

HORNDALE COUNTY INFANT AND NURSERY SCHOOL

Scholars Path, Newton Aycliffe, Co Durham DL5 7HB



Management of Behaviour Policy

**Adopted: October 2023
Review Date: July 2025**

Horndale Infant and Nursery School Behaviour and Discipline Policy

1 Introduction

- 1.1 At some time all pupils are likely to experience stressful situations, and schools need to have a policy and range of strategies in order to overcome or minimise these.
- 1.2 A management of behaviour policy is an essential step in the process of securing the orderly atmosphere necessary for effective teaching and learning to take place. It is necessary to encourage good standards of behaviour by developing codes of conduct which are based on shared values, supported by a system of rewards and, where necessary, sanctions or consequences, within the context of a positive community atmosphere.
- 1.3 The management of behaviour is a responsibility not only for Head teachers, but for all staff, teaching and non-teaching, employers, parents, governing bodies and the Local Education Authority, and all must make their distinctive contributions.
- 1.4 Behaviour management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their school, home and local community.
- 1.5 The Children Act 1989 placed a duty of care on all Local Authorities and Governing Bodies of grant maintained and independent schools, to consider the child's needs as a priority in all their dealings with children and their families, the safety and well-being of pupils being a priority within the school environment.
- 1.6 All of the above is encompassed in the school's Behaviour philosophy as outlined in this document.

2 Aims and objectives

- 2.1 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.
- 2.2 The school has a number of rules which define our code of conduct, 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.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 2.6 The school actively promotes and rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour and develop positive social skills, rather than merely deter anti-social behaviour.
- 2.7 It is hoped that through the successful management of the above aims and objectives, we will foster:
 - Applicability to activities on and off site
 - The encouragement of good behaviour by pupils in the community
 - Active co-operation with parents and the community
 - Sensitivity to the needs of the community

3 Entitlement

- 3.1 The school recognises that pupils, staff, parents, employers and governors all have rights and needs. These rights and needs should be reflected in our policy on the management of behaviour.
- 3.2 All pupils are entitled to:-
- Opportunities to develop self-discipline
 - An orderly, caring and supportive atmosphere in which effective learning can take place
 - Fair and equal treatment
 - Consistency of treatment from teacher to teacher, and from teaching and non-teaching staff
 - Know the codes of conduct, routines and expectations of the school
 - A broad, balanced and relevant curriculum
 - A wide and appropriate range of active learning opportunities
 - Praise and reward for positive achievements
 - Positive role models to emulate
 - A stimulating environment
- 3.3 All staff are entitled to:-
- An orderly and supportive atmosphere, in which effective teaching and learning can take place
 - Active participation in the development and review of the management of behaviour policy, wherever possible
 - A system which enables them to be involved in the personal and social development of pupils
 - Access to training
 - Advice and support from senior colleagues
 - Regular contact with parents
 - Support and guidance from Local Education Authority
- 3.4 All schools are entitled to:
- Guidance from Durham Local Education Authority
 - Access to training
 - Advice from Durham Local Education Authority
 - Co-operation and appropriate support from parents
 - Support from the community
- 3.5 Parents are entitled to:
- Be regularly, consistently and actively involved in the social and educational development of their children
 - Positive encouragement and involvement in seeking a constructive solution to any situation involving their child which is causing major concern
 - Information about the establishment's management of behaviour policy
 - Regular contact with the teaching staff
- 3.6 The local community is entitled to:-
- Consideration and respect
 - The co-operation of the school in events which affect the community
 - Make representations to the school
- 3.7 Governing Bodies should :-
- Consider and agree a written statement of principles concerning discipline and the promotion of good behaviour
 - Give guidance to the Head teacher on specific matters as appropriate
 - Be kept informed of specific and general developments

4. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

4.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

5 Rewards and Sanctions

Rewards

- a. We praise and reward children for good behaviour in a variety of ways:
 - i. All the staff congratulate children.
 - ii. All the staff give children 'Dojo Points', from Reception onwards
 - iii. Each 'Head Teachers Award winner' receives a certificate in the school celebration assembly weekly for their hard work identified that week by the class teachers along with a 'Hot Chocolate with the Headteacher'
 - iv. Class teachers nominate one pupil each week to be the 'star pupil of the week' – they will receive the 'Star Pupil Hoodie' in Celebration Assembly to wear for the week.
 - v. Pupils who complete 'out of school' activities are encouraged and celebrated as 'Horndale Heroes'
 - vi. All staff distribute 'dojo points' to children, either for consistent good work, following the school rules, positive behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - vii. Pupils may be sent to the Headteacher to 'showcase' their work as a good example or to show pride in work they have completed at the discretion of the class teacher.
 - viii. Pupils with the highest number of dojo points in their class each week will receive a certificate in celebration assembly and a 'Dojo prize'.
 - ix. Individual teachers may have a variety of additional incentives and approaches to recognise pupils' efforts and progress in their own class.

