



# **Healdswood Infant & Nursery School**

## **Behaviour Policy**

Adopted : Spring 2021

Review Date : Spring 2022

# **Healdswood Infant and Nursery School.**

## ***'Believe to achieve!'***

### **Our Vision**

Healdswood Infant and Nursery School is a nurturing and inclusive setting where all children, adults, parents and carers respect each other and grow together in order to reach their full potential. Our children love to learn and our adults provide an inspiring environment where all children learn through play. We aim high for academic success and model excellent behaviour to encourage the children to be the best they can be.

### **The Aims of our School**

- Promoting a love of learning
- Encouraging children to be morally responsible and independent
- Ensuring that there are equal opportunities for all pupils
- Providing a rich stimulating and relevant curriculum
- Helping children to live together in a safe community
- Having good communication available for all

### **Mission Statement**

- To ensure that all pupils reach their full potential.
- To enable each child to develop a positive self-image and a sensitivity to the needs of others in school, the local community and the wider world.
- To enable every child to access the curriculum regardless of age, aptitude, disability, gender, race, culture and religion.
- To provide a friendly, caring and secure community where children can feel safe, valued, work and play in harmony with the friends.
- To ensure that everything we do takes place in the context of lifelong learning and teachers' expectations of the children are high.
- To ensure that everyone feels welcome, valued and listened to.

### **The Aims of our Behaviour Policy**

- To uphold our school vision & values.
- To explain how we encourage, teach and reward positive behaviour.
- To promote a shared understanding of behaviour management by setting out the roles and responsibilities of everyone in the school community
- To deal with poor and unacceptable behaviour with actions that are consistent and fair, and which the children are clear about.

## **Our Expectations**

### **Our Children:**

- Follow our rainbow rules.
- Strive to display our learning powers.

### **Our Parents/Carers:**

- To be aware of, understand and support our behaviour policies and procedures.
- To model the behaviour expected of our children.
- To support the school in developing their child's learning and social & emotional wellbeing.
- To ensure that their children come prepared to learn (with their book bag and water bottle, in uniform and on time).

### **Our Staff and Other Adults in School:**

- To be aware of, understand and support our behaviour policies and procedures.
- To model the behaviour expected of our children.
- To ensure that they are aware of the specific needs and requirements of the children in their care.
- To understand how our Behaviour Tower operates and how to deliver positive behaviour strategies.
- Ensure fair treatment for all through realistic expectations.

## **The Curriculum and Learning**

Alongside ensuring that our curriculum is planned according to our school vision, aims and mission statement, we follow Talking Points across the school.

## **Talking Points**

Talking Points has been designed to thoroughly cover the DFE Guidance for 'Relationships Education, RSE and Health Education'. It is delivered through the use of age appropriate children's books and talking points for class discussion from these. It follows a cycle of topics, as outlined below:

### **EYFS:**

- Families- Rainbow Rule: We care for each other
- Caring Friendships- Rainbow Rule: We are kind and helpful
- Healthy Me- Rainbow Rule: We try our best
- Mental Well-being- Rainbow Rules: We are honest, We listen
- Being Safe- Rainbow Rule: We look after our school
- Respectful Relationships- Rainbow Rules: We are gentle

### **KS1:**

#### **Relationships Education**

- Topic 1- Families and People Who Care for Me.
- Topic 2- Caring Friendships.

- Topic 3- Respectful Relationships.
- Topic 4- Online Relationships.
- Topic 5- Being Safe.

Physical Health and Mental Wellbeing Education

- Topic 1- Mental Wellbeing.
- Topic 2- Internet Safety and Harms.
- Topic 3- Physical Health and Fitness.
- Topic 4- Healthy Eating.
- Topic 5- Health and Prevention.
- Topic 6- Basic First Aid.

Through following this program, we hope to prepare the children for their futures. By nurturing well rounded individuals, who have a place, and are valuable members of our society.

**Positive Behaviour Management**

Our emphasis is on positive behaviour management and rewards to reinforce good behaviour. This helps our children to see that good behaviour is valued.

