



Three Legged Cross First and Nursery School

Behaviour Policy

At Three Legged Cross First and Nursery School we have a shared vision that our school is and should be community orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all.

Learning Perseverance Manners

- *To be life-long learners*
- *To develop positive attitudes and tolerance for both themselves and others*
- *To foster a strong sense of respect and responsibility for themselves and the community*

Part I – Introduction and Statutory Guidance

Background

It is the school's aim to establish good behaviour throughout the school, both during lessons and in break times. The teachers, teaching assistants, lunchtime supervisors, governors, children and parents were all involved in the ongoing evolution of the school policy on behaviour and anti-bullying. Consultation takes place to allow this school community based initiative to be successful. Changes to these practices can and will be made after appropriate consideration is given to the impact.

In developing its behaviour management practices and this policy, the school has taken into account the following ten aspects of school practice:

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| 1) A consistent approach to behaviour management; | 6) Staff development and support; |
| 2) Strong school leadership; | 7) Pupil support systems; |
| 3) Classroom management; | 8) Liaison with parents and other agencies; |
| 4) Rewards and sanctions; | 9) Managing pupil transition; and |
| 5) Behaviour strategies and the teaching of good behaviour; | 10) Organisation and facilities. |

Source: Behaviour and Discipline in Schools, January 2016

The school will aim at all times to respond to good behaviour with reward and bad behaviour with sanction. The school's tailored behaviour management practices are set out in more detail in Part II of this policy.

Guidance provided by the DfE to be adopted by the school

Guidance for the school is provided in "*Behaviour and discipline in schools...Advice for headteachers and school staff*" published in January 2016 by the DfE, which includes the following examples of sanctions, to be considered on an individual basis as necessary:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

The same publication provides the following key points with regard to teachers’ powers:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

These powers are to be adopted as appropriate as part of the behaviour process within Three Legged Cross First and Nursery School.

With regard to governors’ responsibilities, the publication highlights the following responsibilities:

The proprietor of an academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school’s behaviour policy must be made available to parents on request.

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear about the high standards of behaviour expected of all pupils at all times.

Further guidance for governors is provided in the DfE 2015 publication “*Behaviour and discipline in schools...Guidance for governing bodies*”. The regular review of the school’s policy provides the opportunity to ensure that the guidance provided by the DfE is followed.

Part II – The school’s evolved practices

Taking account of all the guidance provided by regulatory bodies as set out above, and including any duties relating to safeguarding the safety and wellbeing of the children, the school has tailored its behaviour management practices to suit the school, and these now include the following:

Our Reward System

Good behaviour is rewarded with praise, using positive and encouraging language. Class charters should promote good behaviour, and a reward system is in place that encourages children to work hard and behave well.

The whole school reward system is built around the school's aims and mission statement, which recognise the need for co-operation, effort, politeness, good manners, tidiness, excellence, consideration, courage, achievement and taking responsibility. The system is based on using stickers, team points, bookmarks, other prizes and gifts, certificates and badges to provide motivational reward. The children are rewarded in the following way:

TEAM POINTS

- Stickers are to be given as a regular classroom reward.
- Team points can be given for exceptional work / behaviour, according to the child's capabilities, for keeping Golden Time or for achieving a learning target.
- A scale of rewards is to be used to ensure fairness.
- Any adult in the school can award team points.

Each child will have an individual card to fix or stamp their rewards to and a progress chart will be displayed in the classroom. Every Friday, in assembly, the achievements for children from each class will be celebrated.

Celebrating a child's achievements, perhaps at times making very small steps forward, will help in the raising of self-esteem and give them the confidence to take larger steps forward.

GOLDEN TIME

Golden Time is an important part of positive behaviour reinforcement. It is designed to be a special time, taking place across the whole school at the end of the week, with a range of activities. All classes will have a visible 'Golden Time' structured to suit the class, and all staff will use the system to reinforce expected behaviour. Each class also has a 'butterfly' to reward learning attitudes and manners; this is an infrequently used reward for exceptional behaviour. The potential for a class to lose 5 minutes of Golden Time for bad behaviour may be used as an incentive to encourage good behaviour.

Children are to be encouraged to talk to and 'tell' any of the many adults who are around if they are unhappy or finding things difficult. Children should also have a 'speak to parents' opportunity, to tell teachers what they want to tell parents about their behaviour. Parents are to be asked to talk to staff about any difficulties, and the Head will operate an 'open door' policy that responds to issues as they arise.

Our Sanctions System

All adults should endeavour to speak to the children in a calm and reasonable manner, making every effort to avoid confrontation. A number of strategies can be used when controlling children's behaviour. One particularly successful strategy involves making a positive comment about a child who is behaving well; others around the child may then adjust their own unacceptable behaviour in order to receive positive rather than negative attention from the adult in charge.

Children need to know that there are boundaries to their behaviour and what will happen if they go beyond those boundaries. The children feel secure and valued in a school environment that clearly lays out expected standards of behaviour, encourages them to have respect for themselves, for their peers and for all adults.

Sanctions should be based on classroom procedures. Teachers, Teaching Assistants and Lunchtime Supervisors will apply the agreed sanctions for unacceptable behaviour. If there is unacceptable behaviour when working away from the teacher, the Teaching Assistant will follow the systems and as the next step involve the teacher.

