

DARRICK WOOD INFANT & NURSERY SCHOOL

BEHAVIOUR POLICY

OCTOBER 2023

Next Review Date: October 2024

Darrick Wood Infant & Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CHANCERY EDUCATION TRUST

DARRICK WOOD INFANT & NURSERY SCHOOL

PUPIL BEHAVIOUR POLICY STATEMENT

The Trust acknowledges its legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of pupils with SEND.

This policy has been drawn up in accordance with the school's obligation under The Education (Independent School Standards) (England) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils, and its obligation under the Independent Schools Standards Regulations to have a written behaviour policy.

Philosophy

Our school has adopted a positive approach to discipline. All pupils are treated the same and we have high expectations of all the children. All members of staff deal with any inappropriate behaviour fairly and consistently.

The children need to know exactly where the boundaries are and what happens if they step over them. Behaviour expectations are, therefore, taught to children on a regular basis so that children know exactly:

- What is expected of them
- What the consequences are **before** they behave inappropriately

"Our learning community respects, nurtures and inspires!"

The aim of the behaviour policy is to fulfil the duty of care to all pupils by determining the boundary between acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Our ultimate aim is for each child to become a responsible, caring person with a strong sense of self-respect and self-discipline. We believe that this is best achieved by creating a school environment in which the social skills of respect, politeness, honesty, courtesy, tolerance, care and kindness flourish. Therefore, social skills have a high priority at Darrick Wood Infant & Nursery School, being part of the overall curriculum, and we set certain guidelines for children, which we expect them to observe.

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Objectives

- To encourage respect of self, others and our environment
- To encourage the recognition of good behaviour
- To provide a consistently applied set of expectations
- To provide a positive atmosphere in the school
- To provide a well-structured environment
- To provide early intervention so unacceptable behaviour does not escalate
- To teach the child to be responsible for their actions
- To have logical steps of consequences, to provide a distinction between levels of inappropriate behaviour
- To prevent bullying
- To have a high level of expectation of behaviour and work
- To encourage outstanding behaviour and effort so that it is rewarded and used as a model for others to follow

We have a number of school expectations regarding behaviour:

We expect children to...

- Respect of self, others and our environment
- Walk around the school quietly
- Always have manners and be polite
- 'Give way' to adults
- Listen to all adults in school
- Come into and out of assembly silently
- Be kind and helpful
- Address teachers by their name ('Miss ...', not 'teacher')
- Respect adults and peers
- Be honest and truthful
- Line up quietly and sensibly
- Respect school property and their school environment

We also have high expectations of children's behaviour when off of the school premises, including:

- Good behaviour on all transport to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site

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Unacceptable Behaviour (Samples of)

- Lack of respect towards peers and adults
- Violence, aggressive behaviour
- Threatening behaviour including bullying
- Deliberate disobedience
- Discrimination
- Deliberate vandalism of school property
- Repeated persistent negative behaviour
- Bullying, fighting (this includes “play fighting”) or teasing – (See Anti Bullying Policy)
- Racist, homophobic or transphobic behaviour towards others
- Breaches of our e-safety policy and acceptable use agreements

Children’s rights and responsibilities

Children have the right to learn and play without being interrupted and should therefore:

- Be conscientious workers
- Listen to their teachers
- Be kind and polite to their peers, teachers, all visitors and other adults;
- Show respect for other children and adults
- Keep books and equipment neat and in the correct places
- Hearing impaired children and those with communication difficulty have right to “signer”/interpreter

Children should remember to:

- Respect the games people play
- Show care for the school environment

Children should remember that some things are not safe or suitable to be at school:

- Glass bottles
- Computer games
- Jewellery (apart from watches or small stud earrings)
- Sweets and toys etc. must be left home
- Weapons and dangerous articles such as knives

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Code of Conduct

There is a whole school Code of Conduct that is on display throughout the school and in the playground. This is discussed in assemblies and used as a reference point when children need to be reminded of the rules.



Whole School Behaviour Management Strategies

To ensure consistent positive behaviour reinforcement, the following strategies will be used:

Silent Stop Signal

Hold a hand in the air. Do not talk while your hand is raised. Children raise their hands in response and check their partner and others at the table have seen the signal. If the signal does not work the first time, practise – all children should respond.

