

HORNDALE COUNTY INFANT AND NURSERY SCHOOL

Scholars Path, Newton Aycliffe, Co Durham DL5 7HB



Management of Behaviour Policy

Adopted: February 2020

Review Date: July 2021

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 Rewards and Sanctions

Rewards

- 4.1 We praise and reward children for good behaviour in a variety of ways:
- All the staff congratulate children.
 - All the staff give children 'Dojo Points', from Reception onwards
 - 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
 - Class teachers nominate one pupil each week to be the 'star pupil of the week' – they will receive the 'golden hoodie' in Celebration Assembly to wear for the week as chosen by the Headteacher.
 - Positive promotion of school or British values celebrated weekly for pupils – Horndale Smiley faces/ British Value Union flags
 - Pupils who complete 'out of school' activities are encouraged and celebrated as 'Horndale Heroes'
 - All staff distribute 'dojo points' to children, either for consistent good work, following the school Golden Rules, positive behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Pupils may be sent to the Subject Leader or Headteacher to 'showcase' their work as good example or to show pride in work they have completed at the discretion of the class teacher.
 - Pupils with the highest number of dojo points in their class each week will receive a certificate in celebration assembly.
 - There will be a termly whole school reward for pupils who receive 'no red dojo's'
 - Individual teachers may have a variety of additional incentives and approaches to recognise pupils efforts and progress.

Sanctions

- 4.2 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.
- We expect children to listen carefully to instructions in lessons
 - We expect children to try their best in all activities
 - If a child is disruptive in class, the teacher reminds them of our expectations.
 - 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 his 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 seeks 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.

Disruption level	Sanction
Low-level disruption <ul style="list-style-type: none"> - Not listening to adults/peers - Ignoring instructions - Talking excessively - Fidgeting (beyond the norm) - Shouting out repeatedly 	Positive reinforcement of school rules Reminder of expectations of behaviour Reprimand using school cloud system – loss of break time Change of seat
Mid-level disruption <ul style="list-style-type: none"> - Refusal to comply with instructions - Name calling - Repeated warnings 	Reprimand using school cloud system – loss of break time Time out within the classroom Removal of privilege e.g. monitor role Make Head/ Deputy Head aware of behaviour
High-level disruption <ul style="list-style-type: none"> - Continued refusal to comply - Bullying - Purposefully hurting a child/adult - Destruction of property 	Bribery/Distracton Positive handling (Team Teach) Removal from class - sent to HT/DHT for x10 minutes Possible Exclusion Parents contacted

4.3 The following school rules have been written in conjunction with the School Council. 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.







Horndale Infant School

Golden Rules

- We are respectful.
- We are kind, helpful, gentle and thoughtful.
- We listen to others.
- We show good manners.
- We work hard and do our best.
- We are honest.
- We look after our school.
- We make each other happy.
- We are fair and treat each other equally.
- We keep our hands to our self.
- We tell an adult we trust if we have a problem.




The school aims to reward positive behaviour for pupils not following the 'Golden Rules' and the following is used to reinforce the 'Golden 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 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 received a 'red dojo' will be logged onto CPOMS so that behaviour can be monitored closely by the SLT.

4.4 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.

4.5 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.

5 The role of the Senior Leaders

- 5.1 It is the responsibility of the Head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.
- 5.2 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.
- 5.3 The Head teacher keeps records of all reported serious incidents of misbehaviour. All staff log incidents of poor behaviour onto CPOMS.

6 The role of parents

- 6.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 6.3 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.
- 6.4 If the school has to use reasonable sanctions to punish a child, 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.

7 The role of governors

- 7.1 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 Head teacher in adhering to these guidelines.
- 7.2 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.

8 Bullying

- 8.1 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.
- 8.2 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:-
- Encouraging a listening, telling and believing environment where the concerns of the individual are taken seriously and dealt with appropriately
 - Encouraging the view of our school as a community where each individual has an important and valued role to play
 - Minimising confrontation and encouraging mutual respect
 - Adults providing good models of behaviour for children
 - Developing a sense of common purpose between staff and pupils and parents
 - Providing a positive learning environment and appropriate curriculum for all pupils
 - Promoting the idea that dealing with bullying is the responsibility of all members of staff, teaching and non teaching, within the school
 - See the Anti Bullying Policy for more detailed information.

9 Fixed-term and permanent exclusions

- 9.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral units, (DfES, January 2003).

- 9.2 Only the Head teacher, (or the acting Head teacher), has the power to exclude a child from school. The Head teacher 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 Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed, term exclusion into a permanent exclusion, if the circumstances warrant this. From September 2007 any exclusion 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.
- 9.3 If the Head teacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. 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.
- 9.4 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.
- 9.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- 9.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 9.7 When an appeals panel meets to consider exclusion, 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.

10 Monitoring and review

- 10.1 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.
- 10.2 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.
- 10.3 The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.
- 10.5 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.