

# Tottenham Infant School



## Behaviour Policy 2019

The school behaviour policy ensures that all adults (staff, parents, carers and governors) have a shared understanding of the processes that underpin positive behaviours at Tottenham Infant School.

The school behaviour policy was developed in consultation with children, parents & carers, staff and governors, who have a legal duty to agree the principles included in this policy.

The policy should be read in conjunction with other relevant school policies.

### At Tottenham Infant School we aim to:

- Provide a caring and safe environment where all pupils can learn in a calm and purposeful atmosphere ensuring the safety and well-being of every member of the school community
- Celebrate and reward positive attitudes and behaviour to promote positive behaviour management, with an emphasis upon praise when the appropriate behaviour is achieved
- Encourage pupils to develop a sense of personal discipline, taking responsibility of their own behaviour and respecting each other and the community in which they live
- Build partnerships with families, encouraging positive relationships and mutual respect, valuing the rich contribution families and the community make to the school
- To ensure social inclusion by involving all members of the school community in the process of promoting appropriate behaviour.
- Treating all members of the school community fairly and consistently to ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life
- Promote good relationships between different communities and not tolerate any form of discrimination, harassment and bullying
- Ensure that vulnerable pupils, such as those with Special Educational Needs or looked after children, receive support according to their needs

## How we do this:



### 1. Encouraging pupils to behave in a positive way we ensure that:

- The pupils follow the school's **Golden Rules**
- A nurturing climate envelopes the school community
- Each class develops a sense of unity and responsibility
- Pupils are encouraged to support each other
- Pupils and adults listen to each other
- Pupils and adults talk to each other in a quiet and calm manner
- Pupils have ownership of their own school
- The school council gives pupils a voice to raise issues with the leadership of the school
- Pupils are encouraged to succeed by receiving support, praise and recognition

### 2. Strategies

- The **Golden Rules** are used in the classroom and playground
- A class charter is drawn up and signed by the pupils in each class at the beginning of the autumn term where the meaning of each **Golden Rule**, in different contexts, is explored
- Golden Time on Friday afternoons is used to reward good behaviour, effort and persistence
- Circle time is used to explore morals and values. The school uses the 'You can do it' programme.
- The curriculum is well planned and appropriate to the age of the pupils
- The curriculum is inclusive and differentiated to meet the needs of all pupils
- A variety of teaching styles are used to stimulate learning
- Emotional needs are identified early and strategies put in place to support i.e. Nurture Group, Individual Behaviour Plan, Key person
- The environment is safe and provision within it meets the needs of the pupils
- The adult/pupil ratio is 1:15 in all classes. In the nursery it is 1:10
- There is one Play Assistant (Lunchtime Supervisor) per class
- The playground is well resourced

### 3. Involving/informing parents/carers

- Copies of the Behaviour Policy, Golden Rules and Home/School agreement are given to all parents/carers on their child's admission to the school

- Parents sign to say they will support the Behaviour Policy and the Home/School agreement
- The Golden Rules are sent out annually to remind parents and children
- Parents/Carers are kept well informed about their child's behaviour
- The Behaviour Policy is published on the school's website [www.tottenham.enfield.sch.uk](http://www.tottenham.enfield.sch.uk)

#### 4. Unacceptable behaviour

The following are considered to be examples of unacceptable behaviour

Level 1	Level 2	Level 3
Ignoring The Golden rules		
Calling out		
Interrupting teacher		
Avoiding/work/ wasting time		
Inappropriate noises in class		
Running inside school		
Being argumentative		
Spitting on the ground	Spitting at a child or adult	
Teasing, name calling	Intimidation or tormenting	Bullying
Distracting other children	Frequent distraction	Continuous disruption
Cheekiness	Rudeness	Verbal abuse
Using swear words and gestures	Swearing at pupils	Swearing at staff
Play fighting/ aggressive play	Fighting	Vicious or persistent fighting
Lying	Persistent lying	Blatant Dishonesty
Lack of co-operation	Refusal to follow instructions	Dangerous refusal to follow instructions
Unwanted physical contact	Sexual abusive comment	Sexual harassment
	Disrespect towards visitors	
		Vandalism
	Kicking, hitting, punching, biting, etc	Violent physical attack
	Retaliation	Serious physical retaliation
	Leaving class without permission	Leaving school without permission
		Racial, social, cultural or religious abuse
		Physical attacks on adults in school

- It is not always easy to categorise behaviours within the specific context of the three levels, therefore this table is intended as a **guide**
- We are aware of our duties under the Equality Act to ensure that pupils with special educational needs are not put at a substantial disadvantage. This includes making reasonable adjustments to our behaviour policy and practices
- We recognise that every child is different and therefore our policy is **implemented flexibly** in order to meet individual needs; this may include choosing to ignore some low-level inappropriate behaviour and the application of different strategies, as outlined in an individual education plan (IEP) / Individual Behaviour Plan (IBP)
- For the children in the Foundation Stage, the policy will be applied with due consideration for the child's age and stage of development

- Children in the Nurture Group may require specialist behavioural strategies suited to their individual needs.
- Persistent incidents of behaviour within the lower level categories may trigger higher level consequences.
- The Headteacher (Deputy Headteacher, in the event of the Headteachers absence) will be informed of level 3 incidents.

