



THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

Behaviour Policy

Reviewed on: September 2018

Signed.....Chair

To be reviewed September 2019



WE ARE A VOLUNTARY AIDED (VA) SCHOOL WITHIN THE DIOCESE OF SOUTHWARK

HEAD TEACHER: MRS STEPHANIE EDMONDS *B Ed HONS*



A: Impact Assessment summary for policy coversheets

Impact Assessment: Equality, Safeguarding, Health and Safety, Sustainability	
Overview: to be completed with a full impact assessment if required.	
Title of Activity/Policy: Author and Date:	New or Revision of Expected Implementation Date: Review Date:
Equality and Diversity: Which of the characteristics may be impacted upon? If there is an impact, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	
Safeguarding: Are there any aspects of this proposal which could cause a student/member of staff/visitor to feel unsafe? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Health and Safety Have any risks been identified? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered and mitigated against?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Evidence: What evidence do you have for your conclusions? What consultation has taken place? How will you monitor the issues raised?	
Risk: Should this activity/policy result in an entry on the risk register (high/medium) or does it represent a low risk?	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>

Fruits of the Spirit

The Fruits of the Spirit underpin all that we do and we weave these Christian values into the fabric of our school ensuring that they underpin every thought, decision and action made.

This policy has been compiled mindful of these spiritual fruits to make sure they develop and sustain all aspects of school life at The Minster Nursery and Infant School.

At The Minster Nursery and Infant School, our learning community creates pupils who are inspired, ambitious learners who care for themselves, others and their environment within a strong Christian ethos. We honour all in our community and recognise that we are all sons and daughters of the King of Kings.

This policy is to be read in conjunction with the Governing Body's Statement of Principles on Pupil Discipline and Behaviour.

Inclusion and Safeguarding Statement

Here, at The Minster Nursery and Infant School, all our families are valued and respected within our learning community.

We set high expectations for all our children and families; regardless of ethnicity, gender, faith, socio-economic background, ability or disability. Our dedicated staff work together to provide children with opportunities to develop many learning skills in order to be successful learners.

All of our members of staff are committed to safeguarding and promoting the welfare of children.

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Behaviour at The Minster Nursery and Infant School.

Through our behaviour at The Minster Nursery and Infant School, we exemplify the fruit of the Spirit.

*'But the fruit of the Spirit is love, joy, peace, forgiveness, kindness, goodness and faithfulness'
Galatians 5:22*

The Bible is very clear on how we are to relate to one another.

'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this, all men will know that you are My disciples, if you have love for one another.' John 13:34-35

Rewards

We believe that children need to know when they are getting it right.

We reward good behaviour with verbal praise and reward stickers. Some classes reward good behaviour by allowing children to place a marble in a jar for good behaviour. When the jar is full, the class have earned a reward. Some classes award golden ticks on a chart. Sometimes, children can earn a piece of a puzzle as a way of working towards meaningful and motivating rewards. Children who have worked hard

at developing their learning skills are rewarded at Friday's Celebration Collective Worship where we give thanks and praise for our talents which are recognised by certificates and Special Mention from the Good Work Book.

Behaviour Policy in the Early Years.

If anyone in our reception classes makes it difficult for others to learn or feel safe then they:-

- will firstly be reminded of the rule that they are breaking
- may be asked to sit elsewhere in the class.
- will be asked to discuss their behaviour with an adult.
- may be given time to think about action and consequences
- will have their behaviour brought to the attention of their parents

In Nursery, if a child purposefully hurts or puts the safety of another person at risk we would tell the parents of that child straight away, and may ask the child to leave the nursery early and start the next day a fresh.

In Reception, if a child purposefully hurts or puts the safety of another person at risk they will have a period time out and the parent will be invited at the end of the day to have a discussion with their child's class teacher regarding the behaviour.

Parents are always encouraged to work in partnership with the school to support their child's behaviour. High expectations of behaviour for all pupils must be clear and consistent. We believe that all children are capable of making good choices to support their learning.

