

For exclusions of six consecutive days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth day of exclusion. Reciprocal arrangements have been made with Bourmoor Primary School, Woodlea Primary School and Lumley Junior School for the education of children from the sixth day of a fixed term exclusion.

Parent Contract

For pupils who have been excluded the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupils to improve the pupil's behaviour

Adult Intervention

In the rare event that a child should endanger themselves, others or resources it may be necessary for an adult to intervene. Staff have undergone "Team Teach" training whereby they have practiced the skills needed to when requiring an adult to remove a child from a situation where a significant risk has been identified. A significant risk is deemed to be an incident where a child is at risk of self-harm, there is an imminent threat to another person or there is a clear risk or threat to wilfully damage equipment or property. In such cases a child may need to be restrained with a physical intervention such as a hand or arm hold.

"In an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. The skills and techniques taught have been included as a result of an on-going risk assessed review. The results of which are reported. Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain." Team Teach 2017

In 90% of all incidents de-escalation techniques should be used using non-physical techniques. Children deemed to pose a risk will have a personal handling plan (PHP) containing positive handling strategies, identifying triggers and preferred options for de-escalation. These will be compiled in partnership with the child, all keyworkers, teachers or teaching assistants working closely with the child. This will also be shared with the parent of the child and comments noted.

Following any need for physical intervention a major incident report will be completed. (MIR) These will be completed as soon after the event as possible and include details of the incident, what led up to the incident and what the results or consequences were of this behaviour. Blank MIR forms are available from the school office. These will be reported back to pastoral care coordinator or Head Teacher who will collate and record all incidents and coordinate follow up actions or review. These will also be stored centrally for the child's lifetime at school and as historical record.

"Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force. Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". Team Teach 2017



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Family Groups Initiative: Summer Term 2018

Rationale:

- To support the implementation of a buddy system.
- To introduce a whole school visual award system for behaviour in school, particularly playtimes and lunchtimes.
- To create opportunities for mixed year group working (special curriculum themed days, Sports week).
- To create further opportunities for peer learning.
- To support the transition of pupils from Nursery to Reception, Reception to Key Stage One and Year Two to Lumley Juniors.

Family Groups: 6 treasure groups consisting of pupils from Reception, Year One and Year Two.

Colour	Catch phrase
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- Blue Pirates (*shiver me timbers*)
- Red Pirates (*argh..me hearties*)
- Green Pirates (*land ahoy*)
- White Pirates (*walk the plank*)
- Black Pirates (*fire in the hole*)
- Orange Pirates (*yo, ho, ho*)

Family Group Reward System:

- Each class to have a pirate treasure chest. Pupils who demonstrate good behaviour at playtimes and lunchtimes are given a golden coin to be exchanged with a jewel, the colour of their family group. The jewel is then put in the treasure chest.
- Each Friday each class's jewels are emptied into the family group jar in the school hall.
- The family group with the most jewels at the end of a half term are rewarded with a special trophy and certificate.