



BREWSTER AVENUE INFANT AND NURSERY SCHOOL BEHAVIOUR & EXPECTATIONS

This policy was ratified by the Full Governing Body on: 19th September 2018

Date for review (this policy will be reviewed every two years): Autumn 2020



1. Aims and objectives

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2** The school has a number of school SMILE rules (Appendix 1), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

2. Rewards & Sanctions

- We praise and reward expected behaviour through verbal recognition from adults. (Appendix 2)
 - We praise, reward and motivate exceptional work or behaviour through stickers.
 - Exceptional work or behaviour can be rewarded through a visit to the head teacher or deputy head. This should be at the discretion of the class teacher.
 - Teachers will choose 2 children who have demonstrated the brightest SMILE during each day. These children will receive a SMILE card to take home. This reward needs to be earned and a child may receive a card more than once in a week.
 - Two children from each class will be chosen to be in SMILE assembly each week. The SMILE card will specifically state the aspect of SMILE that is being rewarded.
- 2.1** The school acknowledges all the efforts and achievements of children, both in and out of school.
 - 2.2** All staff use positive language with children (Appendix 3).
 - 2.3** All classrooms display 3 traffic light faces. Every child starts the day on the green, smiley face. Low level disruption will lead to the child being moved to the yellow, straight face. Consistent disruption will lead to the child being moved to the red, sad face. (Appendix 4 – hierarchy of behaviour)
 - 2.4** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and we use a hierarchy of behaviour to guide us towards the most appropriate sanction.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.



- If a child is disruptive in class, the teacher will speak to him or her about inappropriate behaviour. If a child misbehaves repeatedly, we give that child time out to calm down until s/he feels s/he can learn productively again.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another child, the class teacher records the incident and appropriate sanctions are put in place.
 - If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 2.5** The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.6** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (see Bullying policy)
- 2.7** Where there are ongoing concerns about a child's behaviour, that have not been resolved by following the usual sanctions, parents will be invited to meet with the class teacher and a senior leader to write an Individual Behaviour Plan outlining bespoke approaches and strategies. Advice may also be sought from external professionals e.g. Project for Schools
- 2.8** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93, Education and Inspections Act 2006 and the DfE Guidance for Use of Reasonable Force July 2013.
- 2.9** Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (see also our policy on Physical Intervention)
- 3. The role of the class teacher**
- 3.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during school time.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT, following the hierarchy of behaviour.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.



3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The role of the headteacher

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

5. The role of parents and carers

5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions with a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7. Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary.



The school complies with the standard guidance, Exclusion from maintained schools, academies and pupil referral units in England (DfE, September 2017). We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

- 7.2** Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.
- 7.3** If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6** The governing body will form a committee, which is made up of between three and five members, to consider any exclusion appeals on behalf of the governors.
- 7.7** When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8. Monitoring and review

- 8.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school keeps a variety of records concerning incidents of misbehaviour.
- 8.3** The headteacher keeps a record of any child who is excluded for a fixed term, or who is permanently excluded. The LA is informed using the appropriate proforma.
- 8.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- 8.5** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



Appendix 1: School Rules

In school I will SMILE and I will help others to SMILE





Appendix 2: Rewards

- We praise and reward expected behaviour through verbal recognition from adults
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Appendix 3: Use of positive language

When there is no choice and a child <u>needs</u> to follow an instruction	
DON'T USE	DO USE
Can you ...? Would you like to ...? Please will you ...?	I need you to ... It's time to ... You need to ...
Basic and simple language when giving an instruction	
DON'T USE	DO USE
No! Don't ...	Stop Look Back Wait
Follow instruction with what you want them to do	
DON'T USE	DO USE
Don't run/no running	Good walking
Setting a rule	
DON'T USE	DO USE
No ... Don't do ...	Not allowed
Helping children deal with difficult situation the "no blame way"	
DON'T USE	DO USE
What did you do ...? Why did you do ...?	What's the matter? What's the problem? I can help



Appendix 4: Hierarchy of behaviour

PROCEDURE FOR HIERARCHY OF BEHAVIOUR

1	Expected standard of behaviour, child is on the green face.
2	Low level behaviour-child is on the yellow face. Dealt with by classroom staff.
3	Persistent behaviour-Child is on the red face 3 times in one day- Parent informed- Dealt with and logged by class teacher.
4	Persistent behaviour- Child is on the red face 3 times on consecutive days. Parent informed- Dealt with and logged by DHT- lunchtime seclusion.
5	Significant, willful or persistent behaviour dealt with by HT. Parent meeting-behavior plan and outside agencies contacted as appropriate.



Appendix 5: Definitions of behaviour

Expected Behaviour	Low Level Behaviour	Persistent Behaviours	Significant, Wilful Behaviour
Engaged in learning	Messing about	Any of the low level concerns that happen persistently within the day, leading to the child being on the red face 3 times (see pyramid)	Endangering the safety of self or others
Listening	Talking when they should be listening		Absconding
Talking quietly	Shouting		Wounding by biting, kicking, punching
Walking in school	Running in school		Throwing or breaking resources
Polite (saying please and thank you)	Calling out		Aggressive swearing
Sit on bottom with legs crossed on the carpet	Moving around on the carpet		Spitting
Share	Arguing		Hazardous climbing
Be kind to others			

*This is not an exhaustive list and we expect staff to use their professional judgement when dealing with behaviour