The Behaviour Policy in Key Stage 1

We believe that all children can understand that there are consequences to the choices they make. For example, a child may be exhibiting distracting behaviour which is disrupting the pace of learning. The teacher or teaching assistant will say something like '*Name*, your behaviour is disrupting the learning for other children. You now have a choice, you can change your behaviour so that others may learn, or you can choose to continue with the behaviour and your name will go on the board. What are you going to choose?'

The 'choices and consequences' approach makes it very clear that the child has responsibility for the choices he/she makes and eliminates the misunderstanding of sanctions being imposed for any 'personal' reasons.

If the child continues to choose to behave in a manner that disrupts learning, the teacher or teaching assistant will write the child's name in the top right or left corner of the board.

If the child continues to choose to behave in a disruptive manner, then the child will be sent to a pre-arranged 'partner-class' for 10 minutes, either with their work, or to join the learning in the partner class.

If a child is sent to another class, we believe that parents and carers have the right to know about this and a letter will be sent home by way of conversation at the end of the day. A signed and dated response from the parent/carer is expected and will be followed up.

If there are more than three of these letters sent home in any *two week* period, the parent/carer will be invited in to speak to the Year Group Leader.

If the child is still unable to make positive choices about his/her behaviour, then a 'Behaviour Plan' will need to be drawn up. This will outline specific targets and draw upon the expertise of others within school. Rewards and sanctions will be outlined clearly.

If there is still no improvement, then the school will seek support and advice from Local Authority agencies.

If there is still no improvement, then the school may need to look at fixed term exclusion. This may be followed up by a permanent exclusion if there is no improvement. This would be a 'last resort' option that we would seek to avoid by working closely with parents and other agencies.

Racist comments, swearing and extremely violent behaviour may result in Senior Leadership involvement and/or a fixed-term exclusion without the earlier stages. Further continuation of such behaviour may then result in a permanent exclusion.

Behaviour and SEND

Sometimes, children can be very disruptive. We believe that all behaviour is a communication of something. Some of our children have significant Special Educational Need/Disability which means that the school day is much more demanding for them to manage. We work in partnership with parents and take a multi-agency approach to do make reasonable adjustments to enable all children to be successful learners and enjoy school. It is vitally important that all teachers know who the SEND children are and respond with sensitivity to children's needs.

Beyond the School Gates

We ask all of our children, parents/carers and staff to remember that how they behave beyond the school gates reflects upon the school. Our children and their families act as ambassadors for the school and are expected to uphold the values and standards of The Minster Nursery and Infant School.

Bullying

It may be possible to identify trends associated with bullying. Bullying refers to repeated verbal and/or physical attacks on a person or group of individuals over a period of time. We strongly encourage 'bystanders' to tell adults if they think someone/some people are being bullied as it is often difficult for victims of bullying to speak out.

Allegations Against Staff

Where there are allegations of abuse made against staff, the school will follow the guidance set out in 'Dealing with Allegations of Abuse Against Teachers and Other Staff' from the Department for Education and the school's Safeguarding Policy. All allegations against a member of staff must be reported to the

Local Authority Designated Officer and investigated as quickly as possible, bearing in mind the Head Teacher's duty of care to the member of staff facing the allegation.

Malicious Allegations

All false allegations against staff are considered 'malicious'. Here, at The Minster Nursery and Infant School, we take such matters extremely seriously as malicious allegations can cause long term distress to any member of staff affected. Pupils making malicious allegations may face permanent exclusion.

Effectiveness of the Policy

In order for this policy to be effective, there needs to be:

- High levels of staff confidence in using the policy. The school will support all staff who adhere to the policy correctly.
- A clear understanding that some pupils may require an individual Behaviour Plan.
- Agreement amongst staff as to what behaviours might trigger a name on the board.
- Clear, positive and supportive communication with parents/carers.
- Monitoring of the behaviour policy at regular intervals.

Each class needs to have:

- An agreed partner class
- A class behaviour agreement signed by all members of the class showing commitment to adhere to agreed class rules.
- A behaviour ladder on display
- A behaviour folder containing records of incidents, letters home and collected reply slips.

Teachers are expected to monitor the frequency of incidents and look for patterns to enable potential identification of underlying issues with which the school can offer help.