**Our Rainbow Rules**

Once a week each class teacher nominates two children that have displayed our rainbow rules to receive a certificate in assembly. The rainbow rules are made high profile through frequent reference in all aspects of school life.

We are gentle		We don't hurt others
We are kind and helpful		We don't hurt anybody's feelings
We listen		We don't interrupt
We are honest		We don't cover up the truth
We try our best		We don't waste our own or others' time
We look after our school		We don't waste or damage things
We care for each other		We don't leave our friends out

## Our Learning Powers

We encourage our children to develop positive learning behaviours through our schools 'Learning Powers'. These are introduced and modelled through stories during assembly. Once a week each class teacher nominates two children that have displayed our learning powers to receive a certificate in assembly. The learning powers are also made high profile through frequent reference in all aspects of school life.

<p><b>1. Have a Go Hero</b></p> <ul style="list-style-type: none"><li>• Have the confidence to challenge yourself.</li><li>• Learn from mistakes- persevere.</li><li>• Have a positive attitude.</li><li>• Show motivation and have go.</li></ul>	<p><b>2. Keep it up Captain</b></p> <ul style="list-style-type: none"><li>• Believe in yourself.</li><li>• Persevere and don't give up.</li><li>• Reflect and evaluate- try new things.</li><li>• Don't be afraid to start again.</li></ul>
<p><b>3. Fantastic Focus</b></p> <ul style="list-style-type: none"><li>• Concentrate and follow the listening rules.</li><li>• Engross yourself in the task.</li><li>• Commit to the one task.</li><li>• Take your time, don't rush.</li></ul>	<p><b>4. Agent Ideas</b></p> <ul style="list-style-type: none"><li>• Let your imagination go.</li><li>• Be curious and ask questions.</li><li>• Be original, create your own identity.</li><li>• Be an inventor.</li></ul>
<p><b>5. Team Effort Expert</b></p> <ul style="list-style-type: none"><li>• Show stamina, help each other to keep going.</li><li>• Listen to others, their ideas matter.</li><li>• Cooperate and really work together.</li><li>• Be tolerant, everyone is important.</li></ul>	<p><b>6. Learning Legend</b></p> <ul style="list-style-type: none"><li>• Quiz, question and investigate to find out more.</li><li>• Try, test and tinker to improve.</li><li>• Be fearless and learn from your mistakes.</li><li>• Know when you've done your best- be proud.</li></ul>

## Our Behaviour Tower

### Moving up the tower

In each classroom there is a behaviour tower. Each day when the children come to school, they will start on the green star, regardless of where they were the day before. They will then have the opportunity to show the staff that they are following our rainbow rules and displaying our learning powers. Each time the staff see these things, they will ask the children to move themselves up the tower. They can work their way to bronze, then to silver and finally to gold. If the children make it onto the gold star, they get a 'dojo point' on Class Dojo, the teacher selects the learning power or rainbow rules that they have displayed. The parents are notified on their app that their child has earned a dojo point and why.

In Nursery the children go straight from green to gold, due to them only having 3 hours to achieve this.

In Reception the children begin the year with only green, bronze and gold and add silver in the summer term.

Each Friday three children will be selected using the random generator on Class Dojo. The children, whose names are selected by Class Dojo, will receive a small prize from the Golden Box. At the end of each half term the dojo points will be wiped so that the children can start again.



**I have had a super day! I am a shining role model!**

**I have gone above and beyond today!**

**I have made good choices today and learned a lot.**

**I am doing my best to learn and I can be the best.**

## Sanctions

Although our emphasis is on positive behaviour management and rewards, we also encourage the children to take responsibility for their own actions. We do this through the sanctions outlined below, in which we offer warnings to allow the children to correct their behaviour.

### The Behaviour Tower

#### Moving down the tower

In the same way that the children can move up the tower, they can also move down. If the staff see undesirable behaviour, they will ask the children to move themselves down the tower. The children can then work hard to move back up. If they continue to show undesirable behaviour, they continue to move down.



