



LONG DITTON
INFANT AND NURSERY SCHOOL
THE HEART OF LONG DITTON SINCE 1911

POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

Last reviewed Spring 2016 To be reviewed Spring 2019

This policy is the statement of principles, values, aims and strategies for the positive management of behaviour at Long Ditton Infant and Nursery school.

Principles

Good behaviour is essential for effective teaching and learning to take place. We believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported. We know that high self-esteem promotes good behaviour, effective learning and positive relationships. To achieve this we value emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

Through the example of the adults and well-planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

It is the role of parents to share the responsibility for and work with the school in helping their children to behave well.

We believe good behaviour means that every one in school is:

- careful and kind
- polite and friendly
- helpful to each other
- hardworking
- respectful and tolerant.

Living Values

As a Living Values school we develop the whole child through the understanding of our chosen values: Love, Courage, Appreciation, Tolerance, Respect, Resilience, Co-operation, Friendship, Peace, Honesty and Responsibility.

Each month we teach these Values within each area of the curriculum. Through our **SMSC provision (Spiritual, Moral, Social & Cultural)** we aim to enable pupils to develop their self-knowledge, self-esteem & self-confidence. Pupils will learn right from wrong and to respect other cultural differences.

Through living out our Values we aim to:

- work consistently and fairly in the positive management of behaviour
- help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- encourage staff, children and parents to value good behaviour
- develop our children's self discipline

- help our children to feel good about themselves and others
- encourage our children to co-operate with one another and with adults in the school
- create a positive and stimulating learning environment, having high expectations of children's work
- work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Aims

We will ensure and support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for P.S.H.E.- appreciating and following agreed codes of behaviour linked to SEAL and Values
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes, promoting good behaviour through Golden Certificates/Values Balloons etc.
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

All adults have a vital part to play as role models.

We do this by:

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- being aware of our appearance and demeanour and the message it gives
- devoting training time to develop staff professionally and personally

We have school wide general expectations that all children will:

- do their best in all areas of school life
- think before they act

- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

We expect all children to follow the Golden Rules:

We Choose To

Be kind and helpful
 Be gentle
 Listen to people
 Work hard
 Look after property
 Be honest

We Don't Choose To

Hurt other's feelings
 Hurt other's people
 Disturb others
 Waste our own or others time
 Damage or waste things
 Cover up the truth

Hands and Feet Rule

In our classrooms, assembly and especially on our playgrounds we teach children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play fighting. This rule is revisited regularly with the children. Failure to keep the rule will result in the child being referred immediately to the Deputy Head or Head teacher.

Swearing Rule

Swearing is totally unacceptable. The first time a child is heard to swear they will be reminded of the Golden Rules and our School Values. If the swearing is repeated the child will be referred to a senior member of staff immediately.

Procedures

We encourage positive choices and good patterns of behaviour by using:

- non-verbal signals
- positive verbal comments
- giving children responsibility
- sharing positive aspects with others
- informing parents
- recognition at celebration assembly
- Golden Time
- Restorative justice

If a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour.

The range of sanctions includes:

- planned ignoring
- non-verbal signals
- verbal warning, reminding the child of our aims/rules private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the learning environment
- separating the child from a group or the class
- loss of privilege/playtime

- standing by a grown up at playtime/lunchtime
- Sun and warning cloud */Good to be Green warning card
- time out procedures, out of the classroom or in another class
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the SENCO with a view to devising an “individual behaviour programme” to help the child learn appropriate social behaviour in school
- referring the child to the Deputy Head
- referring the child to the Head teacher

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

When the procedures don't work

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher, Head teacher, child and parents. It may also involve others such as the Special Educational Needs Co-ordinator, EWO or Educational Psychologist and Behaviour Support Service.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

Exclusion

In rare cases it may be necessary to exclude a child. The decision to exclude, either temporarily or permanently, can only be taken by the Headteacher.