1,2,3

These allow you to move the children from one space to another, quickly.

For example, from the carpet to their tables:

Hold up one finger: children stand

Two fingers: walk and stand behind chairs

Three fingers: sit down and prepare to work

5, 4, 3, 2, 1

These allow children to return to the carpet quickly from their tables. For example, hold five fingers up and count down to one. By the time you have reached one, all of the children should be sat quietly on the carpet.

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Playground Behaviour

We aim to promote good behaviour at playtimes by:

- Organised zones across the playground. Staff or outside professionals organising large group games and training the children as play leaders
- Staff supporting children and developing social skills
- Rewarding positive behaviour patterns in front of other children
- Having clear guidelines for how unacceptable behaviour is to be dealt with
- Having regular meetings with all staff to discuss behavioural concerns
- Having clear 'handover' sessions between midday supervisors and class teachers
- Having a quiet zone in the playground for children who find playtimes and or lunchtimes difficult
- Nominating Year 2 children to become Play Leaders to play organised games with the rest of the school at playtime.

Positive Behaviour in Assemblies

- Enter the assembly hall in silence
- Use the Silent Stop Signal as needed to ensure silence
- Listen very carefully to the person leading the assembly
- Participate in the assembly – for example, when you are asked to answer a question or share an idea (you will usually be asked to raise your hand)
- Respect the minute of reflection by remaining silent
- When asked to leave the hall, leave in silence

Dining Hall Behaviour

Children should:

- Make sure their hands are clean before they eat
- Walk quietly into the dining hall, and remain with 'quiet voices' when they line up at the counter
- If appropriate bring a healthy packed lunch to the academy/school. Avoid crisps, nuts or products containing nuts, or any other allergenic foods that children must be refrained from bringing in, soft drinks or other drinks with a high sugar content
- Remove outdoor clothing – coat, jacket, hat, scarf
- Take the first available seat where the lunch supervisor indicates
- Be polite to other children and adults
- Eat with good manners
- Remain seated until they have finished eating
- Raise their hand when they have finished eating and wait for permission to leave the table by a lunchtime supervisor
- Clear away their tray and cup, leaving the table clean
- Put all rubbish in the bins
- Respect tokens awarded to children displaying excellent behaviour choices at lunchtimes. The class with the highest amount of respect cards earn additional playtime

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Individual rewards

- Verbal praise
- Stickers given at the discretion of staff member
- Special praise sticker from SLT
- Book of Honour – for an outstanding piece of work/outstanding behaviour/conduct - child to be placed in the Headteacher's 'Book of Honour', letter home to parents and badge from the Headteacher
- Respect tokens awarded to children displaying excellent behaviour choices at lunchtimes. The class with the highest amount of respect cards earn additional playtime
- Character of learning awards, certificates and stickers to acknowledgement children displaying our characteristics of learning

Class awards/positive reinforcement

Each class teacher will develop their own in class award system such as, marbles in a jar to promote and encourage positive behaviour within the classroom. Rewards should be proportionate and there should be a clear focus on developing intrinsic motivation over time.

Learning Zones Chart

To reinforce positive behaviour throughout the school, every class uses a learning zones chart, which staff will refer to throughout the day to help children to recognise and take ownership of their learning behaviours, understanding what each learning behaviour zone represents.

The learning zones chart will help children understand the significance of each learning behaviour, what their learning behaviours indicate and what the desired (level 5 green) learning behaviours look like.

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My learning behaviours will show that:

5

I am immersed in learning
I am highly motivated
I am showing enjoyment of the learning struggle
I am leading my own learning
I am making huge steps in my learning
I have positive learning relationships
I feel confident to take risks



4

I am highly engaged in my learning
I am enjoying learning new ideas and concepts
I am active in learning
I lead discussions and show initiative
I am intrinsically motivated
I have positive learning relationships
I am happy with the risks I am taking



3

I am engaged in what I am doing
I am doing the right things with my behaviour
I feel challenged at some points in my learning
I have some good positive learning relationships but they aren't consistent
I am taking some risks with my thinking and learning



2

I am engaged in what I am doing
I am doing the right things with my behaviour
I feel challenged at some points in my learning
I have some good positive learning relationships but they aren't consistent
I am taking some risks with my thinking and learning



1

I have lost my motivation
I may be disrupting other children
I am distracted by the classroom (daydreaming, staring)
I am off task—little or no activity
I may be finding relationships challenging
I am not taking steps in my learning
I may be finding my learning too ad or too difficult
I have little or no energy

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Consequences

It is, of course, necessary to have consequences in place for children who consistently break the school Code of Conduct and who are not meeting the behavioural expectations.