If the children reach the bottom of the tower, they will be given a red card. For repeated disruptions the children have time out within their classroom. There are some behaviours, such as hurting other children or staff, which result in an instant red card. If they get a red card, they take this to the head teacher and have time out outside of the office during break time. After this, they return to class and start again on the green star. If a child gets a red card, one is also sent home with the reason written on the back. This ensures that our parents are aware and involved in supporting their child to manage their behaviour.

## The Red Card

# ☹️ RED CARD ☹️

An instant Red Card has been given as a result of:

Behaviour	Comments	✓
Bad language		
Spitting		
Physical aggression		
Deliberate damage		
Disrespectful behaviour		
Other (please specify)		

A Red Card has been given after 4 warnings for breaking our Rainbow Rules:

Rainbow Rule	Comments	✓
We are gentle		
We are kind and helpful		
We listen		
We are honest		
We work hard		
We look after property		

Child's Name:

Year FS2 - Y1 – Y2

Date:

Signed:

In nursery there are only two steps down, one as a warning and the other for time out. Once the children have had time out, they return to green. The red card is displayed on the tower, so that the children are familiar with this ready for school. However, this is only used in exceptional circumstances and after discussion with parents.

### Fixed Term Exclusions

Serious incidents (e.g. extreme / deliberate / unprovoked violence / putting themselves or others at risk may) result in a fixed term exclusion. This is at the discretion of the head teacher. These decisions are not made lightly. Parents/carers are informed of the decision and work is sent home for the child to complete. A reintegration meeting is held with the parents and child on their return to school.

During the period of exclusion it is the law that the child should not be present in a public place during school hours without reasonable justification and we suggest that they are kept at home. The parents/carers have the right to make representation to the governors. There is more information included in the statutory guidance on exclusions on the DfE website under *Exclusion from maintained schools, academies and pupil referral units in England*.



## **Use of Reasonable Force**

It is anticipated at Healdswood that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with the children to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in *Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.*

The necessary use of any physical intervention at Healdswood is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

## **Other Policy Documents that Underpin this Policy for Behaviour**

- Special Educational Needs Policy
- Use of Reasonable Force to Control or Restrain Pupils Policy
- Equal Opportunities Policy
- Allegations of Abuse Against Teachers and Other Staff
- Whole School Policy for Child Protection
- Whole School Policy for Safeguarding
- Anti-Bullying Policy

## **Appendix 1.**

### **Changes to the Behaviour Policy COVID-19.**

#### **The Curriculum and Learning**

We know that children will need support on their return and therefore as a school have developed a recovery curriculum, in which emotional well-being is high priority.

#### **Positive Behaviour Management**

Our emphasis will remain on positive behaviour management and rewards to reinforce good behaviour.

#### **Our Rainbow Rules**

There will be a virtual achievement assembly weekly, class teachers to send the certificate home via dojo. The rainbow rules will still be the driving force in modelling and reinforcing positive behaviour. They need to remain high profile through frequent referencing.

Within this there will be an emphasis upon:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you feel ill
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person

E-bug have a website with some ideas about activities and lesson plans for KS1 that could be adapted for EYFS. We have also printed their posters to be displayed in classrooms, toilets etc.

[https://e-bug.eu/junior\\_pack.aspx?cc=eng&ss=1&t=KS1%20Lesson%20Pack](https://e-bug.eu/junior_pack.aspx?cc=eng&ss=1&t=KS1%20Lesson%20Pack)

Early Years Alliance have also provided some useful information for talking to young children about the coronavirus and good hygiene.

<https://www.eyalliance.org.uk/how-talk-children-about-coronavirus>

## **Our Learning Powers**

There will be no whole-school assemblies, however we ask that you hold a weekly learning powers class assembly in your own rooms. Planning and e-books can be found on the server under 'assembly planning'. There will be a virtual achievement assembly weekly, class teachers to send the certificate home via dojo.