

Bailey Green together with Bailey's Butterflies Positive Behaviour Policy addendum

Due to COVID-19 we have added this addendum to our Behaviour policy

In the light of the need for children to behave differently when they return to school, this document aims to set out the expectations for behaviour for children when they are in class or on the playground.

Children will be expected:

- To follow new routines for arrival and departure of school as instructed by staff on duty
- To follow school guidelines on hygiene, hand washing regularly and sanitising
- Follow rules of who children can socialise with and ensuring they stay in their "bubbles"
- Remember the rules about sneezing, coughing and the disposal of tissues (catch it, bin it, kill it) and avoid touching their mouth, nose and eyes with hands
- To tell an adult if they are feeling unwell (whether it is COVID symptoms or any other illness)
- Follow rules about sharing equipment. Keep their own equipment in a labelled clear pencil case
- Ensure in breakfast and ASC equipment is washed and sanitised after use
- To follow rules and keep in their bubbles during play and lunchtimes, and ensure they wash their hands before and after food
- To remind children of our reward and sanction systems, during COVID times Headteacher to visit classes for Golden award and red Headteacher stickers for unacceptable behaviour to be handed out from teachers and Headteacher to monitor if the child receives 3 or more
- Coughing, spitting at or towards another person is unacceptable and will not be tolerated.
- If a child continually ignores these rules and guidelines in a way which puts other children or staff at risk of harm we will follow the sanction systems we have in place in the policy
- If we experience any challenging behaviour in school the Headteacher or Senior leaders will deal with this and take appropriate steps following the behaviour policy and the parents will be contacted immediately

Our Behaviour Policy is used in line with other Safeguarding procedures

At Bailey Green we adopt the definition of safeguarding as used in the Children Act 2004 and in government “Working together to safeguard children “ 2006”.

- Protecting children and young people from maltreatment.
- Preventing impairment of children and young people’s health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

Safeguarding at Bailey Green intends to ensure that

- Children and young people are safe
- Children and young people feel safe

This underpins our Behaviour Policy

OUR MISSION STATEMENT

We aim to make our school and Nursery a pleasant and friendly place to be, so that children can be happy at school, enjoy learning and reach their full potential.

We will provide a stimulating learning environment and a variety of exciting opportunities and experiences within a broad and balanced curriculum.

We aim to give children the best possible start to their education by developing their curiosity, imagination and desire to learn. Each child is valued as an individual, irrespective of their race, gender or culture.

School Aims

1. To develop a good self image, increase self esteem and promote self respect through praise and encouragement.
2. To develop each child's potential to the full, being sensitive to different abilities, needs and interests of individuals so that the range and pace of learning are appropriate.
3. To encourage children to exercise responsibilities for their own actions and promote respect for other people, their property, the local community and the world in which we live.
4. To encourage and train children to develop habits of self discipline and acceptable behaviour.
5. To promote in the secure family life of the school a context for spiritual, moral, social and cultural development based on Christian values and respect for others embracing gender, ethnicity, creed and ability.
6. To fulfil the requirement of DCSF statutory orders.

In order to secure good behaviour, order and discipline there needs to be:-

- a whole school approach that requires all staff to commit to the principles that underpin the policy and all staff follow the agreed policy and principles.
- a close relationship and understanding between adults and children based on mutual respect.
- A properly resourced curriculum and effective teaching methods which encourage a pupil to achieve his/her full potential.
- An acceptance between children, staff, parents and governors of consistent standards of behaviour applied throughout the school.
- An approach which strikes a balance between rewards and sanctions and has a focus on positive achievements.
- Support from parents who must take responsibility for their child's behaviour.

Behaviour and Discipline at Bailey Green

Staff Responsibilities

Children develop, behave and learn best when they know what is expected of them, when they are positively encouraged to behave well and when they are consistently and fairly treated by everyone – adults and children.

- all adults are role models to the children in our care.
- all adults working within the school community are responsible for the behaviour of all children.

- adults should speak to children in a positive way and therefore model how we expect them to speak to us and each other.
- treat all children fairly and with respect.
- raise a child's self esteem whenever possible.
- apply sanctions and rewards fairly and consistently.
- be aware of individual needs.
- identify individual children from each phase on a regular basis for whole school positive praise.

We BELIEVE that every child should:-

- be valued as an individual and show positive, caring and tolerant attitudes towards everyone.
- be treated with dignity and respect.
- be happy and cared for and have clear and consistent behaviour boundaries that ensure the safety and wellbeing of everyone.
- feel safe and secure in a calm and purposeful atmosphere within the school.
- be encouraged to become increasingly independent and accept responsibility for their own behaviour.
- have access to a full and relevant education and have achievement recognised.

