



Trent Vale Infant and Nursery School

POLICY FOR PUPIL DISCIPLINE AND BEHAVIOUR including pupil exclusion

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the process of managing behaviour successfully at Trent Vale Infant and Nursery School.
- **IT WAS DEVELOPED** in 2007 through a process of consultation with teaching staff, support staff and governors
- **IT WAS APPROVED** by the governing body during 2007 and has been reviewed and updated annually.
- **POLICY REVIEW DATES:-** This policy is reviewed annually

Date of review	Autumn 2015	Autumn 2016	Autumn 2017
Signed			

This policy follows ‘Behaviour and discipline in schools. Guidance for governing bodies’ published by the DfE in January 2016.

Introduction

Trent Vale Infant and Nursery School is a well ordered community where standards of behaviour are very good and built upon feelings of mutual respect.

Our aim is to maintain a safe and caring school where: children learn to behave appropriately in a variety of situations; where bullying, racism, or discrimination of any kind are seen as completely unacceptable and where we work together with parents, governors and members of the community to ensure that children know the difference between right and wrong.

We believe it is important to teach the children in an atmosphere of warmth and support, celebrating their achievements, so that they can grow in confidence, feel valued and develop positive self-esteem.

To help us achieve all the above we have agreed the following policy which states clearly our school rules, the rewards children can expect for keeping them and the sanctions we will employ if they are broken.

As a school we take our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what make some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration risk of radicalisation and extremism; female genital mutilation; forced marriage and honour based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and appropriate action is taken swiftly and that it is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

With regard to the screening and searching pupils and the confiscation of belongings we will follow the guidance issued by the DfE in the document ‘*Screening, searching and confiscation. Advice for head teachers, staff and governing bodies*’. Parents will be informed immediately if any prohibited items are found.

This policy is designed to be implemented by school staff when pupils are in their care; however we are aware of our *'power to discipline beyond the school gate'*. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Any such bad behaviour when the child is:

- taking part in any school-organised or school-related activity not directly supervised by a member of school staff;
- travelling to or from school;
- 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;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Will be dealt with in consultation with parents.

The police will be informed if the behaviour is criminal or poses a serious threat to a member of the public. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Our Beliefs

It has been agreed by all the staff and the Governors at Trent Vale that a Policy for Behaviour is essential.

We believe:

- that children should enjoy school and be part of a happy and caring atmosphere;
- that children have a right to learn and progress;
- that teachers must be able to teach without interruption from those who misbehave;
- that good work, effort and behaviour are expected and must be encouraged;
- that some children may need extra support from us to achieve the behaviour that we want;
- that parents should be involved and informed.
- that children should have ownership, understanding of the rules and why we need them.
- that children and adults shall be confident that everyone will be listened to carefully and that our behaviour policy will be applied fairly.

This is the behaviour that we want to see in school:

Respect

E.g. showing respect for the race, religion, culture, ability and needs of others.

Politeness

E.g. saying please and thank you, paying attention and listening, saying sorry, taking turns to speak, queuing, asking to borrow things, being polite to everyone, holding the door for the next person, doing as you are asked.

Friendliness

E.g. sharing equipment and games, helping each other, being friendly to others in school, making new friends, and looking after other children's things

Caring for others

E.g. helping each other with day to day tasks such as tying shoelaces, helping each other in times of need such as when we feel sad or fall over.

Caring for our school

E.g. putting things away, tidying up, asking to borrow things, putting litter in the bin, looking after resources and everyone's belongings.

Responsibility

E.g. working sensibly – at all times and anywhere, being responsible for yourself (not being distracted or blaming others).

Playing

E.g. playing together, older and younger children playing together, being sensible, thoughtful and considerate.

Honesty

E.g. telling the truth straight away.

Safety

E.g. walking in school, using indoor and outdoor equipment properly, listening to and following instructions, keeping the school rules.

Social and Emotional Aspects of Learning (SEAL)

We actively use the SEAL programme to develop all children’s social, emotional and behavioural skills. This allows children to develop the necessary skills that are fundamental to developing the behaviour that we want to see in school and in the wider community.

RULES, REWARDS AND SANCTIONS FOR CHILDREN IN PART TIME NURSERY

Our Rules

- We are kind and share
- We use quiet voices inside
- We do as we are asked first times
- We tidy up
- We walk inside

Rewards

- Adults in nursery give children verbal praise
- Adults in nursery give children stickers
- Nursery teachers and teaching assistants talk to parents on a daily basis about children’s positive behaviour
- When the children in nursery keep the nursery rules and work as a team they get a marble in the jar. When the jar is full all children in nursery get a marble to put in the jar. There is a separate jar for morning and afternoon nursery.

Sanctions

- Adults in nursery tell children if their behaviour is not acceptable.
- Adults in nursery model the correct behaviour
- Adults in nursery ask children to show the correct behaviour, e.g. go back and walk, talk nicely to a friend
- Nursery teachers and teaching assistants will ask a child to sit out for 3-4 minutes to think about their behaviour
- Nursery teachers and teaching assistants will talk to parents if unacceptable behaviour continues.

