



Brimington Manor Infant & Nursery School

Behaviour Policy

Introduction

We aim to foster good behaviour, not only to benefit our school as a community, but also to enable each of our children to take a caring, thoughtful and responsible role in society at large.

Aims and expectations

- 1.1 Our aim within school is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure, special and supporting our Equal Opportunities ethos.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a respectful and considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

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1.6 The school rewards good behaviour, it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 **Rewards and punishments**

2.1 We praise and reward children for good behaviour in a variety of ways:

- staff congratulate children.
- staff give children stickers
- each child in Y1 & Y2 has a smile card (20 stickers)
- when the card is complete children can choose a lucky dip star prize
- Star certificates (Y1 & Y2) and Star Awards (Early Years) are given in our special reward assemblies which are sent home
- we also give Reader, Writer and Maths stars of the week.
- children who receive a Star Certificate also go for an 'Afternoon Tea Treat' with the headteacher in the staffroom on a Friday Afternoon

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. On a Friday a Celebrate assembly is held to recognise out of school awards.

2.3 The school has 'Golden Time' on a Friday afternoon for 45 minutes. All children are entitled to attend Golden Time however if there are 'misdemeanours' during the week a portion of Golden Time will be lost. Parents are kept informed by a text message if their child loses Golden Time on 3 consecutive occasions and can phone school to discuss if they wish. They are also informed if their child receives a star/ reading/ writing or maths award and goes for Afternoon Tea.

2.4 We aim for a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons
- We expect children to try their best in all activities
- We emphasise the positive in all situations. Praising children who have behaved in an appropriate manner
- However if a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves and or others , the class teacher stops the activity and prevents the child from taking part for the rest of that session.

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- If a child threatens or hurts another pupil, the class teacher will report the incident to the Head teacher if thought appropriate and the child is dealt with appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher will be informed and school will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. (see other related policies e.g. Anti Bullying Policy)
- 2.5** The class teacher discusses the school rules with each class. In addition to the school rules, each class discusses on a regular basis what makes a 'happy' classroom/school as part of their PSHE work. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, these may be discussed during 'circle time' or as a whole school assembly.
- 2.6** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-bullying Policy).
- 2.7** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. All staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff have taken part in Pro-Script training.
- 3 The role of Brimington Manor school staff (teachers, teaching assistants & mid day supervisors)**
- 3.1** It is the responsibility of all staff to ensure that the school rules are enforced in classes, and that each class behaves in a responsible manner through out the school day.
- 3.2** The staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- 3.3** All staff treat each child fairly and enforce the school /classroom rules consistently. All staff treat all children with respect and understanding.

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- 3.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.5 SEN pupils needs are met through their individual IEP's (which may include behaviour management programmes, monitoring - ABC charts) and liaison with outside agencies.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Head teacher

- 4.1 It is the responsibility of the Head teacher, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head teacher supports the staff in implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. Behaviour is an agenda item at each staff meeting.
- 4.3 The Head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken with full consultation with school governors.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform

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parents immediately if we have concerns about their child's welfare or behaviour.

- 5.3** If the school has to use reasonable sanctions to punish a child, the school would hope for full parental support. If parents have any concern about the way that their child has been treated, they should initially contact the Head teacher. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.
- 6.2** The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

The school follows DCSF and Derbyshire County Council guidelines, procedures and policies for fixed term and permanent exclusion. (See document: *Improving behaviour and attendance: guidelines on exclusion from schools and Pupil Referral Units*)

8 Monitoring

- 8.1** The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- 8.2** The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. S/he also informs the LA.
- 8.3** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

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9 Review

- 9.1** The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed Date: September 2016 (INSET day 5th September 2016)

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