Pupil Responsibilities

We EXPECT that every child should:-

- keep the school rules.
- attend school regularly.
- work quietly.
- produce an acceptable amount of work to an appropriate standard within the given time.
- take a pride in their work and try their best at all times.
- respect the work, property and personal space of others.
- play and move sensibly around school.
- be polite, considerate, friendly and helpful.

Parents/Carers responsibilities

- make children aware of appropriate behaviour in all situations.
- to encourage independence and self discipline
- to promote the self esteem of their child.
- to show an interest in their child's education and support the school accordingly.
- to support the school constructively in individual matters around behaviour and self esteem whenever required.

This policy is based upon the basic principles or RESPECT –
Respect for others and respect for our environment as well as respect for ourselves.

Our School Behaviour Rules

We have **three** school rules which aim to keep all children safe, happy and secure in and around school. These rules are displayed around school and in classrooms and children are reminded of their importance during class discussions, assemblies and other appropriate times.

Pupils will be reminded of these rules in an ongoing way as they are value rules for life.

1. **Respect** everyone and everything
2. **Listen** carefully and respond appropriately at all times
3. **Be polite** and considerate towards others

Other normal school rules still apply – eg no jewellery, shoes not trainers should be worn, walk around school, no running, no toys or games to be brought to school, healthy snacks only at break, water not juice in water bottles.

Class Rules

Every class has a set of class rules which are re-negotiated with the children and the teachers as they move into their new classes in September. These rules are displayed somewhere in the classroom.

Positive Approaches

To encourage good behaviour we use positive approaches:-

- explain and demonstrate the good behaviour and achievements we wish to see.
- ensure all pupils achieve success through their efforts.
- ensure children understand it is the behaviour that is unacceptable not the child.
- use circle time, assemblies, SEAL resources etc.
- give consistent praise and encouragement.
- inform parents of their child's good behaviour.
- remind children of the behaviour rules and ensure that any criticism is constructive and related to our rules.

BEHAVIOUR – CLASSROOM CLIMATE AND WORK ETHOS

At Bailey Green we aim to ensure that all pupils receive their full curriculum entitlement. We strive to create a classroom climate that enables all pupils to learn the maximum they can in each lesson and that all pupils understand their entitlement and their contribution to this. At the start of every week each class will be reminded of class/school rules and anything they need to improve on or address within the class.

Creating a positive classroom climate at Bailey Green

Teachers will be responsible for ensuring the following:-

- climate of mutual respect and positive relationships established and promoted between pupils and adults.
- all pupils are valued and treated as individuals.
- well established routines exist so that all pupils fully understand what is expected from them.

- organised and structured classroom environment that enable ease of access to resources and smooth running of lessons.
- classrooms are tidy and ordered and promote good work practices.
- clear expectations and consistency is in place from teacher to teacher and other adults.
- classroom rules are linked to the School Behaviour Code with consistent rewards and sanctions.
- lessons start promptly and time is used efficiently.
- use of calming music provides smooth and settled start of sessions eg morning, after break, after lunch etc.
- use of Brain Gym, Wake and Shake activities motivates and breaks up periods of concentration when required.
- zero tolerance of unacceptable behaviour assuring lessons are not disturbed as far as possible by low level disruption.
- noise levels are appropriate to the activity – eg when working independently pupils do not need to be talking.

Rewarding Good Behaviour

The reward system is fundamental to our aims. If it is to be effective we must ensure that the system is fair and consistent and that the children value the rewards. We regularly consult with the School Council and indeed all classes to elicit their views and opinions on relevant issues relating to behaviour, rewards and sanctions.

Our Rewards and Privileges Include:-

- verbal and non-verbal appreciation (“well done”, a smile, a written comment etc) – praise and encouragement on a regular basis – expect good behaviour and “catch them being good”.
- public commendation (in assembly, the Headteacher, another class or teacher, a parent, using the Success and Achievement Wall display and Writer of the month, school newsletter.
- weekly presentations and celebrations of achievement in and out of school in our celebration assemblies (outstanding work read out or shown, other achievements which the children may wish to relate).
- information to parents by word or letter of their child’s good behaviour, a specific instance or continuous and use of “Notes Home”.
- the Foundation Stage (Nursery and Reception) staff have their own system of rewards. Stickers and stampers are used. Time out is given to those children who require regular reminding about inappropriate behaviour.
- each class has a special ‘Mrs Taylor’ chart and children ‘have a dip in the box’ when they have acquired 5-10 stickers and all children can choose a signed book when they have 10-15 stickers.
- Headteacher’s choice – children who have worked consistently hard over the month will be chosen by the Headteacher and will be taken out for lunch.
- the class teacher may also run other reward systems in conjunction with the whole school system.
- extra responsibilities – KS2 School Council representatives will be given responsibilities around school, class monitors, messengers, helpers etc.
- lunchtime awards (KS1 badges, KS2 Bookmarks) and certificates will be given out by the lunchtime supervisors.