Expectations of behaviour

- The following school rules have been written in conjunction with the School Council as a shared list of key words linked to expectations for behaviour. Each class teacher discusses the school rules with their class at the start of each half-term or more often as appropriate. 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.



- All staff use 'Team Stop' to gain the attention of the class/group of pupils. The teacher raises their hand when s/he wants attention, and children raise theirs in return and stop talking. The more quickly they raise their hands the quicker the lesson moves on. Teachers get potential 'slow responders' to start the signal with them and acknowledge their help quietly. We call it the Team Stop Signal, because everyone helps each other get quiet so the lesson can move on. For consistency, all staff to use the Team Stop Signal for the greater good of the team – staff and children.
- Practise the Team Stop Signal until children respond in under five seconds – in silence.
 1. Hold one hand in the air with a flat palm. Do not clap or talk.
 2. Scan the room to check every child has responded.

Every child:

Raises one hand in response

Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary

Looks attentively at you – eyes locked into yours to show they are ready to listen

Sits up tall/stands up straight.

3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

- Team stop can be used outside of the classroom where signal whistle blow, following by the Team Stop Signal may be used to gain pupils attention.

Sanctions

- The school employs a number of sanctions, which are developed through consultation with the pupils and playtime buddies, to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- 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
 - the Headteacher or Deputy Headteacher, in their absence, will be called to support staff.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on CPOMS and the child is punished accordingly following the below sanctions. If a child repeatedly acts in a way that disrupts or upsets others, the school may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This may result in a behaviour monitoring book put into place or a point system for a pending special activity.

Low Level Disruptions

- Not listening to adults/peers
- Ignoring instructions
- Talking excessively
- Fidgeting (beyond the norm)
- Shouting out repeatedly

In the first instance, positive reinforcement of the school rules, choosing good examples to model behaviour and a reminder of expectations should be given.

1. First Verbal Warning given to the child
2. Second verbal warning with a suggested sanction if this behaviour continues (change of seat if appropriate)
3. Move to the cloud, 2 minutes taken from breaktime.
4. A second warning would result in 5 minutes taken from breaktime and moving to the rain cloud.

If behaviour persists, move onto Mid-Level Disruption.

Mid-Level Disruptions

- Refusal to comply with instructions
- Name calling
- Repeated warnings
- Swearing
- Aggressive behaviour towards pupils/staff

In the instance a child has failed to rectify behaviour from low level disruptions or are refusing to comply with instructions, children will move to the thunder cloud, lose 10 minutes of playtime and receive a red dojo.

If appropriate, children will receive a time out within the classroom. On persistent mid-level behaviour, privileges to be removed (loss of monitor role etc). All incidents receiving a 'red dojo' will be added to CPOMS.

High Level Disruption

- Continued refusal to comply
- Bullying
- Purposefully hurting a child/adult
- Destruction of property
- Verbal abuse of staff
- Absconding from the classroom

If a behaviour surpasses low and mid-level disruption, the following steps should be followed:

1. De-escalation or Distraction tools
2. Removal from the classroom to either a calm space, or another classroom. This should only be attempted if safe to

do so.

3. Positive Handling (Team Teach)

Severe Incidences

- Significantly harming another pupil or adult
- Significant destruction to property
- Significant aggression towards an adult or another child

It is at staff's discretion and professionalism to determine what qualifies as significant harm and destruction. All cases to be reported on CPOMS under the behaviour category.

In the instance there is a severe incident, the following steps should be followed:

1. Removal to the Head Teacher. If unsafe to take to the Head Teacher, the Head Teacher should be phoned or brought to the classroom by another staff member. In the absence of the Head Teacher, the Deputy Head Teacher or SENDCO will assume this role.
2. Phone Call to Parents
3. Fixed Term Suspension (See Section re: Suspension)

Head Teacher should only be contacted in high or severe incidences as a last resort to make these more effective.

Following an Incident

Following an incident, the staff member involved should take time once the child has calmed to have a conversation around the incident, where they give the children chance to reflect on their behaviour. This should follow the pattern:

1. **What went wrong?**
2. **What can we do to 'put it right'?**
3. **What could we do differently next time?**

All children should be given the opportunity to correct their behaviour. For example, in the incident of destruction, children to be given the opportunity to tidy up or pick up the objects they have thrown. In the incident of causing harm, children should be given the opportunity to apologise to the individual.







