

Higham Ferrers Nursery and Infant School

'Together, we enjoy learning in a happy, caring and friendly environment'



BEHAVIOUR POLICY

This Policy was written in conjunction with the parents and carers of our Parent Forum Group, our pupils and agreed by our Governing Body in Summer 2 (2016).

It will be reviewed again in Summer (2018).

Signed:



(Chair of Governors)

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1.0 INTRODUCTION

At Higham Ferrers Nursery and Infant School we aim to provide a happy, secure and caring environment, where each individual feels valued, respected and accepted. The code of conduct is agreed with our children and their parents through our Home/School Agreement when they enter our school. All children and adults in our school are expected to abide by the rules and values set in place.

We believe that good behaviour needs to be carefully developed. We think children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. This policy is about how we aim to do it and applies when the children are in school and on any outside visit.

2.0 OUR WHOLE SCHOOL VISION AND VALUES

2.1 OUR VISION

Our vision is for Higham Ferrers Nursery and Infant School to be an inspiring and exciting place which is innovative and forward thinking. We strive to create an environment and develop a community of children, parents and staff who work together effectively to achieve our school aims.

2.2 OUR VALUES:

Care, Respect, Share, Enjoy, Friendship.

Children's Motto: "If you care, respect and share, you will enjoy friendship"

3.0 BEHAVIOUR POLICY AIMS

- To promote our whole school aims and values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To raise levels of attainment for all.
- To maintain high standards of behaviour.
- To ensure that the policy is supported and followed by the whole school community through our Home/School Agreement.
- To encourage all children to take responsibility for their own behaviour.
- To teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self discipline, self respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for children.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the consequences that will follow.
- To resolve behavioural problems in a caring and sympathetic manner as they occur.

4.0 OUR RULES

These rules will be reintroduced to the children at the start of every academic year and revisited throughout the year during assemblies, PSHE lessons and circle times.

4.1 SCHOOL RULES

1. We are kind and helpful. (i.e. don't hurt people's feeling)
2. We are gentle. (i.e. don't hurt anyone)
3. We listen to other people. (i.e. don't interrupt)
4. We are honest. (i.e. don't cover up the truth)
5. We look after property. (i.e. don't waste or damage things)

For younger children, the principles of the rules are simplified to the following statement:

'Kind hands, kind feet, kind words.'

4.2 PLAYGROUND RULES (CREATED AND VOTED FOR BY OUR PUPILS)

- 1) Always treat toys and equipment with respect.
- 2) Respect your friends and grown-ups and always tell a grown-up if you have a problem.
- 3) Be a good friend.
- 4) If someone is at the Friendship Stop, include them in your game.
- 5) Stay in the right zone.
- 6) Line up smartly.

5.0 EQUALITY STATEMENT

At Higham Ferrers Nursery and Infant school we seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

6.0 RIGHTS AND RESPONSIBILITIES

All children have the right to learn and the responsibility to apply themselves to their work and not to prevent other children from learning. At Higham Ferrers Nursery and Infant School older children are encouraged to care for our younger pupils and set an example.

6.1 THE ROLE OF STAFF

In order to achieve these aims all staff have the responsibility to:

- Teach our children about their rights and responsibilities, our school rules and our school values in relation to their daily lives.
- Provide an inclusive ethos which fosters warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.
- Create and sustain a positive, supportive and secure environment.
- Keep classrooms and shared areas attractive, tidy and well organised.
- Help children achieve their full potential by preparing appropriate work.
- Encourage children to do their best at all times.
- Encourage children to have respect for people and property and follow our school Anti-Bullying and Behaviour policy.
- Demonstrate respect for individuals and value differences.
- Follow up problems to their conclusions.
- Deal with unacceptable behaviour at all times.
- Set high standards and lead by example.

The implementation and monitoring of the policy is the responsibility of all staff.

