

# St. John's Church of England Infant and Nursery School



## Behaviour Policy

### Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Behaviour Policy	
Written by:	Davinia Leggett
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Target Audience:	All Stakeholders

**The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.**

## **Aims**

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff, governors and our local community all have a vital part to play in the success of our school.

The purpose of this policy is to create a happy, caring, secure and stimulating environment where everyone will be encouraged and inspired to do their very best. We believe that high quality teaching promotes effective learning and positive behaviour. We endeavour to work together with parents and staff for the mutual well-being of all who are connected with the school. In working together as a community we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and become responsible for citizens for the future. We use the Hertfordshire STEPS approach through which we help our children to make the right decisions regarding their behavior and become independent in their choices. Kindness to all is encouraged and we adopt a zero tolerance approach to bullying by adults or pupils and any such incidents will be dealt with promptly and firmly.

## **Behaviour Policy – General Principles**

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.
- We teach children how to learn from their behaviour

Everyone at St John's CE Infant and Nursery School has a part to play in the promotion of high standards of behaviour. Our Christian ethos and Values education underpin this ethos in our day to day practice at St John's. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment creating links to our core values whenever possible.

## **School Values**

At St John's we teach and model positive behaviour through our core school values.

- Cooperation
- Perseverance
- Understanding
- Forgiveness
- Honesty
- Friendship
- Trust
- Love
- Courage
- Patience
- Peace
- Respect

**Staff and other adults in school will:**

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- follow the Herts Step On principles when dealing with children's behaviour

**How the adults at St John's teach positive behaviour**

We help children to be enthusiastic and focussed about learning by:

- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour

**Rewarding Positive Behaviour****The Rainbow System of Reward**

Every class has the rainbow system of praise and reward. This system follows the principle that **all children start on the sunshine at the start of every day** and they can then move to the rainbow for showing outstanding behaviour, or they can move to the cloud which indicates that their behaviour is less than the expected. Adults must strive to find opportunities to move children up from the cloud as soon as possible.

**Star of the Week Learners**

Stars of the week are awarded a certificate in assembly as a celebration of excellent learning and sit with the Head of School for lunch on the Star of the Week table. Two children are chosen from each class.

**The Cow Book**

Children can go to the Head of School to celebrate their success. Their names go into the special Cow Book, the children receive a badge and their name appears in the weekly newsletter, so others can celebrate their success.

**Classrooms Rules:**

The children are encouraged to write their own class rules with their class teacher. They are then displayed in the classroom and referred to when unacceptable behaviour is observed. The class rules are written using positive phrasing for example – we will walk in the classroom.

**Children with additional needs**

Some children may have behaviour plans specific to their individual needs, as stipulated by external professionals. In these exceptional circumstances these plans are followed in agreement with parents/carers.



## Managing Unacceptable Behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will sometimes make unacceptable choices. Consequences will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behavior Support Team, Educational Psychologist etc.)

Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. Exploring the child's behaviour more deeply will be done using the Herts Steps Roots and Fruits model along with anxiety mapping, see Appendix 4. It may also be appropriate to complete an early help assessment if multi-agencies are involved with the child, or a Behavior Support Plan if the child is at risk of exclusion.

### Behaviour Steps – In class

#### Step One

Children who go off task will be initially given a 'quiet reminder' and reinforcement of the class rules (on display in each classroom). Behaviours may include:

- *Calling out/making silly noises*
- *Disturbing others*
- *Wandering around the classroom*

#### Step Two

If children continue to be off task, they will be given a 'warning' At this point they may need to move from their place on the carpet

#### Step Three

The child's name will be moved to the 'cloud' for a period of time (maximum half a day or as appropriate for the age of the child).

**PLEASE BE VERY AWARE OF THE CHILD'S AGE AND INDIVIDUAL CIRCUMSTANCES WHEN MOVING THEM TO THE CLOUD AS SOME CHILDREN FIND THIS MORE UPSETTING THAN OTHERS. WE DO NOT DO THIS FREQUENTLY.**

#### Step Four - SLT are informed

If a child persists in off task behavior they will be moved to sit next to the teacher for 'thinking time'. This means that the child can continue to take part in the lesson but can also be monitored closely by the class teacher.

### **Step Five**

If a child continues to engage in behaviour that inhibits their own and others ability to learn, they will be taken for in class 'Time Out' and complete a 'Think Sheet' - see Appendices. Children of different ages/ability will need varying levels of adult support to complete this. Their behaviour will be logged.

### **Step Six**

If a child rejoins the class and continues to be 'off task' and is refusing to learn and denying others the opportunity to do so s/he will be sent to the Head of School or a member of the Senior Leadership Team.

### **Step Seven**

If, despite all the above measures, a child continues to be off task and is refusing to learn and denying others the opportunity to do so this will result in a telephone conversation from the Head of School to the parents requesting they make an immediate appointment with her and the class teacher to discuss this behaviour, and the possible implementation of a behaviour support plan. This would be regarded as a serious level of sanction and we would hope it was rarely necessary to do this.

