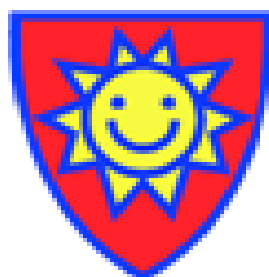


Enderby Road Infant and Nursery School

Behaviour Policy



PERSON RESPONSIBLE FOR POLICY:	Head Teacher
APPROVED: GOVERNING BODY	DATE: 1-10-24
SIGNED: <i>CLloyd</i>	ROLE: Chair
TO BE REVIEWED:	Reviewed October 2024 Next review – Autumn 2025



'A community who shine together.'

Enderby Road Infant and Nursery School

Honesty



Kindness



Love of Learning



Teamwork



Independence



Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Enderby Road Infant and Nursery School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment, which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency, which is tightened through three simplified core rules:

Ready Respectful Safe

These are referred to, promoted and used regularly by all adults working in school.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are ready, respectful and safe.

Objectives

For children to show:

- Self-respect by having a positive view of themselves
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

Greeting Pupils and Parents

At the start of every day, pupil and parents are greeted by staff on the school gate or classroom doors. Pupils are greeted into class by offering a personal moment/comment, 'Good Morning' (with their name) all to help form the bedrock of trusting relationships at school.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

Forms of Rewards:

1. **Verbal comments of specific praise** are given regularly by all teachers, teaching assistants and other members of staff. We aim for them to be clear and sincere. These may also be followed by a sticker of praise to reinforce.
2. **Class Dojos:** Every child from Reception onwards has the opportunity to earn 10 Dojo points a day. These are earned by following the school rules and staying on green all day. The children are able to save up their points and spend them in the School's Class Dojo shop. This will take place twice a half term (once every three weeks). Additional Dojos can be awarded for exceptional achievements.

3. **Celebration Assemblies** are held weekly to celebrate achievement and effort. Parents are invited to attend.

4. **Teacher's Awards:**

Star of the Week - Each week staff choose one pupil from their class to receive a Star of the Week certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher or pupil will give a brief talk about/show some of the pupil's work and reason for the choice. These certificates are awarded for personal achievements within school, rather than personal/social endeavours.

Citizen of the Week – Each week the staff will choose a pupil from their class to receive a Citizen of the Week award. This will be for a pupil who has embodied the school value which their class has been working on that week.

5. **Lunchtime Award** - Each week, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.
6. **Star Award** - The children get the opportunity to have their face/name on the star board in their classroom each day. Each week these names are all collected together and put into 'the shiny box' for the celebration assembly. One name is drawn out of the box during the assembly and the winner will receive a prize from the headteacher.
7. **Wonderful Walking** – The children will be encouraged to walk sensibly around school at all times using our 'Wonderful Walking' focus. They will be asked to walk sensibly around the school individually and as a class. Children noticed for wonderful walking around school can be awarded stickers by any member of staff and as a class can be nominated for the wonderful walking trophy on Friday's celebration assembly. One class each week will be chosen for the award and get to have their class logo on the trophy. An end of year reward will be given for the class who has it the most.
8. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Behavioural Consequence System:

If a pupil is making poor choices, first quietly comment. E.g. "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Pick out and publicly celebrate someone who is doing the right thing.

If this doesn't work, follow these steps:

Reminder  5 Dojo points	Remind the child of our school rules: "Ready, Respectful, Safe". Deliver this privately wherever possible. At this point the pupil will remain on green and their name/face will stay on display on the green Dojo board.
Caution  2 Dojo Points	Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime." At this point the pupil will be moved off the Dojo green board and placed into the amber pocket (receiving only 2 Dojo points for that half day session).
Time Out  0 Dojo Points	If the child continues to make poor choices, use the 30 seconds script (see below). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted). Make a note. 5 minutes time out - use sand timer At this point the pupil will be moved into the red pocket (receiving no points for that half day session).

Calming Time 	The child may need a few minutes to calm down, breathe and look at the situation from a different perspective. This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child.
Repair 	Use the repair script (see below). Log on Cpoms if a child has received a red and time out. If, after using the script and being given a chance to calm down, the child continues to make poor choices, they will miss their entire next break time. If this is a lunchtime, it will be with a member of the SLT for a reflection session. Those children on a risk assessment or Individual behaviour plan (IBP) may have a bespoke approach to behaviour management which will be identified on their own forms.

If a child needs to catch-up on work, the child will complete at lunchtime or it will be sent home to be completed to a satisfactory standard.

Behaviour System for Nursery

Reminder	When pupils do not follow behaviour expectations they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If an incident involves hurting on purpose, the child will be placed directly into thinking time.
Thinking Time	If a child does not respond to the reminder, they may be given 'Thinking Time'. This is carried out in a quiet space within the classroom with an adult nearby and lasts for 2-3 minutes (the approximate age of the child). A sand timer is used to support the child's understanding of the length of their 'Thinking Time'. If appropriate, after the 'Thinking Time', a child may be supported to apologise to another child or adult for their behaviour using signs and/or language.
Repair	To repair in our Nursery setting, adults should choose two restorative questions when possible.