These consequences are not intended to humiliate or make an example of a child. The aim is to help the child think about his/her actions and take responsibility for changing their behaviour.

Stage 1	First verbal warning from an adult, referring to the learning zones chart
Stage 2	<ul style="list-style-type: none">Second verbal warning from an adult, referring to the learning zones chart and the importance of following our school code of conduct.
Stage 3	<ul style="list-style-type: none">Third verbal warning from an adult, reminding child that they do not follow the instructions, they are breaking our school code of conduct and will be sent to one of their parallel classes for 10 minutes of reflection time.Child will be sent to one of their parallel classes for 10 minutes of reflection time.
Stage 4	<ul style="list-style-type: none">If inappropriate behaviour continues following reflection time, child will be sent to a senior member of staff as appropriate (SLT 1&2) for time outAppropriate consequences will be put in place by SLT 1 and 2, such as:<ul style="list-style-type: none">Loss of 10 minutes playtimeWriting sorry lettersReflecting upon the Code of Conduct
Stage 5	<ul style="list-style-type: none">Child consistently breaks the school Code of Conduct or there is a one off significant incident. Child's behaviour is a cause for concern and warrants further intervention. Formal discussions with parents/carers, class teacher SLT1 and Inclusion Lead.One off significant behaviour incident.In the event of an emergency, when a staff member is alone with a class and has an immediate concern for the health and safety of a child/class/adult due to extreme significant behaviours, they must send two responsible children to a member of SLT 1, one of them carrying an E (Emergency) card.

Examples of unacceptable behaviours (Stage 1, 2& 3):

To be dealt with immediately by adult present at time

- Interrupting/disruption to others
- Being impolite
- Talking or pushing in line
- Annoying other people
- Ignoring playground/classroom rules
- Not following adults' directions
- Being noisy
- Running inside the school
- Disturbing others' learning
- Answering back to an adult
- Defacing own or someone else's work

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- Spitefulness and being unkind in language and actions
- Fighting on the playground/ "play fighting"

Examples of behaviour to be referred to SLT (Stage 4 & 5)

- Swearing and obscene language or gestures (on purpose)
- Wilfully disobeying the teacher, e.g. running away
- Repeatedly arguing with any adult/talking back
- Stealing from another child or adult
- Damaging school property/another child's property
- Verbal/Physical bullying
- Biting (not broken skin)
- Racist language and remarks
- Homophobia/transgender bullying
- Fighting – causing injury
- E-Safety breaches

If there is a case of serious injury or biting (broken skin/lasting mark) a child should be sent directly to the Headteacher.

Behaviour Report

The purpose of a report is to monitor the child's behaviour and put strategies in place to address the behaviours. Before a child is put on report, a meeting will be held with the class teacher, Inclusion Manager, Headteacher and parents/carers to discuss the key issues of the child's behaviour. If a child is put on report they will meet with a member of SLT three times a day, before playtime, after lunch and at the end of the school day. The child will assess their own behaviour, rating it from red through amber to green. The child will have a daily 'Report Sheet' that is annotated by the class teacher, Midday Supervisors, TAs and/or other adults from his/her learning environment. In the meeting with the Headteacher the child will be asked to assess their own behaviour and comment why they feel this and discuss what has happened to make them feel this way. After two weeks on report a further meeting will be held with the class teacher, Inclusion Manager, Headteacher and parents to discuss the improvements made in the child's behaviour and a decision will be made whether to continue on report for a further two weeks, child is to be removed from report, or if further support is required.

Record Keeping and Monitoring

Timeout Folder (stored in AHT'S office)

The pink Timeout Folder will be kept on the First Aid table at the top of the playground during play time and lunch time. All children who are requested to have time out should be logged in the folder with reasons given for the consequence. On a Friday the pupil welfare administrator will update Scholarpack comms with all time out entries.