BEHAVIOUR MANAGEMENT

At Bailey's Butterflies we believe that children and adults flourish best in an ordered environment without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self discipline and self esteem, where their respect for others to ensure everyone knows what is expected of them and children are free to develop their learning in an atmosphere of mutual respect and encouragement.

All will follow the Behaviour Management Policy in line with EYPS and Ofsted guidance.

Staff must be consistent in setting boundaries for children.

Parent/Carers must be informed, on their introductory visit, that the nursery policy is to model and affirm positive behaviour. It should be explained that any negative behaviour that occurs in the setting will be dealt with in a positive way.

In order to achieve this at Bailey's Butterflies

We use:

Good Sitting

Good Listening

Good Looking

All adults caring for children at Bailey's Butterflies will ensure that the ideas of the nursery are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.

All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for their behaviour. The Nursery expects every member of their community to behave in a considerate way towards others.

Adults in the nursery will praise and endorse desirable behaviour such as kindness and willingness to share. The Nursery uses reward stickers for being good and kind to each other.

Adults will not raise their voices in a threatening way. As a team we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

All adults in the Nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

It is the responsibility of the Team Leader to have responsibility for behaviour management issues in line with EYPS Ofsted requirements.

The Team Leader must ensure that all behaviour management strategies are appropriate to the age and developmental stage of the individual child.

Where a member of staff feels unable to deal with a situation calmly it is their responsibility to make others aware of this and seek support.

Where a Team Member informs another member of staff that they are unable to deal with a situation, it is the responsibility of the other member of the team to support and, where necessary, take over until the matter is resolved. Where this occurs, the Team Leader should be informed so that an assessment can be made on avoiding a re-occurrence of the situation.

In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be clearer immediately, but by means of explanations rather than personal blame. This would be explained to parents.

Parents/carers will always be informed of any occurrence and how it was handled. Parents/carers should also be informed that they are welcome to discuss any behavioural difficulties they are experiencing at home so that support and advice can be given by staff.

All children will exhibit negative behaviour at all times as part of their developmental progress. However, when this behaviour becomes a problem for the child and/or others, staff must be able to bring in strategies to manage and modify the behaviour. These strategies must be shared and explained to Parents/Carers and other team members.

Staff need to be able to adjust their responses according to the demands of the situation and the age and needs of the individual child.

Staff will develop positive strategies reinforcing acceptable behaviour eg. by supporting and encouraging children in setting limits for themselves.

Physical punishment of any kind is absolutely forbidden. This includes smacking, tapping, pulling, pushing, throwing, biting, shaking, or handling roughly. Other measures, which must never be used, include: humiliation, belittling, intimidation, frightening a child, depriving a child of food or drink, forcing a child to eat or drink.

The use of physical punishment by a member of staff will result in immediate disciplinary procedures being implemented.

There can be no deprivation or exclusion from activities. However, temporary withdrawal can be used as a strategy although this should not extend beyond one minute for each year of the child's age eg. 3 minutes for a 3 year old.

Physical restraint may only be used where the child is perceived to be in danger of injuring themselves or others. However, restraint should only be used where no other appropriate strategy exists.

Where physical restraint has had to be used, staff must ensure that the child's dignity and feelings are considered. After the event, staff must try to discuss what has happened with the child to try to prevent any re-occurrence of the behaviour.

Where physical restraint has been used all information must be recorded on a Setting Report Form and shared with the Parent/Carer the same day.

Where staff have concerns over the persistent negative behaviour they should discuss the matter with the Team Leader and Parent/Carers. Where it is felt appropriate, further advice may be sought from another professional.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled well and the behaviour may be a result of 'separation anxiety'.

This policy aims to help children to grow in a safe environment, and to become positive, responsible and increasingly independent. The nursery rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Unacceptable Behaviour

We are confident that most children will respond to our positive approach and fortunately the majority of children do behave appropriately. However, for the small number of children

who feel unable to respond appropriately we offer help by making our expectations clearer, more specific and more suited to their individual needs.

Should encouragement and praise fail to produce good behaviour, it will be necessary to take a different course of action. Early identification of serious behaviour problems is essential, and where appropriate, outside agencies e.g. North Tyneside Behaviour Support Service, will be involved.

WHAT IS UNACCEPTABLE BEHAVIOUR?