Playtime

At Playtime, the same principles should be followed.

1. First Verbal Warning
2. Second Verbal Warning
3. Time out on the fence for 5 minutes
4. Sent inside to the Headteacher.

In severe cases i.e. where there is significant harm to others, children to be removed to the Head Teacher or Head Teacher is called upon if unsafe to remove.

The school aims to reward positive behaviour for pupils following the 'School Rules' and the following is used to reinforce the 'School Rules' and includes sanctions for those not following them. Some pupils may 'reset' at various points in the school day e.g. after lunch in order to ensure that they are fully aware of the behaviour we expect.

Horndale Infants School Golden Rules		Sanctions
Pot of Gold		Outstanding behaviour/attitude to work etc. Pupils on the pot of gold at the end of the day are sent to the HT for a reward – parents notified via postcard (5 Dojo points awarded)
Rainbow		Continually displaying excellent learning behaviour (3 Dojo points awarded)
Sunshine		Everyone begins the day/session on the sunshine
Cloud		First warning – pupils have not been following the school rules and lose x2 mins of breaktime
Rain Cloud		Second warning – pupils have continued not to follow the school rules and lose x5 mins of breaktime
Thunder Cloud		Final warning – pupils have continued not to follow the school rules despite reminders and class teacher intervention - lose x10 mins of breaktime/sent to another classroom and receive a 'red dojo' – parents may be contacted however each incident will be discussed between HT and class teacher.

All behaviour displayed by pupils receiving a 'red dojo' will be logged onto CPOMS so that behaviour can be monitored closely by the SLT.

- 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.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The use of Force Control or Restrain Pupils.

6 The role of the Senior Leaders

- a. It is the responsibility of the Head teacher 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 head teacher to ensure the health, safety and welfare of all children in the school.
- b. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- c. The Head teacher keeps records of all reported serious incidents of misbehaviour. All staff log incidents of negative behaviour onto CPOMS.

7 The role of parents

- a. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- b. We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- c. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- d. If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents 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 then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented following the school's complaints policy.

8 The role of governors

- a. 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 Head teacher in adhering to these guidelines.
- b. The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

9 Bullying

- a. Overall aim: That our pupils will be educated in an atmosphere which is safe, secure and caring, and where the school will take all reasonable steps to prevent bullying occurring.
- b. Horndale County Infant and Nursery School recognises that its ethos and atmosphere can affect the amount of bullying which occurs. In its efforts to totally eliminate bullying, the school will be aware of the importance of:-
 - i. Encouraging a listening, telling and believing environment where the concerns of the individual are taken seriously and dealt with appropriately
 - ii. Encouraging the view of our school as a community where each individual has an important and valued role to play
 - iii. Minimising confrontation and encouraging mutual respect
 - iv. Adults providing good models of behaviour for children
 - v. Developing a sense of common purpose between staff and pupils and parents
 - vi. Providing a positive learning environment and appropriate curriculum for all pupils
 - vii. Promoting the idea that dealing with bullying is the responsibility of all members of staff, teaching and non-teaching, within the school
 - viii. See the Anti Bullying Policy for more detailed information.

10 Fixed-term Suspension and permanent exclusions

- a. We do not wish to suspend any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspension, and the standard guidance, called Suspension and Permanent Exclusion from maintained Schools academies and Pupil Referral units in England including pupil movement, (DfE, September 2023).

- b. Only the Head teacher, (or the acting Head teacher), has the power to suspend a child from school. The Head teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed, term suspension into a permanent exclusion, if the circumstances warrant this. From September 2007 any suspension over 5 days will be completed at the neighbouring junior school supported by a learning support assistant. In the absence of the headteacher the decision may be taken by the Deputy Headteacher or SENDCO in consultation with the Headteacher if available.
- c. If the Head teacher suspends a child, he/she informs the parents immediately, giving reasons for the suspension. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- d. The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions.
- e. The governing body itself cannot either suspend a child or extend the suspension period made by the Head teacher.
- f. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.
- g. When an appeals panel meets to consider suspension, they consider the circumstances under which the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

11 Monitoring and review

- a. The Head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- b. The school keeps a variety of records concerning incidents of misbehaviour. Class teacher records recurring classroom incidents or maintains any home school logs. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of to each class teacher involving pupils from their class. These incident sheets are then filed in the main office after being addressed.
- c. The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- d. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- e. 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.

12 SEND

- 11.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 11.2 The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 11.3 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.