**5. Possible consequences of unacceptable behaviour:**

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Reminder of the Golden rules</li> <li>• Verbal apology</li> <li>• Finishing work at break time/home</li> <li>• Positive re-direction, highlighting the good example of others</li> <li>• Parent spoken to to remind pupil of the Golden Rules</li> <li>• Spoken to about the consequences of their behaviour by a member of staff</li> <li>• Re-positioning within the group/classroom</li> <li>• Lose minutes from Golden Time</li> <li>• Time out for reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Incident recorded in class file</li> <li>• Written apology</li> <li>• Exclusion from lunchtime football</li> <li>• Be spoken to about the consequences of their behaviour by a senior member of staff</li> <li>• Parents contacted and meeting held with child in attendance (at the discretion of a senior teacher)</li> <li>• Regular home schooling communication</li> <li>• Cooling off period away from class (by arrangement with another teacher if possible)</li> <li>• Lose up to 7 minutes of playtime</li> <li>• Regular monitoring of pupil at fortnightly SEN meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Be spoken to by Headteacher / SLT and parents together</li> <li>• Behaviour contract between pupil, parent and teacher with specific targets and time scale</li> <li>• Headteacher's letter to parents (copy to be kept on file)</li> <li>• Regular monitoring of work or behaviour by the Headteacher</li> <li>• In-school exclusion from lessons</li> <li>• Fixed term exclusion (this can include lunchtime exclusions)</li> </ul>

- If pupil finds playtime difficult attending the lunchtime club or being supported by the Learning Mentor may be appropriate.

**6. Physically Challenging Behaviour**

A small number of emotionally vulnerable pupils may exhibit particularly challenging behaviour. These pupils will have an Individual Education Plan (IEP) in addition to an Individual Behaviour Plan (IBP) and most will be supported by the Nurture Group. Risk assessment will be carried out.

When a pupil is exhibiting particularly challenging behaviour it is often appropriate to:

- Remove the other pupils to a safer place
- Avoid confronting the pupil
- Use diversion/distraction tactics
- Involve adults that the pupil trusts

- Wait until the pupil is calm before talking about the incident
- Wait until the pupil is calm before expecting him/her to make an apology

There will be a few occasions when a pupil will need to be held in order to prevent injury to him/her or others. This must be done in a climate of support, always with another colleague, both of whom are 'Approach' Trained.

Where there are serious concerns about a pupil's behaviour and emotional wellbeing the following agencies may be involved.

- Education Psychologist
- Behaviour Support Service (BSS)
- Child and Mental Health Service (CAHMS)
- Social Services

The school's commitment to positive behaviour management means that physical intervention is used very rarely and only as a last resort, when all other preventative methods have proved ineffective. Physical intervention is never used in a threatening way or as a punishment. Only staff who are 'Approach' trained should hold a child.

For further information on Use of Reasonable Force and the Law please go to [www.education.gov.uk](http://www.education.gov.uk)

## 7. Exceptional Circumstances

In the event of **extreme behaviour** where:

- the child puts others' safety at risk,
- the child puts his or her own safety at risk,
- school property is seriously or repeatedly damaged,
- there are persistent serious breaches of the Behaviour Policy

The Headteacher may impose a Fixed Period or Permanent Exclusion. Any child considered to be at risk of exclusion will be subject to a **Pastoral Support Plan** formulated by a multi-disciplinary team and parents. Exclusions are reported to the Governors termly and to the Local Authority when they occur.

### **Bullying**

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Anti Bullying Policy. Incidents of serious bullying are reported to the Governors and Local Authority termly.

### **Racism**

In addition to the sanctions contained within this policy, all incidents of racism must be reported to the Headteacher who will inform the LA and the Governors on a termly basis.

### **Monitoring and Review**

The Headteacher will monitor the effectiveness of this policy on a regular basis reporting to the governing body on its effectiveness and, if necessary, making recommendations for further improvements.

This policy will be reviewed on an annual basis by Governors and the school community including parents/carers.

The policy should be read in conjunction with other relevant school policies.



## Tottenham Infant School Reward Systems

For positive behaviour systems to be successful there needs to be consistency in the approach across classes and between Key Stages.

### **Reward Systems**

#### **Reception & KS1**

Each class will operate a whole class reward system (*Marbles in a Jar*) to work towards a whole class target to encourage team work.

In **KS1** the reward needs to be decided as a class at the start of the process and a total of 30 marbles are needed to achieve the target.

**Reception-** Marbles can be given when a pupil or pupils are shown to be following the Golden Rules. A total of 30 marbles needed to achieve the target.

Possible whole class reward could be bikes, iPads, film, creative art, board games, parachute etc., and should last no longer than 30 minutes. This can be done during Golden Time.

Adults running interventions and learning outside the classroom can contribute to the class reward when working with individual / groups of children.

Stickers are to be used sparingly and only as part of a child's behaviour plan / reward chart or in exceptional circumstances / special occasions / Senior Leadership Team or by the lunchtime supervisor.

Children can visit SLT to share good learning and chose a reward out of the treasure box.

### **Individual pupil rewards**

**Nursery-** Pupils will receive positive praise or treasure out of the Treasure Box for good behaviour and work.

**Reception-** All pupils (individual name cards) travel along a rainbow (displayed in the class), when they reach the pot of gold they choose a reward out of the treasure box.

**Year 1-** Pupils are awarded Dojo Points for following the Golden Rules and good work.

50 Dojo Points- Class teachers award

100 Dojo Points- Reward out of the Treasure Box

**Year 2-** Each pupil will be given a stamp card and can achieve stamps for following golden rules and good work.

All stamps achieved- Reward out of the treasure box.

*Teachers to track when children have achieved the reward out of the treasure box.*