

Broadmeadow Infant and Nursery

Behaviour Policy

Principles

We believe that all of our young children are at various stages of learning social skills and acceptable behavior. We believe they need to feel safe and happy if they are to learn effectively and grow into responsible, caring members of our community.

At Broadmeadow Infant and Nursery everyone considers themselves to be part of a family oriented, inclusive community who wants to learn together in an environment where high expectations, kindness, respect, appreciation of self and others are all considered to be the norm: leading naturally to good behavior.

Aims of the Policy

1. To provide clear standards, boundaries and expectations for positive behavior for children, staff, volunteers and parents.
2. To promote positive behaviour and celebrate this through levels of reward and praise.
3. To foster a positive, caring and warm environment in which all children can exceed expectations and that optimum learning takes place.
4. To act as a guideline for all present and future members of teaching and non-teaching staff, ensuring all adults take responsibility for managing behavior and follow up incidents.
5. To work in partnership with family members to encourage positive behavior and effectively manage more challenging behavior.

A Learning Environment

We aim to create a positive environment where the expectations of good behavior are made explicit and children receive positive reinforcement in a variety of ways.

All staff are responsible for modelling good social skills and supporting our children in their development.

When children exhibit inappropriate behavior, we use this as an opportunity to discuss the correct behavior and the reasons for this, which may be safety or empathy with others. We then make explicit the behavior we would like to see next time.

Children are given the opportunity to “put things right”, by apologising and thinking what the right choice would have been. We also stress that every day is a “fresh start” for children.

We always make clear the difference between the unacceptable behaviour and our opinion of the child, we make it clear that it is the inappropriate behaviour we do not like, never saying that the child is naughty. This may be by reminding them of another occasion when they did the right thing and reinforcing their own self image as a kind and helpful child.

Children are also taught to be assertive and tell others if they are being hurt or made unhappy. They are told to seek help immediately rather than retaliating.

Rights and responsibilities

Staff are responsible for:

- Creating a safe and stimulating environment
- Treating all pupils fairly and with respect and respecting the pupil's culture and background.
- Listening to pupils and communicating that they are being listened to, helping each pupil to develop their full potential and raise self-esteem.
- Providing a challenging, interesting and relevant curriculum, scaffolding work appropriately.
- Ensuring all pupils have access to the full curriculum, to which they are entitled.
- Fostering positive caring attitudes towards everyone where all achievements in all aspects are acknowledged and valued.
- Using rules and sanctions clearly and consistently.
- Ensuring that the location of resources and the seating plan in their classroom enables effective teaching and learning.
- Forming a working relationship with parents/ carers so that pupils can see that the key adults in their lives share a common aim.
- Recognising that each pupil is an individual and being aware of any special needs e.g. SEN, specific physical needs, being a looked after child.
- Offering a framework for personal and social education and providing opportunities for discussion about behavior.

Pupils are expected to:

- Work to the best of their abilities and allowing others to do the same.
- Treat others with respect.
- Follow instructions given by school staff.
- Take care of all resources and the environment in and around school.
- Co-operate with other pupils and adults.

Partnership with parents

Parents are kept informed of any behavior issues. The teacher will inform a child's parent at the end of the school day if they have been involved in any incident involving either them being hurt or hurting another child. We also encourage parents to come into school to talk to the teacher if they are having problems with their child's behavior at home. If a specific programme is needed they will work with our SENCO and outside agencies.

Parents are responsible for:

- Being a good role model by displaying good manners and using appropriate language while on the school premises.
- Making their children aware of appropriate behaviour in all situations.
- Encouraging independence and self-discipline.

- Showing an interest in all that their child does at school.
- Fostering good relationships with the school.
- Supporting the school in the implementation of the behaviour policy.
- Being aware of the school rules and expectations.

At Broadmeadow Infant and Nursery School we:

- Set, through example, standards of behaviour expected in school.
- Praise good behaviour, both privately and publicly.
- Inform parents/ carers when their child is doing well.
- Ensure supply, temporary part-time staff and lunchtime supervisors are aware of our behaviour policy.
- Make clear our expectations of good behaviour inside and outside the building.
- Place emphasis on encouraging and motivating pupils through giving attention to success.
- Discourage unsociable behaviour by promoting mutual respect.
- Encourage pupils to take responsibility for their own actions and behaviour.
- Teach pupils about the importance of choice and consequences of their actions.
- Teach pupils to manage strong feelings, resolve conflict, work and play co-operatively and to be respectful and considerate.
- Apply a system of consequences to discourage unacceptable behaviour.
- Monitor incidents of inappropriate behaviour, the consequences and their effectiveness.

