

Banks Lane Infant & Nursery School



Behaviour Policy

March 2017

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Statement of intent

At Banks Lane Infant and Nursery School our approach is based on clear routines, high expectations, pupil engagement in learning, personalisation and the development of high self-esteem and self-discipline, underpinned by caring and constructive teacher-pupil relationships.

It is our aim to promote appropriate attitudes and secure standards of acceptable behaviour enabling our school to be a pleasant and safe place for all to learn and work in.

Managing behaviour begins with self-management and the ability to engage pupils in finding positive and constructive outcomes. Our children are individuals and what works for one pupil may not work for another. It is our task to strike an appropriate balance of care, understanding and discipline and to lead children to self-management.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy should be read in conjunction with the school's self-esteem policy.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008

This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

2. Roles and responsibilities

The governing body has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the school.

- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.
- The headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.
- The headteacher is responsible for the day-to-day implementation of this policy.
- The headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils.
- All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.
- All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

3. Training of staff

Teachers and support staff will receive training on this policy as part of their new starter induction and ongoing training as part of their development.

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

4. Behaviour

A unique child:

- Every child is a unique, competent learner and they deserve to be respected and treated positively.
- Children develop in individual ways and at varying rates and they will have different personalities, however, every pupil should follow the principles of good behaviour.
- Children's attitudes are fluid and can be influenced by others and so as teachers, we should use our influence carefully to ensure that pupils grow to be tolerant and happy individuals.

Positive relationships:

Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike. Pupils will respond to behaviour that they are exposed to and so all pupils should be treated with kindness and respect.

Teachers and other staff members should try as much as possible to be positive, directing pupils towards correct behaviour, rather than using negative language to prohibit undesirable behaviour.

Enabling environments:

The learning and play environments are vital for supporting and extending a child's development and within the rules are guidelines for respecting the environment and equipment inside the classroom and in the outdoor areas.

Learning and development:

Good behaviour in the learning environment is important for the safe running of the School and some types of behaviour could be dangerous for other children. Banks Lane Infant & Nursery School is organised in a way that encourages children to explore and learn safely.

Positive attitudes to learning

Whole school approaches to learning include developing growth mindsets and resilience in order to build confidence and encourage children to overcome new challenges.

5. Pupil expectations

The general principles of behaviour at Banks Lane Infant & Nursery School are shared in our 'code of behaviour' and are as follows:

- We keep our hands and feet to ourselves.

- We speak calmly and nicely to others.
- We walk sensibly inside the building.
- We sit quietly and listen to others including teachers.
- We look after our environment including classroom equipment.
- We share.
- We take turns.
- We try our best.
- We care for each other.
- We follow our class and playground codes.

6. Rewarding good behaviour

Discipline operates through reward and praise in the first instance to promote confidence and discourage bad behaviour.

The school recognises that pupils should be rewarded for their display of good behaviour and uses the following methods:-

- Certificates
- Headteacher awards
- Verbal praise
- Stickers
- Celebration Assembly

7. Punishing poor behaviour

Minor matters will be dealt with by the adult in charge with an expression of disapproval, after which the pupil will be reminded of the rules.

If there is a pattern of unacceptable behaviour, they will be closely monitored and rewarded for positive behaviour during lessons.

- Pupils will always be asked to apologise to the person they have wronged.
- Pupils may be asked to sit in "time-out" to think about what they have done.
- The timescales for this type of action are dependent on the child's age.

8. Extreme or Serious Misbehaviour

If there is a case of serious or extreme behaviour, such as bad language or physical violence, teaching staff will record the incident and the pupil will be disciplined using a "time out".

If a pattern of extreme or serious behaviour is identified, the pupil will be referred to the Headteacher. This may lead to a behaviour plan, liaison with Primary Behaviour Support Services and the school SENCO/ Learning Mentor and a parental meeting will be set up.

9. Parents and Carers

Parents are made aware of the school's approaches to behaviour at induction prior to school entry through the home/school agreement.

Parents are expected to support the school strongly in maintaining good order and will be informed of their child's behaviour.

Parents are required to :-

- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times.
- Share any concerns they have regarding their child's education, welfare, behaviour and life School with the pupil's classroom teacher or Learning Mentor.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question School's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of Banks Lane Infant and Nursery School, in accordance with the school's Uniform Policy.

10. Smoking policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

11. Monitoring and review

This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.