A decision to exclude would only be taken as a last resort after all strategies and sanctions in this policy have been exhausted, or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils and staff.

At all times, the Surrey exclusions guidance is followed.

A child returning to school following an exclusion will be helped to behave appropriately.

Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with Surrey County Council's guidelines and the schools restraint policy (DfEE circular 10/98 applies).

*See page five

Monitoring and Evaluation

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated termly through staff meetings and reported to Governors through the Head teacher's written report.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published in the school prospectus.

Appendices

Appendix 1 Sanctions example chart

Appendix 2 Playtime Code of Conduct

Appendix 3 Anti Bullying statement

Appendix 4 Exclusions

Other Policies which relate to Behaviour:

- PSHE Policy
- Child Protection
- Safeguarding
- Physical Intervention and Restraint Policy

SANCTIONS CHART: APPENDIX 1

Action by the Child	Sanction One	Sanction Two (if behaviour continues)	Sanction Three
Forgetting or breaking class/school code (low level disruption/talking/ out of seat/pushing etc)	Non verbal warning. <i>Praise of other children</i> <i>Eye contact (stern stare, raised eye brow)</i> <i>reminder of Golden Rules</i>	Verbal warning – child reminded of class/school code and what they must do (older children may be able to articulate this themselves and say why it is unacceptable) <i>Being close and Whispering a firm reminder</i> <i>Gentle touch on shoulder/pat on back</i> <i>quiet unobtrusive</i> ‘What should you be doing?’ or ‘Are you okay?’	Isolation within or near class to allow time for reflection to make positive choices. <i>Not allowing them to Sit with friends</i>
Continued purposeful low level disruption: <i>not completing a reasonable amount of work in a set time due to behaviour/ deliberate disruption e.g. trying to distract other pupils from their work, kicking a pupil under the table, lying etc.</i>	Name on the warning cloud/Yellow card given <i>Sit somewhere separate from class group, set a time limit for improved behaviour, reminder of expected behaviour, encourage a return to green</i>	Isolation within or near class to allow time for reflection to make positive choices. <i>Move to end of row if in assembly, up to 10 mins extra additional time in class at playtime to repay behaviour e.g. practising sitting still, completing work, etc.</i>	Name written in the class behaviour book/Children Causing Concern file/logged onto SIMS <i>Record in behaviour book , time out given In the classroom until they are ready to join back in take/send or get a sensible child to take to another class for 10 mins</i> <i>Informal conversation with parent/carer</i>
Unacceptable behaviour <i>violence/damage to property/ refusal/ persistent rudeness/bullying</i>	Name on the warning cloud/red card Isolation within or near class to allow time for reflection to make positive choices. <i>Possible playtime/lunchtime exclusion</i> <i>letter of apology</i>	Loss of Golden Time and name written in the Children Causing Concern/Logged onto SIMS. <i>Parents contacted, possible internal exclusion, possible SENCo involvement</i>	Parents informed. <i>Escorted to (or Send for) DHT or HT</i> <i>Meeting with Parents (DHT/Class teacher)</i>

<p>Behaviour which persistently disturbs other children's learning <i>Behaviour is creating a health and safety risk, fighting and intentional physical harm to other children, verbal abuse to any staff, persistent bullying</i></p>	<p>Name on the warning cloud/red card Isolation within and near class to allow time for reflection to make positive choices. <i>Meeting with parents, Internal Exclusion, lunchtime/playtime exclusion</i></p>	<p>Loss of Golden Time and name written in the SIMS log. The child is spoken to by the Deputy Head or Head teacher. <i>Possible withdrawal From next trip/event, Involvement of other Agencies (Camhs)</i></p>	<p>Parents are involved in developing a behaviour support plan with the Head teacher. <i>Possible fixed term Exclusion, Pastoral Support Programme</i></p>
<p>Severe behaviour <i>Extreme danger Or violence/very Serious challenge To authority, Persistent and Dangerous, physical abuse To any staff/ Continued swearing or verbal abuse Continued refusal to comply (after all other steps have been followed)</i></p>	<p>The child is sent to the Deputy Head or Head teacher. Parents informed meeting arranged.</p>	<p>Parents are informed and then involved in developing a behaviour support plan with the Head teacher. Logged onto SIMS/running record</p>	<p>Fixed term exclusion Possible permanent exclusion</p>

At all stages it is important to:

- Remind the child to make positive choices and to follow the golden rules
- Allow the child to think about why their behaviour is unacceptable
- Inform the child what the consequences of repeated unacceptable behaviour will be.

Children must also be informed about the relationship between the severity of the behaviour and the likely consequences of this behaviour.

Sanctions must be fair and commensurate with the seriousness of the misbehaviour. They must take into account individual and mitigating circumstances e.g. a one off provocation.

Parents must be informed in all cases of serious misbehaviour and involved in the improvement of the child's behaviour.

Sanctions must not be used for whole groups of children i.e. the whole class when not all the children have misbehaved.

PLAYTIME CODE OF CONDUCT: APPENDIX TWO

Playtime

- Teacher to be present on duty in the morning.
- TAs to patrol designated areas.
- First Aid duty rota in place.
- Teacher to decide if grass is dry enough to be used.
- No skipping ropes to be taken out during morning play.
- Watering Can to be placed on tree if inclement weather means coats must be worn.

Lunchtime

- SMSAs to be outside and ready for the children at 12.10pm.
- Children to use classroom door/back door to enter playground (unless collecting a coat from the cloakroom).
- A rota for different play equipment is available. SMSAs to get these ready and ensure their safe use.
- SMSAs should monitor and ensure safe use of equipment
- All equipment should be collected at end of play and 'counted in'.
- There are designated areas for the use of various play equipment.

Children are not to bring to school unsuitable skipping ropes. (To be checked by staff).

End of Play/Lunchtime Routine

- Child from year 2 will go to get the end of playtime sign and walk around the playground with this.
- Children go back to their classrooms in a sensible manner.

First Aid

- First Aider on duty to ensure that the First Aid box is well stocked for the day.
- First Aider on duty to take out the cold box (put in the ice packs from the freezer) and first aid box. This is kept in a central location outside.
- Serious injuries to be escorted to the office to be vetted by the first aider in the office or a senior member of staff.
- If need to undress casualty, do so in possible view of another adult i.e. with the door open to the toilet or room. However, it does **not** need 2 people.
- An injury form must be completed each time an injury is treated and the class teacher should be informed at the end of playtime.
- At the end of playtime please **replace** ice packs back in the freezer.

Trim Trail

- Suitable shoes must be worn – no open toed shoes to be allowed.
- Children not to be lifted onto or off the bars by adults or peers.
- TAs/SMSAs to patrol/monitor the children at all times.
- Sunglasses not to be worn on the trim trail.

WARM WEATHER

- Children can play in the tree area at the back if enough staff to supervise.
- Children are not allowed to swing or climb the trees on the field without adult supervision.

- Children should not pick flowers from the ground or trees.
- Children are allowed to wear **sunglasses** outside in the playground providing that they are proper children's sunglasses i.e. not adult ones or cheap plastic ones.
- Children should be encouraged to wear sunhats on sunny days.
- Parents/Carers are requested to apply sun lotion before children come to school.
- In hot weather encourage the children to leave jumpers inside.
- Children should be encouraged to drink plenty of water in hot weather.



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Anti Bullying Statement 2015

At Long Ditton Infants we want to clarify our thoughts on bullying to maintain, and improve, our happy and safe school environment. We are a Living Values school and underpin all that we do with our chosen core 11 values. This means that our ethos is to encourage pupils to be self disciplined, encouraged to make a positive contribution to the development of a safe, fair and just school where everyone is respected in order to create a positive learning environment for all.

What is Bullying?

Bullying happens when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick others; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again.

Bullying is generally an act that is *repeated* over time with the intention of hurting or upsetting another. Bullying can take any of these forms.

- Verbal

Name calling, teasing, put downs, threats.

- Physical

Hitting, punching, kicking, poking, tripping, and stealing.

- Social

Ignoring, excluding, alienating, and leaving someone out.

- Psychological

Spreading rumours, nasty looks, hiding or damaging possessions

- Cyber

Repeated unwanted or hurtful attention through emails or text messages, or uses online forums and postings online intended to harm, damage, humiliate or isolate another person that they don't like

What is not bullying?

It may not be bullying when two people have a fight or disagreement. Sometimes when a child falls out with a friend it can be very upsetting and they both might say some unkind things but this does not always mean they are being bullied. We do not use the word 'bullying' for the normal general friendship conflict issues.

What is our school's policy on bullying?

Our school uses the "No-Blame" approach to bullying. An important message we aim to give to children who are being bullied is "It's not your fault". We also want our children to know that it is an adult's responsibility to try and make things better for them.

What our school does to tackle bullying?

- Buddies
- Circle time discussions
- A quick response to children and parents' concerns.
- Good communication between teachers, activity leaders, and other staff.

What you should do if you think your child is being bullied.

- Talk to your child.
- Talk to your child's teacher as soon as possible about your concerns.
- Talk to the Head teacher

What you should do if you think your child is bullying others.

Children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying. Children sometimes bully others because

- They don't know it's wrong
- They are copying older brothers or sisters or other people in the family whom they admire
- They haven't learnt other, better, ways of mixing with their school friends
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

If you think your child may be involved in bullying others

- talk with your child; explain that what he or she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from
- using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's class teacher; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him or her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he or she is co-operative or kind to other people

We aim to work in partnership with both parents and children so if you have any questions or concerns about bullying please speak to your child's teacher or Headteacher and encourage your child to do so.

Appendix 4 – Exclusions

Exclusions

There are three levels of exclusion:

- a) Internal Exclusion
- b) External Exclusion – Fixed Term
- c) Permanent Exclusion

The Surrey Exclusion Guidance is followed at all times.

In determining an appropriate exclusion, the following broad definitions should be considered:

a) Internal Exclusion: behaviours which do not live up to our ethos and high expectations of children, supervised study in a separate area, away from peers. If a child misbehaves whilst on an internal exclusion their parents will be contacted and a meeting arranged to create an individual behavior plan.

b) External Exclusion: behaviours which have a negative impact on the learning, safety or well-being of individuals or others (staff, students, visitor, member of the public)

Before any external exclusions happen the Head teacher will review the evidence, the exclusion history of the student and will make a recommendation to the SLT and SENCO. The head will fix a date and time for the reintegration meeting with the appropriate member of staff and will include this in the letter sent home. The head will call the family to advise them of the exclusion decision. The letter will be prepared, proof-read and signed ready for posting that same day. In addition to the letter sent home to parents, a copy is also sent to the Chair of Governors

Staff are informed and work is sent home to the student. This must be completed by the student and then marked by staff on the student's return. External exclusions will be incremental in length and will depend on the needs of the child.

On returning to school the Head and SENCO in conjunction with the parents will have created a plan to ensure the child's needs are being met. This may include outside agencies, exclusions guidance, a phased return to school, extra support and help provided. If there is a long period of improved behaviour the student will have earned the right to have another chance, at the Headteacher's discretion.

c) Permanent Exclusion: behaviour which continually constitutes a serious threat to the safety or well-being of others

The Headteacher makes this decision. A letter is sent to parents together with an explanation of their rights, with a copy to the chair of Governors and Chair of Discipline (Student) Committee.

The Local Authority is sent information by e-mail. Teaching staff must provide work for the excluded student until the 6th day of exclusion. On the 6th day the student's Local Authority has the statutory duty to provide work.

Right of Appeal

If students/parents feel the need to complain the steps in the complaints procedure should be followed.