Children may sometimes be removed from an area to 'cool off'. This can be used in the classroom and in the playground. At times, a child may need to lose some playtime as a sanction in order to finish work that was unfinished due to inappropriate behaviour.

If a child has had a 'speak to parents' opportunity on the Golden Time system, the class teacher will inform the parents at home time. Some individual examples of unacceptable behaviour may require a behaviour form to be completed but this is left to the teacher's discretion.

The Headteacher will be involved in more serious cases of unacceptable behaviour or if the behaviour has deteriorated and the classroom behaviour system has been used; such incidents will be logged. Some children may require individual educational plans to support their behaviour. Further support can be sought from outside agencies, such as Behaviour Support Service or the Educational Psychologist. It is important that these systems are followed and evidence is collected and logged.

Exclusion

In very serious cases, and in accordance with LA and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the local governing body.

Use of Force

At certain times it may be necessary for school staff to use reasonable force to ensure that children do not harm themselves or others, damage property and cause further disorder. Staff will use their judgement and will always try to ensure they manage the situation at least in pairs. Occasions where force or restraint may be used could be:

- to remove a disruptive child from a classroom;
- to prevent a pupil behaving in a way that disrupts a school event or visit;
- to prevent a pupil from causing harm to another child or adult; and
- to restrain a child who may harm themselves or others through physical outbursts.

Playtime

To promote good behaviour at playtime, at least one teacher and three teaching assistants must be on duty. At lunchtime, there must be at least three lunchtime supervisors in the playground. All children are expected to stay in areas where they can be seen. The children should be encouraged to play appropriately. There will be separate designated areas of the playground for specific activities, e.g., the ball area, skipping area etc. All children can use the toys and the large climbing apparatus but the teacher on duty is to ensure the numbers taking part are manageable and will consider the safety aspects.

Anti-bullying

Bullying is behaviour by an individual or group repeated over a period of time that intentionally hurts another, physically or mentally. Children are to be made aware that they should tell an adult if they are subject to bullying. A designated member of staff is to be made known to the children to whom they can report bullying. As a school, we are committed to gaining personal and individual knowledge of our children so that we are able to intervene before a serious situation develops. Teachers and support staff must set aside time to listen to children's concerns and also any parental concerns. A 'feelings' chart in each classroom can help identify any concerns from the children. The children are to be informed about safer Internet use in line with safeguarding guidelines and given some awareness of how to remain safe when using social networking sites in the future.

Harassment

Our staff and school community recognise that harassment can happen at any sector of the education system. Our school will enforce a zero-tolerance approach to sexual violence and sexual harassment. All staff will ensure it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms and genitalia, pulling down trousers and lifting up skirts will be enforced by all staff. We will endeavour to ensure all staff are aware that

dismissing or tolerating such behaviours risks normalising them. We aim to teach children about self respect, respect for others, personal boundaries and what constitutes harassment as part of our PHSE learning. Our staff, through teaching and learning, aim to embed an age appropriate understanding of consent, recognising that consent is about having the freedom and capacity to choose.

Racism

Our school is committed to an inclusive approach where differences are valued. Newly arrived children should be welcomed to our school as quickly as possible by ensuring that they have essential items such as a cloakroom tag, name on the Golden Time chart and reading book on the first day and feel part of our school. Our curriculum covers acceptance of different ethnicities and religions through SEAL, RE and assemblies. Any racist incidents must be reported to the headteacher. Incidents must be followed up with the victim and perpetrator and parents must always be informed.

Any malicious allegations against staff will be dealt with under the Whistleblowing and Allegations against Staff policies and in conjunction with the sanctions practices set out in this behaviour policy if appropriate.

Nursery School

At Three Legged Cross Nursery School we have a shared vision that our school should be community-orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all.

Child initiated tasks are to be used during our Golden Time as a reward for acceptable behaviour although some of this valued time may be lost if there is unacceptable behaviour. Staff will assess the child's understanding of any unacceptable behaviour and should devise a more personal approach as necessary. Parents will be involved in any discussion about their child's behaviour. If harm is caused to another child the both sets of parents will be informed. Serious cases of unacceptable behaviour may involve an exclusion from the nursery class for a fixed period

Child Behaviour Aims

The practices outlined in this policy will be used throughout the school to establish good behaviour, during both formal learning and non-learning periods. Staff, governors, children and parents must be involved in the on-going evolution of the school policy on behaviour and anti-bullying. Consultation takes place to allow the school community-based initiative to be successful. The school is willing to adjust and make changes as the practices evolve.

The overall goal is to work with parents to secure acceptable behaviour. In some cases it may be necessary to consider referral to specialists in line with our Special Education Needs Policy, and as a last resort to exclude a child from the school.

Revised November 2011 in line with DfE 'Use of Reasonable Force' 2011; and DfE 'Preventing and Tackling Bullying' Revised February 2014 in line with DfE 'Behaviour and Discipline in Schools'.

Revised January 2018 as part of the Governing Body review.

Revised January 2022 in line with DfE 'Sexual violence and sexual harassment between children in schools and colleges'

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle.

This policy has been reviewed in line with the schools Single Equality Policy.