

# WINTERBOURNE NURSERY & INFANT SCHOOL



# BEHAVIOUR POLICY

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**Reviewed:** Autumn 2016  
**Next review date:** Autumn 2017

This document is a statement of the principles, aims and strategies for encouraging good behaviour at Winterbourne Nursery and Infant school.

*This policy should be read in conjunction with the Department for Education's policies on;*

- *Use of reasonable force*
- *Behaviour and discipline in schools*

*And the Department of Health's guidance on the 'Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders'.*

At Winterbourne Nursery and Infant school, we expect high standards of behaviour from all pupils and adults in our school including administrative staff, caretakers and cleaners, dinner supervisors, governors, kitchen staff, parents, teachers, teaching assistants and visitors. All adults are role models for our children so it is important that we speak, behave and interact with each other in a way which demonstrates good behaviour. There is one fundamental principle throughout school:

**'We treat others as we expect to be treated ourselves'.**

#### **Our school rules are:**

- We always work hard – we never waste time;
- We listen to people – we do not interrupt;
- We are always kind – we do not hurt each other;
- We are polite – we show good manners;
- We are honest – we always tell the truth.

#### **In agreeing these rules, we believe:**

that all members of the school community should have a mutual access to the following rights:

- To learn;
- To be happy;
- To be valued;
- To be safe;
- To be respected;
- To be understood.

At Winterbourne Nursery and Infants we accept that this policy is one of a collective responsibility and as a community we have agreed the following system:

## **Positive behaviour management**

We like to focus on what all children are doing well, giving immediate, explicit feedback and ensuring that we give inclusive praise so that no child feels left out. Research shows that positive reinforcement of good behaviour has greater beneficial effect on behaviour than constantly recognising the wrong behaviour.

These are some of the other ways in which we praise and reward good behaviour at our school:

- Individual pupil's work and behaviour for learning is also praised and acknowledged by the Year Leader
- Stickers given as rewards by Teachers, Headteacher and all Senior Leaders within the school for the behaviour we want to see in our school.
- Mid-day Supervisors award stars to their classes on a daily basis for children showing the correct behaviour. A class that receives 5 stars in a week will receive a gold star in our 'Achievement Assembly'.
- Children are sent to the Headteacher or Assistant Headteacher's for praise for their good behaviour.
- All children take part in fun 'Golden Time' activities for half an hour on Friday afternoons.
- Children with additional needs may have individualised reward systems.

## **The Winterbourne System**

We have worked together to develop a positive behaviour system – 'Class Dojo', children are rewarded dojo points for desired behaviours, to enhance our positive learning environment.

- The 'Class Story' is to engage parents and enrich parent and child discussions at home.
- The 'Messaging Service' is to support and improve communication channels with parents.
- The 'Big Ideas' is to help develop growth mindset.

If a child demonstrates a behaviour that is unacceptable, then they will be given a verbal warning.

If a child is given a further warning within that lesson, they can receive a 'zero point' or a 'minus point'.

## **Rewarding Behaviour**

Reception, Year One and Year Two take part in fun 'Golden Time' activities for half an hour on Friday afternoons. Children that have received 'minus Dojo points' may lose some of their 'Golden Time'.

## **Time out Area**

Throughout school, children who have lost 'Golden Time' due to unacceptable behaviour will spend the time lost away from the activities in classrooms and return once their 'time lost' has lapsed.

As with all policies in school, we encourage staff to operate a differentiated approach to rewarding/warning, taking into account the individual needs of the child.

## Additional Behaviour Incentives and Strategies

In addition to the 'Golden Time' system, there is a wide range of strategies used throughout the school. These include:

- Stickers;
- Visits to other members of staff to share successes;
- Verbal praise;
- Extra playtime;
- Dojo points.

## What happens when 'Golden Time' is not enough?

The school appreciates that every child is an individual and deserves to be treated as such. We recognise as a school that pupils with SEND may require individualised solutions for behaviour management. There will be cases where children are unable to respond to the 'Golden Time' system. At Winterbourne Nursery and Infants School we strive to support each other in dealing with problematic behaviour. We encourage each other to share concerns and provide strategies. These include:

- Time out in another class or with an SLT member for a short period;
- Seeking support from line managers/Assistant Head's/ Inclusion Manager and Headteacher;
- Inclusion Manager time available to share information and strategies concerning individual children;
- Discussion with Inclusion Manager to develop action plan;
- Develop behaviour contract, if required;
- Referral to agencies, specialising in behaviour support, including Fair access panel, Behaviour support from Educational Psychology services;
- Parental involvement from the earliest stage of concern;
- Exclusion as a last resort;
- Staff to intervene only to prevent children from causing physical harm to themselves or others.

## Giving Choices

We support and encourage our children to make good choices and understand when they make unacceptable ones.

## Time Out

We give children 'time out' to allow them time to calm down and think about changing inappropriate behaviour. 'Time out' may be in the child's classroom, another classroom in the same year group or in the Headteacher's office.

**Time out will be defined by the child's age and reason for being given a 'time out'.**

### **Consistency of Approach**

It is important that all the adults who work in the class or elsewhere in the school understand the strategies the teacher is using with particular children and they support them. Specific monitoring of behaviour is, initially, the responsibility of the class teacher who will immediately inform the parents that behaviour has become a concern. Should the concerns increase then the Year Leader becomes involved. For serious incidents the Inclusion Manager or a member of the Senior Leadership will contact the parents.

### **Physical Contact**

There are occasions when physical contact, that is not physical restraint, will be used to ensure appropriate behaviour (see Appendix 1 Positive Handling Procedures).

Physical restraint is the positive application of force with the intention of maintaining safety and to protect children from harming themselves or others or seriously damaging property. This will be used as an act of care and control, using the minimum amount of force and allowing the child to regain control as quickly as possible. Physical restraint will only be used as a last resort by the Headteacher, Assistant Headteachers or other members of staff specifically authorised by the Headteacher or Senior Leaders to do so. Parents will always be informed when their child has had to be restrained and records of restraint will be kept in the Headteacher's Office (see Appendix 3). Staff involved in this activity will be trained in positive handling from an accredited provider.

### **Red Triangle**

Every class has a 'red triangle' to summon assistance from the Headteacher, Assistant Headteachers or Inclusion Manager as follows:

Headteacher: Mr Robert McConnachie Devlin  
Assistant Headteacher: Mrs Michelle Brierley  
Assistant Headteacher: Mrs Laura Newell  
Inclusion Manager: Mr Matthew Pickard

A 'red triangle' will be sent when a child has left the room, is a danger to themselves or others, is damaging property or is being persistently disruptive.

Records of incidents of 'red triangles' being used will be kept in the Headteacher's Office.

### **Exclusion**

Should any pupils' behaviour merit exclusion then the Headteacher or Assistant Headteachers (or senior teacher in charge, should the Headteacher or Assistant Headteachers not be on site) will immediately contact the parent(s)/carer(s) and inform them of this. The parent(s)/carer(s) will be told of the period of exclusion and the procedures according to Education and Inspections Act 2006.

The Headteacher reports all incidents of exclusion to the Governing Body through his termly report.

### **Lunch time supervision**

Midday supervisors are responsible for ensuring good behaviour from pupils at lunch time. The same sanctions of 'time out' are used and children may be requested to move to a different part of the playground or walk around with the dinner supervisor for a set period of time. Behaviour which causes concern will be reported to the senior midday supervisor who will take advice on the necessary action or inform the senior teacher in charge at lunch time (usually the Headteacher or Assistant Headteachers).

### **Induction of new staff and Students**

Whenever new staff join the school they are given a copy of our Behaviour Policy as part of an induction pack.

### **Parents**

All parents are given a copy of the school's Behaviour Policy when their child starts school. Parents and Carers of children with a behaviour plan will be consulted and informed by the Inclusion Manager.

### **Volunteers**

All volunteers are given a copy of the Behaviour Policy when they start volunteering in school.

Signature Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 1

### Positive Handling Procedures

*The following guidance is based on 'Guidelines on Permissible Forms of Positive Handling Strategies with Children' January 2004 Croydon Council*

#### Touching

It is unrealistic to suggest that staff should only touch children in an emergency particularly when dealing with young children. Touching can be used to give reassurance, praise and comfort but it is important that staff ensure any contact is not misinterpreted by children. Staff should use their professional judgement based on knowledge of individual children, and the circumstances and environment under which any contact may be made.

#### Positive Ethos

The school's positive behaviour management ethos will ensure that numerous alternative strategies will be used before physical intervention is considered for disruptive children. These could include:

- Talking to the child
- Listening to the child
- Awareness of building tension and defusing strategies
- Awareness of individual's responses to certain situations and anticipation of problems

Anticipating and defusing challenging situations could include:

- Using a calm voice
- Allowing 'take up' time and not expecting immediate compliance
- Isolating the child thereby removing the audience
- Involving a second member of staff
- Use of body language to maintain calm
- Offering alternative choices
- For pupils with SEND we aim to avoid pupils becoming stressed and therefore prevent the need for physical interventions wherever possible by the use of effective curriculum and behaviour strategies.

## **Different forms of physical control**

### **Physical presence**

The 'visibility' of adults can signal unspoken messages of authority to children and can be used to engage children in discussion or block a child's exit.

### **Physical contact**

Control can be maintained by holding a child in a manner that does not have the force of restraint, for example:

- guiding a child by the arm to divert them from destructive behaviour holding a child's arm to secure attention
- guiding a child away from an argument
- removing a child from a situation
- acting as a barrier between two children.

### **Physical Restraint**

Physical restraint is the positive application of force with the intention of maintaining safety to protect children and enable them to regain control as soon as possible. This will only be used by the Headteacher or Deputy Headteacher (or senior member of staff specifically authorised by the Headteacher or Deputy Headteacher), for example 1:1 support TA's or midday supervisors that support pupils with SEND, as a last resort when all other strategies have been ineffective. All children will be offered the chance to verbally or via augmented communication to cease the undesirable behaviour before physical restraint is used.

Any use of physical restraint must always be necessary, proportionate and in accordance with the law. In some situations, it may be better to remove other pupils from the setting rather than attempting to intervene physically. Physical restraint must never be used as a technique for disciplining pupil.

## Appendix 2

### Winterbourne Nursery & Infant School

#### Note of Behaviour Incidents (Red Triangle)

<b>Child's Name:</b>	
<b>Class:</b>	
<b>Date and Time of Incident:</b>	
<b>Children involved:</b>	
<b>Dealt with by:</b>	
<b>Brief outline of events:</b>	
<b>Action:</b>	

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Role: \_\_\_\_\_

## Appendix 3

## Winterbourne Nursery & Infant School

### Note of Behaviour Incidents

<b>Child's Name:</b>	
<b>Class:</b>	
<b>Date and Time of Incident:</b>	
<b>Children involved:</b>	
<b>Dealt with by:</b>	
<b>Brief outline of events:</b>	
<b>Action:</b>	

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Role: \_\_\_\_\_