



POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

Last reviewed Spring 2019 To be reviewed Spring 2022

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 and assemblies. Through our SMSC provision (Spiritual, Moral, Social & Cultural) and Jigsaw, our PSHE program, we aim to enable pupils to develop their self-knowledge, self-esteem & self-confidence. Pupils will learn right from wrong and to respect cultural and other 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 Jigsaw and Living 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 Stars 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 a senior member of staff.

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

1, 2, 3 Magic!

In the school year 2017 we began trialling a new approach to behaviour management across the school. This is called '1, 2, 3 Magic' and it 'provides proven strategies and solutions to help educators and teachers create a climate that's conducive to learning'. 1, 2, 3 Magic uses all of the positive reinforcements we use every day but also provides a clear set of guidelines which result in 'counting warnings.' These warnings are given with the reason why the behaviour is not acceptable (Please see appendix 1 for more details and examples). The sanction of reaching a '3' is that the child will receive 'time out' on their own for a set period of time. No conversations about this can occur until this time out has been completed. Then our restorative approaches will begin.

Serious incidents, such as harming another person or property, will automatically receive a '3' and time out before then being referred onto a senior member of staff, the Deputy Head Teacher or the Head Teacher. They will monitor the behaviour and consider the following actions:

- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the SENDCO with a view to devising an "individual behaviour programme" to help the child learn appropriate social behaviour in school
- temporary internal exclusion

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 Head teacher.

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 school's restraint policy (DfE circular 10/98 applies). When required appropriate training will be sought.

Monitoring and Evaluation

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated regularly 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 1, 2, 3 Magic Example

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
Hot weather statement

APPENDIX 1 – 1, 2, 3 Magic

1, 2, 3 Magic Behaviour Management

Straight 3's

Hurting anyone deliberately
Swearing
Damaging Property (including
throwing things in the classroom)
Stealing
Leaving the class without asking
Rudeness (including name calling)

Things to count

Calling out in class
Telling Tales
Talking while the teacher is talking
Ignoring/Not following instructions
Running inside
Answering back
Talking in assembly
Distracting others/Not concentrating
Being too noisy
Pushing/shoving in line/playground

Time Out Time: 7mins Year 2, 6mins Year 1, 5mins Reception, 4/3mins
Nursery

Whole Class Time Out – 3mins together

Behaviour to ignore: Mimicking when counting

Playground Time Out: 5mins by first aid with timer, 5mins next to an |
adult who can watch the clock

2 children needing time out at the same time – one sent to another class

Time Out Boxes – stress balls, colouring, twiddle toys, books.

- A range of reward charts and systems are used by staff to prompt positive behaviour choices
- Whole school Golden Certificates, stickers for excellence, reward displays and Value stars.

PLAYTIME CODE OF CONDUCT: APPENDIX TWO

Playtime

- Teacher to be present on duty in the morning.
- TAs to monitor 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 bell 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



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

Anti Bullying Statement 2010

At Long Ditton Infant and Nursery School 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 for children to be encouraged 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.

This statement applies to the children attending the school. Staff should refer to the code of conduct. Parental behaviour is not under the jurisdiction of this statement. Any concerns relating to parental behaviour should be referred to the police.

What is Bullying?

Bullying happens when one person or a group tries to upset another person by repeatedly saying nasty or hurtful things. Sometimes bullies hit or kick others; sometimes they tease them repeatedly. 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 any online communication intended to harm, damage, humiliate or isolate another person.

What is not bullying?

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

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?

- We use restorative approaches.
- 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.
- Keep a diary of any incidents that your child has raised.
- 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 Head teacher and encourage your child to do so.

Please also refer to each class' Anti-Bullying Charter and the Safeguarding and Child Protection Policy.

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 SENDCO. 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 SENDCO 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 Head teacher's discretion.

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

The Head teacher 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.