**If there are repeated incidents of unwanted behaviour at a lower level, it may also be necessary for the Head of School to intervene and liaise with parents.**

Parents may be informed at any stage in the process, at the discretion of the class teacher; however, there should be no surprises for parents. Steps in the behaviour management of a child may be missed out, depending on the severity of the situation. Teachers liaise closely with parents *early* so that the teacher does not have to raise unexpected historical incidents.

Bullying of any kind is unacceptable at St. John's School. We believe that children have a right to feel that they are safe from verbal, physical and emotional harassment when they come to school. See the Anti-Bullying Policy for more information.

Children who engage in inappropriate behaviour towards other children will be managed as described in the school's policy on bullying including, if necessary, the severest sanctions. Racial abuse will not be tolerated. Incidents of bullying or racism are to be kept on CPOMS (Child Protection Online Monitoring and Safeguarding) system and also reported in summary form to the governing body.

## Recording unacceptable behaviour

Staff will record behaviour incidents on CPOMs. Examples of unacceptable and CPOMS behaviours are listed below. CPOM entries may vary based on individual children.

### Unacceptable behaviour:

Three step behaviour	Involvement with SLT and CPOMS entry
distracting others • ignoring instructions • talking over staff or when silence is asked for • answering back • unwanted touching of another person e.g. poking, tugging clothes • making inappropriate facial expressions at others • encouraging others to do any of the above	• wilful destruction of property • throwing objects/furniture around classroom • refusing to co-operate • leaving class or the building without permission • leaving school • spitting at another person • deliberately hurting another person e.g. pinching, biting • attacking another person • making inappropriate gestures • swearing • verbally/physically abusive to others • encouraging others to do any of the above

### Language when dealing with unacceptable behaviour

Staff will use positive phrasing when addressing a child for example 'Walk with me, thank you'. Language will involve clear short and simple instructions when dealing with unacceptable behaviour, for example:

- 'Stand next to me'
- 'Put the pen on the table'
- 'Walk in the corridor'

At all stages of unacceptable behaviour, staff will use the de-escalation script, see Appendix 3.

### Choices

Where behaviour is challenging, staff will offer the child choices. The choices will be limited to 2 and will be simple and clear for example, if a child is refusing to do their work the adult will offer two choices 'you do the work at the table or library, table or library.' They will not use the word please when giving limited choices.



## **Behaviour Steps – On the playground**

### **The 3 steps procedure**

The '3 steps' has been adopted by the school as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground.

The 3 steps are:

**Step 1:** Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

**Step 2:** If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER /ADULT.

**Step 3:** If the behaviour continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance. The class teacher and, in some cases, the Head of School must be kept informed of incidents. Name calling and behaviour (which may be persistent) should be recorded on CPOMS and may be classed as bullying at some point.

At lunch times, MSAs report unacceptable behaviour to the Senior MSA. All MSAs receive training and policies to support their role. All more serious incidents must be reported to the Head of School or Executive Headteacher.

### **External Agencies and professionals**

Children who are repeatedly manifesting inappropriate behaviour patterns may be referred to the external agencies and professionals for additional assessment and advice. See Inclusion policy for more details.

### **\*Following a fixed term suspension**

After a fixed term suspension, the child with his/her parents is invited to a reintegration meeting with the Head of School and/or the Executive Headteacher. At this meeting a plan for the child to be successful in school will be discussed and agreed. On occasion it may be deemed appropriate to use a part time timetable, with a careful plan to return to full time, to enable the child to be reintegrated successfully.

### **Part Time Timetables**

If a child is struggling to make good choices with her/his behaviour, the Head of School and/or the Executive Headteacher in conjunction with the parent/s, may agree the use of a part time timetable. This would be in line with the HCC Guidance on the use of reduced timetables for pupils of compulsory school age. This timetable would be temporary with a view to the child's successful return to full time school.

### **Permanent Exclusion**

The Executive Headteacher and Head of School has the power to exclude a pupil immediately for persistent/serious misbehaviour. The Executive Headteacher or Head of School, will follow the Herts Exclusions Guidance for schools in the administering of fixed-term suspension or permanent exclusion.

APPENDIX 1

# St. John's School Rules






1. We listen and wait our turn.
2. We look after our school and each other.
3. We follow instructions.
4. We use kind words.



# 5. We try our best.

**APPENDIX 2 – Children may need support from an adult to complete this.**

THINK SHEET		
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
<p>Write or draw what happened.</p> 		
<p>What can you do to fix it?</p> 		
<p>What could you do better next time?</p> 		
<b>Signed by Teacher:</b>		<b>Date:</b>

## APPENDIX 3

# De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

## Appendix 4

## Therapeutic Tree (Roots and fruits)



Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous  
Behaviours

Pro- social behaviours

Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences