



BEHAVIOUR POLICY

January 2019

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Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning. Expectations are designed to focus on positive actions that demonstrate respect, rather than outlining what children should not do. This means, for example, that we ask children to walk rather than telling them not to run. The expectations are outlined in our Consequences Ladder (Appendix A) so that there is consistency and fairness in all areas of school life and so that children understand the consequences of their behaviour and actions. As an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the needs of specific children.

Everyone is responsible for the behaviour of **all** children and adults should reinforce agreed expectations of behaviour in a calm and measured way.

Our PSHCE (Personal, Social, Health and Cultural Education) programme supports the behaviour policy by helping children to understand the consequences of their behaviour and actions and supports the children's spiritual, moral, social and cultural development.

Our behaviour system is designed so that:

- children who regularly meet the school's expectations are recognised and celebrated as described in the 'rewarding good behaviour/work' section below
- teachers integrate a consistent system within daily teaching in order to promote positive behaviours

School Values

The School Values are:

1. Respect
2. Excellence
3. Friendship

Rewarding good behaviour / work

We recognise and celebrate positive behaviour by:

- Continual positive praise (teachers aim for 20 positive to 1 negative comment);
- Proximity praise (e.g. I can see that ... is waiting beautifully);
- Written comments, stamps and stickers in the children's exercise books reinforcing good effort/performance in lessons;
- Stickers for children to wear;
- House Points given not just by the Class Teacher but by all other staff around the school e.g. at lunchtimes, in the corridor, in assemblies, at playtimes;
- 'Puzzle Pieces' for a class reward or other class reward systems;
- Pupils sent to Headteacher with good work for a Headteacher's sticker and reward;

- Golden Table for good behaviour at lunchtimes;
- Stars of the Week stand up in Friday Assemblies for Curriculum and Citizenship;
- End of Term and End of Year Certificates for pupils who have 'Stayed on Happy' all term;
- House Points Cup for the best House in the school all term and also for the best House though the year.

Lunch times and Playtimes

Lunchtime and playtime supervisors manage behaviour in line with the Stay on Happy Policy and guidance. Lunchtime staff give children both stickers and house points to those who demonstrate the school values. In the lunch hall, good behaviour is rewarded with a Golden Ticket. Each week 8 raffle tickets are chosen at random and the children who own those ticket numbers are invited to eat at Golden Table with a friend on Friday. The Learning Mentor and Behaviour Teaching Assistant are usually available during lunchtimes and playtimes to support children with problems between peers in the playground.

House Points System

All children from years 1-6 belong to one of five houses named after British birds. Siblings are together and children remain in the same house throughout their time at Jubilee. At the end of each term, a house cup is awarded to the house which receives the most points for demonstrating the school values of excellence, respect and friendship. House Captains are chosen from Year 6 every year. House Captains are role models for the rest of the school and take on extra responsibilities such as helping at Golden Table. **Redirecting Behaviour**

Where possible staff will redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are given in the table below.

Strategy	Description
Tactical ignoring	Used only for a short period of time or low level disruption.
Tactical pausing	Gives the children time to resettlement and focus.
Non-verbal reminder	Eg: point to sad/happy face on your behaviour board
Verbal reminder	Eg remind a child of why their behaviour isn't positive and the consequences should it persist.
Name reminder	Drop the child's name into your instructions, eg: 'Today, we're going to be continuing our learning about multiplication, Josh.'
Proximity praise	Praise the behaviour of a child near the child who is not behaving so well.
Expectations reminder	Remind the child of the behaviour that you currently expect. Eg: 'We're having a go at column multiplication on our whiteboards.'
Value reminder	Remind the child of the school value that they're not showing. Eg: 'We show respect at this school by listening to an adult when they're talking.'
Name the behaviour	Simply tell the child the thing that they're doing that you would like them not to be doing. Eg: 'You're out of your chair', 'You're talking.'

When...then...	Remind the child of what will happen when they show the desired behaviour. Eg: 'When you're sitting down then I'll come and speak to you.'
Smiling!	Smile at the child you would like to see behaving well. This is particularly useful in assemblies or other times when the child is far away from you.
Empathy	Show that you understand why they're behaving in the undesired way and remind what you'd like them to do. Eg: I understand that you're upset about what happened during football at lunch but right now it's time to think about multiplication.'

'Stay on Happy Consequences' Warning

When pupils make the wrong choice about their behaviour they will be given a warning. This will mean that half of their name is written on the sad face.

Level 1

If a child continues to misbehave their full name will be written. This is recorded on the class tracking sheet as a level 1.

Level 2

If a child continues to misbehave and reaches level 2 and, if needed, they are given time to think about their behaviour (time out) for ten minutes within the classroom.

Level 3

If a child reaches level 3 they will miss their morning playtime or 15 minutes of their lunch play on the same day.

Level 3 +

If a child has reached level 3 and continues to make the wrong choices about their behaviour, they are put on a Level 3 +. This means that they take time out in a different classroom.

Provided that the behaviour is all low-level disruption then the child will progress through the levels until a level 3+. However, more severe behaviour incidents can warrant a child moving straight to a higher level. Our Consequences Ladder (Appendix A) shows examples of this.

Level 4

A child can only reach level 4 on our behaviour policy through a serious behaviour incident as described on our Consequences Ladder. If a child reaches level 4 they will be sent to a member of SLT.

All children who reach levels 1-3+ are recorded daily on a class tracking spreadsheet. This is reviewed and monitored regularly by members of the Senior Leadership Team (SLT) and Learning Mentor. Children who only receive a warning and go no further are not recorded on the class tracking sheet; we feel it is important to give children the opportunity to correct their behaviour.

First time on Level 4 in a school year

Behaviour is discussed with the pupil by a member of SLT through a restorative conversation. This enables the child to think of what they can do to repair the situation.

The child's parents are contacted by a member of SLT on the phone. The parents/carers are asked to talk to their child about the importance of showing the school values of respect, excellence and friendship.

Child misses two play sessions (or an equivalent sanction) to make clear the severity of their behaviour.

When appropriate, the school's Learning Mentor may become involved at this stage to give pastoral support to individual children.

If a child is persistently reaching level 4 despite this support, an Individual Behaviour Plan may be set up. This will involve a more in depth look at how their rewards and consequences for this child's behaviour can be tweaked to better support them to show respect, excellence and friendship. It will also involve looking at what support this pupil is accessing to help address the underlying causes of their behaviour.

When a child is found to be consistently meeting their targets, the level of seriousness will be de-escalated and behaviour support systems will be removed sensitively and over time. Our aim is for all children to be able to take responsibility for their own behaviour independently, without the need for specific systems or support.

In the case of exceptionally severe behaviour incidents, the school may consider exclusion.

External exclusions follow the guidance from Hackney Learning Trust. Only the Headteacher can exclude children externally.

Parents

We believe that strong home-school partnerships, with parents and school working together, can be vital if we are to support children who find good behaviour challenging. Parents are informed of any concerns or positive behaviour achievements and we often use home-school agreements as part of IBPs.

Early Years

This system is adapted for Early Years and builds upon good practice in this area. It is important the focus is on positive feedback and redirection of pupil behaviour. The language of 'Happy' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

Low Level Disruption

When necessary, the tracking sheets are monitored to provide the SLT with an overview of pupil behaviour. This will enable targeted support for pupils who frequently disrupt learning.

This system can be adapted for vulnerable pupils as part of an Individual Behaviour Plan.

Restraint of pupils

See Positive Handling Policy.

Staff Training and Induction

All staff are informed of our Stay on Happy policy when they begin work at the school. Staff members receive refresher training at the start of the academic year and additional refresher training as appropriate.

Appendix A: Consequences Ladder

Level	Behaviour	Appropriate Consequence	Comments
Warning	First instance of level 1 behaviour	Half the child's name written on the board	Being on a warning is a reminder to change behaviour. The child is still 'on happy' – warnings are not recorded on the class tracking sheet.
Level 1 Low-level disruption	Calling out Low-level disruption such as: <ul style="list-style-type: none"> • Wandering around classroom • Running in the school building • Interrupting other pupils • Not following minor instructions • Making silly noises <input type="checkbox"/> • Speaking rudely to adults • Minor annoyances (e.g. pushing in the line or talking during silent work) 	Child's full name written on board and digit 1 Recorded on class tracking sheet	
Level 2 – less serious disruption	Repeated level 1 type behaviour or increased disruption such as: <ul style="list-style-type: none"> • Eating sweets in school • Unacceptable work • Accidental damage through carelessness • Repeatedly annoying other children 	Child's full name written on board and digit 2 Recorded on class tracking sheet Staff should also consider: Time out in class Repair/clean up damage letter of apology	Repeated incidents of Level 2 in a short time frame should be reported to phase leaders who may speak to the child themselves and their contact parents.

Level 3 – more serious disruption	<p>Repeated level 1 or level 2 type behaviour. Serious disruption such as:</p> <ul style="list-style-type: none"> • Throwing objects across the room • Deliberate rudeness to adults • Refusal to work • Damage to school property • Leaving class without permission • Play fighting • Harm to another child resulting from rough play/play fighting • Hurtful name calling • Teasing about gender identity* • Bringing the school into disrepute (eg: during a trip) • Swearing 	<p>Child's full name written on board and digit 3 Child misses 15 minutes of next play session Recorded on class tracking sheet Staff should also consider: Time out in class Repair/clean up damage Writing a letter of apology Separation from the rest of the class within the classroom Restorative conversation</p> <p>Repeated L3 incidents may result in withdrawal from whole school events or trips.</p>	<p>If the child has 3 instances of Level 3 within 5 days, a member of SLT will contact their parents.</p>
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Level 3 +	<p>If a child is on L3 and there is a further incident of level 1, 2 or 3 type behaviour, they are put on Level 3 +</p>	<p>Child is sent to another classroom for reflection time Child misses 15 minutes of play session Parent may be contacted. Recorded on class tracking sheet.</p>	
Level 4 Serious behaviour incidents	<p>Serious behaviour incidents such as:</p> <ul style="list-style-type: none"> • Intentional physical harm to another child • Bullying including cyber bullying (in school) • Racist/sexist/homophobic incidents • Truancy <input type="checkbox"/> Fighting • Physical abuse of staff • Swearing at staff • Throwing large dangerous objects • Vandalism 	<p>Child is sent to SLT Child misses 2 x 15 minutes or equivalent response Parent is contacted Recorded by SLT Where the severity of the behaviour warrants, alternative or additional responses may include: Withdrawal from whole school events or trips Exclusion from the site at lunchtimes Possible recompense for damage from parent Fixed-term exclusion/permanent exclusion – following the Learning Trust's Exclusion Policy (appendix A)</p>	<p>Requires immediate involvement of SLT.</p> <p>If a child is persistently reaching level 4 despite this support, an Individual Behaviour Plan will be set up where appropriate.</p>

Appendix B: Anti-bullying procedures

1. Rationale

Jubilee school believes that bullying is serious for the bully and the victim and it will be treated seriously. We believe that learning can only take place effectively in a safe, caring environment and recognise that bullying is a complex problem without easy solutions.

It is the responsibility of all staff to deal with bullying and to follow these guidelines. If bullying does occur, all pupils should feel safe enough to tell and know that incidents will be dealt with promptly and effectively. A child who 'bullies' is not a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy.

2. Aims

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. ☐ Bullying will not be tolerated.

3. What is bullying?

Bullying is repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical and/or emotional hurt.

There are 3 defining elements:

- Deliberate intention to knowingly harm another individual
- Repetition of the bullying behaviour over time
- An imbalance of power such that the victim has difficulty defending him/herself effectively

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities

This school recognises that bullying which is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

4. Procedures

Staff / Adults

- Report bullying incidents to Senior Management and/or Learning Mentor ☐ All incidents will be recorded in the school's Serious Incident Log.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

What children should do if they are being bullied or know that someone else is being bullied

- Tell an adult.
- Talk to someone your own age, e.g. a Playground Friend or a friend.
- Go to a Learning Mentor and ask them to help you to resolve the problem.
- If you feel OK about it, say to the bully "Stop it, I don't like it".
- Warn the bully that you will tell an adult in the school.
- Tell an adult that you trust. If they can't help, don't give up - find a different adult. ☐ Don't join in with bullies; try to help the person being bullied.
- If you think you might be bullying someone, talk to an adult you can trust. The Learning Mentor will also be able to help.
- Don't keep it a secret. The bully will probably tell you not to tell anyone but it is really important that you tell someone who can help you to sort the problem out.

If the bullying continues the normal consequences in the Jubilee Positive Behaviour Policy will be followed. This will involve referring up the management structure. Depending on the severity of the case and if none of the school interventions have been successful, the police may need to be involved.

5. Outcomes

- If the victim is happy to do so, the learning mentor will facilitate a group meeting with all the children who are closely involved, (identified by the victim). Where appropriate, the class teacher will be invited to attend. A 'no blame' approach will be taken and both sides will be listened to with a view to resolving the problem as opposed to apportioning blame. The group will self-monitor and report any further issues to the Learning Mentor.
- The perpetrator/s will be asked to apologise.
- In serious and unresolved cases, regular missing playtime, internal exclusion and even exclusion will be considered.
- Where appropriate, children who have been bullied will be given extra support from the Learning Mentor who will work closely with class teachers and peers to monitor the situation.
- As appropriate, those who have engaged in bullying behaviours will work closely with a Mentor who will help them to reflect on and modify their behaviours.

6. Preventing bullying

- Cyber bullying is repeatedly covered in our Online Safety curriculum
- Classroom discussions around bullying and how to prevent it during PSHCE
- Playground Friends to provide organised activities for children who are feeling isolated during break time

- Games and activities to be provided for the playground
- Strong and visible adult presence in the playground
- Where possible, Learning Mentor to be available for drop-ins during break-times
- Close monitoring of Stay on Happy where children are logged as displaying aggressive behaviours towards others

ORGANISATIONS THAT CAN HELP:

Advisory Centre for Education (ACE)

0808 800 5793

Children's Legal Centre

0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

0845 1 205 204

Parentline

0808 800 2222

Bullying Online

www.bullying.co.uk

Bullying UK

www.bullying.co.uk/

Cybermentors <http://cybermentors.org.uk>

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice

Appendix C: Early Years / Foundation Years (Nursery & Reception)

Agreed Positive Behaviour Management Strategies for Jubilee Nursery and Reception.

We believe that behaviour is most effectively managed through the use of consistent positive strategies. These are the agreed strategies that Jubilee Foundation Years staff will use to support all children to learn appropriate behaviour:

Setting a positive model

Every child and parent/carer is greeted with a smile at Jubilee. All adults are expected to provide a positive model for the children with regard to friendliness, care, courtesy and consistency in the way they carry out their practice.

Keeping busy

We know that if children are engaged in useful activities that are of interest to them and appropriately challenging, and staff are interacting with them in a positive and spontaneous way, the majority of the time unacceptable behaviour will not arise.

Create a calm environment

We do not believe in shouting or raising voices to children, unless in circumstances where a child may be at risk or in danger. We believe that children respond positively to a calm environment that lowers stress and anxiety levels. The organisation of the physical environment is carefully planned to create calm and purposeful play.

We have high expectations

Expecting poor behaviour often results in poor behaviour. We believe that children should know what you expect and we give them clear guidelines help them to understand.

Praise, praise and more praise!

Our staff give children constant positive encouragement, re-enforcing appropriate behaviour with praise and explaining to them why certain behaviours are unacceptable. Positive praise is also clearly explained to children, so that they understand what it is that they achieved successfully.

Focus on/reward positives

We highlight and reward positive behaviour, so that children receive attention for positive behaviour rather than negative. Minor instances of undesirable behaviour can sometimes be tactically ignored.

Boundaries and routines

Knowing that there are boundaries provides children with a safe and secure environment, thereby boosting confidence. We have set routines that are displayed for children to see. We aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Good relationships

Positive behaviour is built primarily on good relationships and communication. Children want to please the people they love and care for and seek approval from them. If the relationships are not strong or the communication is poor, either within the home or the early years setting, then the child may use negative or challenging behaviour in an attempt to have their needs met.

Stay on Happy

This whole school system is adapted for Early Years and builds upon good practice in this area. We do not adopt the whole school policy; we do use the visual traffic light wall chart to demonstrate to children how they may move from green to orange and back again:

- Children are given a warning and a choice/option to change their behaviour.
- If children continue with undesired behaviour, their name is moved to the orange. Children are given a choice/option of how to move back to the green.
- If the child persists with undesired behaviour, they are given a warning. If child persists again, their names are moved to red.
- In every case of a child's name moving to red, their parents/carers are informed. Children are always given opportunities to move back to the preceding colour.

It is important the focus is on positive feedback and redirection of pupil behaviour.

Use of 'Thinking time'

We use 'Thinking Time', whereby a child may be asked to sit on the carpet in the classroom with an adult to create a break in the undesired behaviour. The child will be encouraged to reflect quietly on the events that have led to the 'Thinking Time'. This will always be followed up with a discussion with a practitioner.

Using positive language

The language of 'Happy' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

In every instance and at every opportunity, we phrase our language in positive terms. Here are some examples:

<u>Don't run</u>	Walk slowly
<u>Don't do that please</u>	Do this, thank you

Managing Physical Contact

Our primary aim for children in the Early Years is to enable them to feel safe, secure, self-confident, and in the best condition to learn. Early Years practitioners (teachers, nursery officers and teaching assistants) are responsible for promoting the development of young children, based on secure attachment and emotional security. We also recognise that all staff, including volunteers, have an active part to play in protecting our children from harm. All staff should provide a caring, positive, safe and stimulating environment promoting the social, physical and moral development of individual children.

At times, children may need more reassurance or comfort than words can give. After a child has been comforted with words, a hug may be offered to support the child. On every occasion, a child should be asked if they want a hug. It is crucial that practitioners protect themselves from situations where there may be a misunderstanding. Good quality practice in early years encompasses a full understanding of child protection.

To keep children safe we all must follow our agreed policy:

- A practitioner should NEVER hug a child without consent.
- Hugs should NOT be used as praise in any situation.
- Warm, caring relationships are valued, but we recognise that physical contact need not necessarily form a central role in these.

If a child comes to a practitioner to ask for a hug, a practitioner may choose to support the child, but they are not required to reciprocate the hug if they choose not to.

At certain times, children can become overly dependent on physical contact from close key people. In these circumstances, we will agree to discuss the best strategy to support the child to detach.

Gaining the attention of the class

We strive for consistency in our use of strategies used with all children in the Early Years. We agree that to gain the children's attention we will use a NON-VERBAL cue. This must be in the form of a musical instrument – jingle or single bells, maracas or tambourine. We will not shout at children in order for *them* to be quiet.

Ongoing Supportive Strategies

In both Nursery and Reception classes, we advocate the use of stories, non-fiction, and puppets or persona dolls to encourage children to think and consider the effects and consequences of certain behaviours. We use circle times to facilitate discussions about appropriate behaviour.

Good Practice for Dealing with Children Presenting Unacceptable Behaviour

Staff will take into account the different development stages of individual children, and not place unreasonable expectations on them.

Corporal punishments (slapping, pulling, grabbing, shaking) are unacceptable practices.

Physical intervention will only be used as a last resort if it is necessary to manage a child's behaviour if he/she is becoming a danger to himself/herself or others. The child's back should be facing the adult who will put his/her hands gently but firmly around the child's body. Records should be kept whenever physical intervention is used and parents will be informed on the same day of the incidence. If a child demonstrates unacceptable behaviour their age, stage of development and individual abilities will be taken into account. Also external factors which may be influencing their development, for example changes in family circumstances, child abuse, staffing issues in the pre-school, relationships between staff and parents/carers, and the child's individual needs not being met. The frequency and intensity of the behaviour will be considered before staff take any action. In cases where behaviour is particularly concerning:

Make a record in the incident/accident book and where appropriate report to the Inclusion Manager or the Foundation Years Co-ordinator. Following discussion with the Inclusion Manager and the FY Coordinator it may be appropriate to inform parents/carers about the incident.

When all external factors have been considered:

Assessment and Monitoring Procedure

This procedure is to be used only in cases where a child has not responded to intervention as outlined in previous sections.

If a child is regularly behaving in a way which is problematic to either themselves or those around them, two things need to be done before deciding how to tackle the problems: firstly examine what is going on around the child to see what they might be trying to communicate through their behaviour and secondly assess what the child may be gaining by behaving in this way, which could encourage them to repeat the behaviour.

A careful assessment involves gathering information on the: Antecedents or 'setting events', Behaviour, and Consequences (A, B, C's) surrounding the problematic behaviour. See Appendix for details.

These records can then be used alongside an assessment of what is happening in the child's life outside the nursery, to plan a strategy to help the child and monitor changes.

When these procedures are implemented the Early Years Leader is responsible for ensuring the following:

Practitioners involved in the assessment should agree a period of time that the observation process will take place (maximum 1 week)

The Inclusion Manager (or Key Person) is delegated responsibility for the process.

The assessment sheet is filled in every time the behaviour occurs – be specific

At the end of the observation period the practitioners involved discuss the observations and any findings

The findings are discussed with the parents /carers and a strategy planned to support the child in managing their behaviour

Partnership with Parents

Discuss with parents what has been observed, and explain the monitoring procedure. Enquiries can be made about the child's behaviour at home. A way forward should be jointly agreed and preferably a plan made for a consistent approach at home and in the nursery/playgroup or at the childminders. Agree a date with the parents to review the situation to take place within 2 weeks. Discuss with parents that we may request additional advice and support from other professionals such as educational psychologist.

Keep the parent/carer continually informed of developments, particularly any positive changes. Assess any changes at the review meeting.

It is the Early Years Leader's responsibility to ensure the guidelines governing the conduct of the Foundation Years and the behaviour of the children are discussed and explained to all staff parents and children.