At Broadmeadow we acknowledge that pupils are usually positively engaged if:

- Pupils feel safe and secure, both physically and emotionally.
- The learning is meaningful and takes into account the pupil's maturity (concentration span).
- The level of challenge is appropriate and children are engaged in their learning.
- Pupils understand the learning intentions and can achieve them.
- They have a high self-esteem through being valued and the development of a sense of competence.

Positive approaches

We aim to ensure that pupils experience success through their efforts, which can be developed through all areas of learning, and that this is recognised and acknowledged by all members of the school community.

We aim to create a positive ethos by communicating the values that we hold through relationships, our own positive role models and the expectations and standards we set.

We know this can only be achieved when pupils feel recognised and valued as individual and unique people who have something to give as well as to learn.

How we promote these positive approaches

We:

- Recognise and highlight good behaviour as it occurs and give positive feedback
- Ensure that all children are praised for behaving well.
- Share good work for others to enjoy and appreciate.
- Celebrate good work/behaviour through celebration assemblies.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Inform parents about their children's good behaviour (verbal).
- Reward children and groups of children for good behaviour (stickers).

School rewards and privileges include:

- Verbal praise
- Special responsibilities
- Stickers
- Being held as an example in class
- Sent to another member of staff
- Held up in celebration assembly
- Sent to the Head/Deputy head teacher

Resolution

In the event of an incident, adults will investigate what has happened, asking children to describe what they saw or heard so that it is clear about what, how and why the incident has occurred and what the next steps needed for resolution. The reasons for incidents can be varied and so the resolution will be specific in dealing with what happened and why. Pupils are encouraged to take responsibility for sorting out their own conflicts in the first place. Adults take responsibility for teaching them and modelling strategies for doing this and for seeing that pupils carry them out and reach a successful conclusion. Pupils are encouraged to be self-reliant, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. However, on the occasions when this is not possible, adults will intervene, following these five steps.

Each pupil has a turn to say:

1. What the other(s) has/have done to upset them.
2. How they feel about it.
3. How they would like them to behave in future.
4. The others listen with no interrupting or arguing.
5. They go on taking turns until everyone has finished.

Adults will ensure fairness in this process. If the pupils cannot resolve the conflict after a reasonable time, the adult will make a judgement and take appropriate action, which is explained to the pupils involved.

Our School Rules

1. We share
2. We are kind
3. We listen
4. We take care of everything in our school
5. We use words like please, thank you and excuse me

Adults will use a look, gesture or move closer to a particular child, as encouragement to maintain appropriate behaviour. If these rules are not followed, the following consequences will be adhered to.

Consequences

1st Time

A reminder of the rule will be given.

2nd Time

A reminder of the rule will be given and a reminder of the consequence of breaking the rule a further time.

3rd Time

The pupil will be moved to a "reflection time" place within the classroom/plaground.

4th Time

The pupil will be sent to another adult.

5th Time

If the child doesn't comply with the school rules persistently, they will lose some playtime and the incidents will be logged on CPOMS.

6th Time

The child will be taken to the DHT/HT or the DHT/HT will be sent for.

This system of consequences will be followed by all members of staff, including lunchtime members of staff. Any issues occurring during lunchtimes, need to be communicated with the class teacher or a member of the senior leadership team.

For incidents causing serious concern, a senior leader will be sent for without following steps 1-5 and the incident must be logged on CPOMS.

Class teachers will make informal contact with parents.

Exclusions

Occasionally, it may be necessary to temporarily or permanently exclude a child. This would be appropriate if the actions of the child were such that the rest of the class were unable to work because of disruption, or where the child had put at risk of physical injury or assault, themselves, other children or a member of staff. In exceptional circumstances the Head Teacher may adjust the provision to support the family in the successful integration into the school. Current LA Guidelines on fixed term or permanent exclusion would be followed.

Where there is repeated or persistent misbehavior the following will apply:

- The class teacher will inform the senior leadership team that there is a concern about repeated or persistent inappropriate behaviour and discuss appropriate consequences and arrange time for a meeting with parents.

- The class teacher will arrange a meeting with parents to discuss the behaviour that is causing concern. Further action will be discussed, including withdrawal of privileges and the introduction of a positive reward system (ask the DHT/SENCO to attend if necessary).
- The Class teacher/Headteacher/Deputy Headteacher/SENCO will monitor the child's behaviour and promote appropriate behaviour.
- A weekly meeting to discuss behaviour should take place with CT/member of the SLT. Parents to be updated informally about improvements.
- If behaviour does not improve a formal meeting with CT/member of the SLT/parents and the drawing up of an individual behaviour plan will take place. The HT will attend if there are significant concerns about behaviour that may result in a fixed term or permanent exclusion.
- Meetings to be held weekly with the parent to discuss the implementation of the individual behaviour Plan.

All incidents of bullying or racist abuse are also logged on the Local Authority sheets in compliance with the notification procedure.

All actions are taken with due regard to SEN and Disability Discrimination Act (2014)

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