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Scholarpack Comms

All incidents at Stage 4 and 5 will be logged on the child's Scholarpack comms by SLT if they have dealt with an incident. Staff will update comms as required by SLT.

Significant/serious incidents

Weekly serious incident reports are kept by the Headteacher to log any incidents of abuse, racist/sexual harassment/child-on-child/homophobia/transphobia/significant bullying/online incidents.

On a weekly basis these reports are presented from each Academy School within the Trust (as a standing Agenda item) at the Headteacher and Principal's meeting with the CEO.

The reports are discussed/analysed by the CEO and Headteacher/Principals to identify patterns in order to intervene early, to prevent abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents. (See Appendix 1 - Weekly Review of Pupil Behaviour Form).

To reinforce a culture where sexual harassment and online sexual abuse are not tolerated record-keeping and monitoring of sexual harassment and sexual violence, including online communications is regularly reviewed as part of this process.

Suspensions and Permanent Exclusions (the school adhere to the DfE guidance, September 2023)

For serious, repeated behaviour that poses a danger to the child concerned or others; or repeated disruptive behaviour that impedes the learning of the child concerned or others, or inappropriate behaviour, including swearing, assaulting staff or offensive behaviour, may result in a suspension from school; or in exceptional circumstances a permanent exclusion, when all other strategies, external agency help, PSPs have failed. Parents will be immediately telephoned and the sanction will be confirmed in writing. Permanent exclusions will be notified to the appropriate Local Authority Officers and departments, following DfE Guidance for permanent exclusions. (See Suspension & Permanent Exclusion Policy)

Behaviour outside of school (the school adhere to DfE guidance on this aspect)

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Maintained schools and Academies' behaviour policies should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

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Subject to the behaviour policy, the teacher may discipline pupils for:

misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or • poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

This policy has been drawn up after consultation with colleagues and Governors, with regard to other policies operating within the school. The SLT will monitor the implementation of this document through formal and informal discussions with staff.

Teachers' Powers to Discipline Pupils

- Teachers can discipline pupils at any time the pupil is in the 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 the school
- Teachers can confiscate pupils' prohibited property

Pupils' Conduct Outside the School Gates – Teachers' Powers

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, parents/ carers will be informed

Teachers May Discipline Pupils for:

Misbehaviour when the pupil is:

- Taking part in any school - organised or school -related activity or
- Travelling to or from the school
- Not wearing school uniform
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of public
 - Could adversely affect the reputation of the school

In all cases of poor behaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Expectations for pupils at home

Remote learning rules

In the unlikely event that pupils are not in school due to school closure, such as a global pandemic, we expect them to follow all of the rules set out below to ensure that they are able effectively continue their learning at home.

Parents should also read the rules and ensure their children follow them. Parents should contact Mrs Penny Stephenson, Inclusion Lead, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Complete work set by teachers
- Seek help if they need it, from teachers using the class email addresses
- Alert teachers if they're not able to complete work
- adhere to e-safety rules and appropriate internet safety when using devices and the internet

Additional support and differentiated learning will be provided for those children who have additional needs.

The Inclusion team and Well-being Team will work together to plan for children who need additional support.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Organise a meeting with parents/carers to offer support
- Identify if the style of home learning is not appropriate ie. Using devices online when internet connection is poor or if a child requires a more practical approach and hard copies of work provided
- Add details of how you'll follow up on this. You'll likely want to get in touch with parents and see if there's any issues you can help them address.

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Appendix 1

Appendix 3 – Record Keeping and Monitoring Form

WEEKLY REVIEW OF SERIOUS PUPIL INCIDENTS

Pupil Name:	A N Other			
Year Group:	Year 4			
Date of Incident:	15/06/2022			
Name of Staff Reporting:	Mrs J Smith			
Name of SLT Member involved:	Miss N Won			
Reported to DSL:	15/06/2022			
	Sexual Harassment / Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:	Enter details in relevant column/box	EXAMPLE		
Action/Next Steps:	Enter details in relevant column/box			

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:				
Action/Next Steps:				

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:				
Action/Next Steps:				

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Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Behaviour Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	Headteacher	October 2023
Review by Committee	CET Board	October 2023
Agreed by Committee	CET Board	November 2023
Adopted by Governing Board	Local Governing Board	February 2024
To be reviewed annually		
Review by	October 2024	

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