RULES, REWARDS AND SANCTIONS FOR CHILDREN IN FULL TIME SCHOOL

Our Rules

- We are kind and polite to everyone
- We allow everyone to try their best
- We do as we are asked, by the adults in school, first time
- We keep our hands, feet and objects to ourselves
- We take care of everything in school
- We all help to keep our school tidy
- We walk inside school at all times

Behaviour Procedure – Rewarding Good Behaviour and Helping Children Improve Their Behaviour

This procedure starts at the beginning of every day because each day is a new start. Pupils will consistently hear positive praise being given for appropriate behaviour. All children begin each day on **green**. Those children who remain on **green** all day will receive a tick at the end of the day towards their next behaviour certificate. Throughout the day children will be given CHANCE cards for good behaviour and whole class good behaviour will be rewarded with GOLD STARS ★

To promote good behaviour there are times when it is necessary to sanction children if they break **school rules**. All staff at Trent Vale will follow this procedure throughout the school day.

- Action 1. If a child behaves inappropriately a verbal or non verbal warning will be given. If the behaviour is extreme or physical go straight to action 4a (**red**). If the behaviour is very extreme or physical go straight to action 4c (see the Headteacher)
- Action 2. If the inappropriate behaviour continues the child's name is moved to **amber**. If the behaviour is extreme or physical go straight to action 4 (**red**)
- Action 3. If the child then behaves appropriately and follows the school rules their name will be returned to **green**. The child will then return to the beginning of this procedure. This should be done quickly so the child is rewarded for behaving appropriately.

We want children to stop as quickly as possible 'persistent amber behaviour'. By this we mean not listening, stopping someone else from listening, not doing what they have been asked to do by an adult. This is the kind of behaviour that disrupts the learning of the other children.

If the inappropriate behaviour, (persistent amber behaviour), continues then:-

- Action 4a. The child's name is put on **red** and the child is asked to sit on the Thinking Chair for approximately 5 minutes. At the end of the Thinking Chair time the teacher explains to the child why they were sent there and the child apologises to the teacher for their behaviour. This will then be recorded on the Class Behaviour Record. The child will then return to the beginning of this procedure (**green**). If the child refuses to sit on the Thinking Chair or remain on the Thinking Chair then keep

reminding them that they have to do a full 5 mins on the chair before they can do anything else. Call for help if necessary.

Action 4b If this is the 2nd time they have been on **red** then the child is asked to go to another classroom to sit on their Thinking Chair for approximately 10 minutes - Beech to Lilac; Lilac to Beech; Willow to Maple; Maple to Cedar; Cedar to Willow. If this is for another incidence of extreme or physical behaviour then send the child to the Headteacher to sit on their Thinking Chair (Action 4c). At the end of the Thinking Chair time the teacher asks the child why they were sent there and the child is asked to apologise to their teacher for their behaviour. This will then be recorded on the Class Behaviour Record. The child will then return to the beginning of this procedure (**green**). If the child refuses to sit on the Thinking Chair/remain on the Thinking Chair/go to another classroom then keep reminding them that they have to do a full 10 minutes on the chair before they can do anything else. Call for help if necessary. **A slip will be sent to parents to inform them that their child has been sent to another class for inappropriate behaviour.**

Action 4c If this is the 3rd time they have been on **red** then the child is asked to go to the Headteacher to sit on their Thinking Chair for approximately 15 minutes. At the end of the Thinking Chair time the Headteacher asks the child why they were sent there and the child is asked to apologise to their teacher for their behaviour. This will be recorded in the Headteacher's behaviour File. The child will then return to the beginning of this procedure (**green**). If the child refuses to sit on the Thinking Chair/remain on the Thinking Chair/go to the Headteacher then keep reminding them that they have to do a full 15 mins on the chair before they can do anything else. Call for help if necessary. **A slip will be sent to parents to inform them that their child has been sent to the Headteacher for inappropriate behaviour. If the behaviour has been very extreme parents will be contacted immediately by the school.**

Either of the Co-Heads of School (Mrs Barratt or Mrs Turner) will take the place of the Executive Headteacher (Mrs Moss) if she is not available,

At playtimes and lunchtimes the procedure will only be used if the behaviour is extreme or physical. The child(ren) will go straight to action 4a (**red**) then action 4c (**red/Headteacher**). Thinking Chairs are available for this purpose on the playground.

At the end of playtime the class teacher will be informed if a child in their class has been on **red** and this will be recorded on the Class behaviour record. At lunchtimes the MSAs will record any children who go onto **red** on the lunchtime Behaviour Record.

Rewards During Teaching Time

At Trent Vale we have high expectations of children's behaviour and pupils will be regularly rewarded for demonstrating good behaviour. It is possible for a child to receive recognition for good behaviour every day.

INDIVIDUAL REWARDS

TICKS - (See Behaviour Procedure)

Children will be awarded a tick if they have been on green all day. The ticks will be recorded by the teacher or teaching assistant at the end of the day on a class list that is prominently displayed in the classroom.