30 seconds script

Limit formal one-to-one interventions for poor behaviour in class to **30 seconds** each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full -blown confrontation is exactly what they want.

Walk away and **write down what just happened, so that you can speak to the child about it when they are calm.**

Scripted response:

"I have noticed you are..." (having trouble getting started etc..)

"It was our ready/respectful/safe rule that you broke."

"You have chosen to have a time out at break/lunch and go on red"

"Do you remember last week when you (positive)?"

"That's who I need to see today."

"Thank you for listening."

Then walk away – don't engage with the child for any secondary behaviours

Repair script

1. **"What happened?"** *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
2. **"What were you thinking at the time?"** *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
3. **"What have you thought since?"** *This allows for the pupil to change their attitude or shift their explanation – possibly an apology.*
4. **"How did this make people feel?"** *It gives children to reflect on how their actions might have made others around them feel.*
5. **"Who has been affected?"** *It is important that the child considers not only themselves but the impact of their behaviour on others also..*
6. **"How have they been affected?"** *This gives children the opportunity to consider the effects of behavioural choices and develops empathy.*
7. **"What should we do to put things right?"** *This may not always be an apology as a forced apology is worthless.*
8. **"How can we do things differently in the future?"**
9. **"Are you happy that the matter has been sorted?"**

On some occasions it may be necessary for a child to miss some, or all of their break/lunch time without the warnings and go straight to red; this is a Reflection Session. This happens particularly if the child has physically hurt another child/staff, or has used abusive/foul language.

Within a Reflection session, children will focus on the following key questions and consider their responses:



Parents will be informed when there has been a serious incident, the child has missed all of their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers or SLT as appropriate will have a discussion about the behaviour and share with their parents the planned way forward.

Reception pupils will have three questions. With younger children, focus on who else has been affected and what they can do to make things right. This time will be supported by an adult using restorative practice questions.

If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members can call for the SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- ☐ Removal from a favoured activity that day
- ☐ Retraction from the right to represent the school e.g. in a sporting event
- ☐ A requirement for a written apology
- ☐ Meeting with a senior staff member
- ☐ A letter or phone call home
- ☐ A meeting with parents
- ☐ A pastoral support programme
- ☐ Home School Diary
- ☐ Exclusion from class
- ☐ Exclusion from school (LA guidelines to be followed for either fixed term or permanent exclusions.)
- ☐ If a child earns 3 or more red Dojos in a week, they will be given a reflection time with the headteacher or member of the SLT
- ☐ If a child earns 10 or more red Dojos in a 3-week period, they will not be allowed to go to the Class Dojo Shop at the end of the half term.

Thrive

We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

Our school embeds Thrive into our curriculum where children and young people are taught to:

- develop their stress-regulation system
- recognise and verbalise a range of feelings and emotions
- build their emotional resilience so they can effectively manage stress
- keep themselves safe
- develop healthy coping strategies and regulation skills.

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- take the time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year, and revisiting these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing boundaries with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children/young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation while preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately in a fair and consistent way.

SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable.

Home School Communication

For children who regularly receive a 'Time Out' teachers may agree with the parents to make a comment about behaviour during each school day for a period of a week or two. The messages will be written on Class Dojo each day during this period to ensure that parents are kept informed about their child's behaviour. This will also allow them to make a comment. Some children may be given a behaviour chart where they track and reward good behaviour during each teaching session.

Children who require this will be monitored by the Senior Leadership Team.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs.

Unacceptable behaviour, which may result in a Time Out or Reflection and in some instances exclusion, includes:

Please note that this list is not exhaustive.

- Disobedience to a reasonable instruction: Time Out
- Non-completion of school work that could be reasonably expected: Time Out
- Making unkind remarks: Time Out
- Answering back, rudeness: Time Out
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing: Time Out
- Not telling the truth straight away or at all: Time Out
- Foul language and swearing: Time Out / Reflection
- Damaging property, including defacing property: Time Out / Reflection
- Stealing, including hiding another person's property: Time Out / Reflection
- Biting, spitting, hitting and kicking: Reflection
- Aggression to adults: Time Out / Reflection
- Racist or derogatory comments that cause offence: Reflection (racist comments will be recorded and shared with the Local Authority)
- Fighting or encouraging others to fight: Reflection
- Forming gangs for the purpose of intimidating others: Reflection
- Sexual harassment or online sexual abuse: Reflection

- Putting themselves, other children or adults at risk: Reflection

Exclusions:

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents are informed immediately, and given reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

Positive Handling

At times, a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. If this is needed, staff will follow their Team Teach training strategies and will escort using Caring Cs and single/double elbow. Hold with the small person hold if this is required.

The child will be monitored at all times and incidents recorded appropriately and, where appropriate, a safe handling plan will be put into place. This will be shared and agreed with the child's parents.