We consider unacceptable behaviour to be:-

- ignoring any of the behaviour rules.
- any form of bullying.
- fighting and aggressive behaviour, including 'fun fights'.
- name-calling, swearing.
- answering back and speaking inappropriately to adults.
- racist behaviour or comments
- damaging other people's work or property
- refusal to do work to the relevant standard
- actively interfering with or disturbing other children at work or play.
- causing danger or offence to others because of an individual's behaviour including, biting, nipping, punching, kicking, spitting.

Sanctions

When pupils behave in an unacceptable way we will follow the following step by step procedure:

Step 1 – Reminder

A series of verbal or non-verbal warnings eg a look, a gesture, a quiet word, point to the rule, encourage the child, remind child of relevant rule up to a **maximum of three times**.

Step 2 – Removal

Removal to another seat, table area.

Step 3 – Thinking Time

At KS1, if behaviour continues to be inappropriate or disruptive, pupils will be detained at playtime (Tues-Fri) for 'Thinking Time'. Pupils will be supervised outside by the member of staff on playground duty. At KS2 pupils will be given three warnings by the class teacher and then be sent to the Headteacher.

Step 4 – Senior Leadership Involvement

If the preceding steps have been followed and the child is not responding, a red (urgent) or yellow (support needed, but not urgent) card will be sent to the Headteacher or Deputy Headteacher who will deal with the incident. Red cards may also be used for medical emergencies or serious accidents.

Step 5 – Parental Involvement

If appropriate behaviour becomes persistent a teacher may inform parents informally to begin with and a plan will be put in place. At times, a Home School Report Book may be used. A daily report with specific behaviour targets monitored by the class teacher will be sent home each day. Parents will be invited to visit or contact school on a weekly basis. The Headteacher and/or Deputy Headteacher will be informed.

Class teachers will log incidents of inappropriate behaviour and of a more serious nature or when minor incidents become persistent or worrying, and these will be signed by the Headteacher.

Parents will be telephoned or informed by letter if a more serious incident occurs. The Headteacher will keep a log of these.

In the unlikely event of a problem remaining unresolved at school level, outside agencies may be called in – Behaviour Support, the Educational Welfare Officer, Educational Psychologist or Social Worker.

As a last resort the law allows for exclusion from school for short periods or even permanently. Persistent disruptive behaviour which affects the health and safety, welfare and education of others is not acceptable at any time.

CHILDREN WITH SPECIAL BEHAVIOURAL NEEDS

At Bailey Green it is hoped that it would be rare for a child not to respond to the usual positive approach that we would use with the majority of children. However, there can be exceptions.

If a child has been identified as having emotional and/or behavioural difficulties it will be recognised by staff that an increasingly personalised approach is required. An intervention programme may have to be put in place. Guidance from North Tyneside Behaviour Support Service will be sought or from the Educational Psychologist. It will always be in consultation with parents. Sometimes the behaviour targets may be included on an Individual Education Plan (IEP).

EQUAL OPPORTUNITY AND DISABLED EQUALITY

The school actively promotes equality of opportunity including equality for disabled pupils in all aspects of its work in particular when promoting good behaviour and when issuing rewards and sanctions.

BREAKFAST CLUB AND AFTER SCHOOL CLUB

The same behaviour rules apply in Breakfast Club and After School Club. It is the responsibility of the staff to report persistent/serious incidents to the class teacher/Headteacher or other senior staff when these occur. The Headteacher may decide that a child cannot attend Breakfast Club or After School Club for a period of time.

ADULT SUPERVISION DURING BREAKS

- a rota of teachers ensures staff are always on duty during morning breaks.
- it is vital that all staff are on duty promptly and fully focused on supervision of pupils and are vigilant throughout their duty.
- staff on duty must ensure that playtime timings are adhered to.
- at lunchtimes the Midday Supervisors are supported by the Senior Management Team who are called upon when necessary.
- the Headteacher and Deputy Headteacher are the ultimate points of contact.

During morning and lunchtime breaks children have the right to peace and safety and have the responsibility of taking care of one another. Outdoor equipment is provided at lunchtime. Any unacceptable behaviour is reported to the class teacher and the child may be removed from the play area for time out. Repeated removals will result in further sanctions. Continued aggressive and dangerous behaviour may result in lunchtime exclusion from school.

Lunchtime staff have had training which has included some strategies to help diffuse difficult situations along with advice and guidance on cooling down strategies.

In conclusion

This is a happy, caring school. We want children and parents to feel that they can share their concerns with us before they become problems.

Teachers are available outside of lesson time by appointment to discuss any concerns regarding pupil behaviour.

The Headteacher is normally available during the school day or by appointment.