- 10 ticks - BRONZE** award - certificate and sticker awarded in Superstar assembly.
- 30 ticks - SILVER** award certificate and sticker awarded in Superstar assembly
- 50 ticks - GOLD** award - certificate and sticker awarded in Superstar assembly.
- 70 ticks - SUPER GOLD** award certificate and sticker awarded in Superstar assembly
- 100 ticks - PLATINUM** award certificate and sticker awarded in Superstar assembly
- 130 ticks - DIAMOND** award certificate and sticker awarded in Superstar assembly
- 160 ticks - HEAD TEACHER** award certificate and sticker awarded in Superstar assembly

The higher rewards include books and book tokens.

CHANCE CARDS

If an adult sees a pupil following a school rule and behaving properly inside or outside of the classroom they will award the child a **chance card**. The child writes their name on the card and posts it into the **chance card box** in the library area. Each week the Head teacher will draw out three or four names to win a small prize. The chance cards are then placed in to the **Superchance box** for a $\frac{1}{2}$ termly draw where the prizes are much bigger!



GOLD STAR CHART

The **Gold Star chart** is placed in the corridor, near the library. If an adult sees the whole class following the rules - walking down the corridor, lining up properly, etc - then the adult can award a **GOLD STAR**.

The Gold stars are added up at the end of each $\frac{1}{2}$ term and trophies are awarded to the classes, during Assembly. All classes will receive a trophy.

Behaviour Policy – Additional Strategies

If a child's behaviour does not improve over time, additional strategies to improve their behaviour may be used. This will be in consultation with parents. These additional strategies may include:

- The introduction of a *Daily Report Card* which sets behaviour targets which are assessed at the end of every session/break.
- The drawing up of a *Behaviour Modification Plan* in consultation with the SENCO and, if necessary, relevant outside agencies aimed at modifying behaviour. Children would be deemed to be at least at *School Action* under the SEN Code of Practice
- Exclusion from school, whether Fixed-Term or Permanent.

The Head Teacher retains the right, and the sole responsibility, to exclude any individual whose behaviour is wholly unacceptable in school.

Principles and Procedures for Exclusion

- At Trent Vale exclusion is considered to be the last resort.
- DfE guidelines detailed in the publication 'Exclusion from maintained schools, Academies and pupil referral units in England; A guide for those with legal responsibilities to exclusion' and LA guidelines are followed absolutely.
- Exclusion at lunchtime is an option that is sometimes used. Unacceptable behaviour at lunchtime may result in a child having to go home for lunch for up to a week.
- Please refer to 'Children's Behaviour in School' volume II - Responding to Challenging Behaviour' for up to date guidelines. Updated information is available on 'Wired'.

References:

Children's Behaviour in Schools Volume I - The Good Practice Guide
Children's Behaviour in Schools Volume II - Responding to Challenging Behaviour
<http://wired.nottscs.info> - The Local Authority Community - Behaviour



Managing Behaviour Positively at Trent Vale

PRAISE

- ★ Praise good behaviour
- ★ Reward good behaviour
- ★ Praise the ordinary
- ★ Tell children what they have done that was good
- ★ Find a way to praise every child

DON'T SHOUT - KEEP CALM - BE PATIENT

- ★ Say thank you to children when they change to the right behaviour
- ★ Deal with inappropriate behaviour as privately and discretely as possible by giving individual, quiet, appropriate comments

MEET AND GREET CHILDREN

- ★ Smile
- ★ Know all their names

BUILD POSITIVE RELATIONSHIPS

- ★ engage with children
- ★ be nurturing and caring
- ★ get involve in extra curricular activities - let them see you not as a teacher/TA

FIRM, FAIR, CLEAR BOUNDARIES AND ROUTINES

- ★ verbally instil procedures then move to non verbal signs
- ★ firm, clear instructions to do the right thing, followed by thank you

INTERESTING AND ENGAGING LESSONS

CONSISTENCY

- ★ in the way we praise, reward, sanction
- ★ our day to day teaching performance

BE A CONFIDENT LEARNER YOURSELF

IF A CHILD IS DOING THE WRONG THING

- ★ ask 'what should you be doing now?'
- ★ say 'maybe, (they are annoying you), but, (you need to be getting on with your task)
- ★ give choices
 - right choice - praise
 - wrong choice - consequence

Class Teacher Letter to Send Home

Dear Parents/Carers

_____ was sent to another class today to sit on their Thinking Chair. This was because of:-

	behaviour that disturbed the learning of other children
	physically hurting another child

Please talk to them about what happened today and what their behaviour in school should be like.

If you have any questions or concerns please do not hesitate to contact me.

Class teacher

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Class teacher

Head Teacher Letter to Send Home

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Headteacher

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Headteacher

OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR BEHAVIOUR

- ANTI BULLYING POLICY
- USE OF FORCE TO CONTROL OR RESTRAIN PUPILS POLICY
- EQUAL OPPORTUNITIES POLICY
- SPECIAL EDUCATIONAL NEEDS POLICY
- ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF
- EQUALITY POLICY
- WHOLE SCHOOL POLICY FOR CHILD PROTECTION AND TO SAFEGUARD AND PROMOTE THE WELFARE OF CHILDREN