6.2 THE ROLE OF PARENTS/CARERS

In order to achieve these aims all parents and carers have the responsibility to:

- Support the school's policies including the Anti-Bullying and Behaviour policies.
- Take responsibility for school books and pay for the replacement of lost or damaged items.
- Praise good behaviour.
- Encourage a positive attitude.
- Share and support our school rules and expectations.
- Help their child/ren to build trusting relationships with pupils and staff.
- Make the school aware of any concerns or problems that might affect their child's work or behaviour.
- Be a good role model.

7.0 EXPECTATIONS OF BEHAVIOUR

We expect children to:

- Be polite and well mannered
- Be kind and caring
- Respect our school environment and each other
- Work hard and do their best

To ensure consistency there will be green, yellow and red smiley faces in every classroom to act as visual clues for behaviour expectations. These will be referred to by staff and children regularly.

7.1 UNACCEPTABLE BEHAVIOUR (MAJOR MISDEMEANOUR) MAY INCLUDE:

- Rudeness to adults / children
- Bad language e.g. swearing
- Aggression towards others
- Disobedience
- Bullying
- Disruptive behaviour
- Destructive behaviour
- Dishonesty

8.0 REWARDS (ENCOURAGING APPROPRIATE BEHAVIOUR)

We encourage good behaviour and work in the following ways to promote a positive approach:

- 1:1 verbal praise with own teacher and sometimes other members of staff.
- Notes home to parents in home/school books.
- Star of the week.
- Verbal praise within class, other classes and whole school assembly.
- Stickers and stamps in books.
- Friday Gold Award Certificates: Each week the class teacher nominates two children to receive a certificate for good work, attitudes or behaviour.
- Positive comments on work.
- House Points/Value beads.

9.0 PROCEDURES FOR DEALING WITH CHILDREN WHO CHOOSE NOT TO FOLLOW SCHOOL RULES - CONSEQUENCES

Where a minor misdemeanour has taken place, parents and carers will be informed where it is deemed to be appropriate. If a major misdemeanour (see list above) has taken place parents and carers will always be informed.

- Reminder of expected behaviour
- Verbal warning often given in the form of a choice
- Time out to reflect either within the classroom, in another part of our school (such as another classroom) or kept inside during a playtime (this might also mean being given 'time out' whilst out in the playground)
- Removal of enjoyable activities which may include missing part or all of a playtime
- Drawing or writing a letter of apology
- Loss of a responsibility
- Being taken to the leader of the year group to be given a consequence, or to complete a time out
- Being taken to the Deputy Headteacher to be given a consequence, or to complete a time out
- Being taken to the Headteacher to be given a consequence, or to complete a time out

9.1 IF POOR BEHAVIOUR CONTINUES

- A referral may be made to our Parent Support Advisor
- Individual behaviour targets may be put in place
- The expertise of outside support agencies may be sought

School staff will apply the consequences listed above in the order which is deemed appropriate for the type of behaviour. In some cases alternative resolutions may need to be sought.

10.0 FIXED TERM EXCLUSIONS

Persistent non-compliance will result in a period of exclusion. The period of exclusion is dependent on the severity of the incident. Only the Headteacher or person acting in that role may apply this sanction who will decide whether the exclusion will take place at home or within the school building (internal exclusion). The exclusion will be arranged according to Local Education Authority Guidelines. Parents will be informed in writing on the day. The letter will explain the reason for the exclusion.

10.1 LONGER PERIOD EXCLUSIONS

This step is only taken when temporary exclusion and in school support has failed to have a positive impact on the child's behaviour. The child would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place to agree terms and conditions of exclusion.

10.2 PERMANENT EXCLUSION

This severe measure is only taken by the Headteacher and ratified by the Governing body when there is total non-compliance from the child. See the DFE document '*Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion.*' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

11.0 LINKS WITH OTHER POLICIES

Please read this policy in conjunction with:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Home/School Agreement
- Volunteer Policy
- Equality Duty

12.0 MONITORING AND REVIEW

Promoting good behaviour is the responsibility of everyone in our school. This policy will be reviewed every two years and updated with the views of children, staff and parents taken into account.