



Netherton Infant & Nursery School

Behaviour Policy

Reviewed September 2023

“Pupils say that behaviour is usually very good and that they trust that adults will sort out any incidents of misbehaviour. They know who to talk to if they have any concerns.”

OFSTED April 2018

Together Learning Trust Statement of Intent

At Together Learning Trust (TLT) we are driven by a shared commitment to providing magical learning experiences for all our pupils and a belief that all of them can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture which promotes impeccable behaviour, positive professional relationships and the personal development of staff and students.

The Bennett Report ‘Creating a Culture: how school leaders can optimise behaviour’, makes a clear link between good behaviour and achievement:

“The way students behave in school is strongly correlated with their eventual outcomes. When student behaviour improves throughout a school the impact is:

- Pupils achieve more academically and socially
- Time is reclaimed for better learning more often
- Staff satisfaction improves, retention is higher, recruitment is less problematic

Together Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. Our schools embody these expectations to embed a culture where students attend school on time, every day, are actively engaged in their learning, fully immersed in a rich array of extra-curricular opportunities, are independent and are resilient to

challenge and change, a culture which is shared and supported by our parents, carers and community. Each school creates the climate that allows learning to flourish, ensures students feel safe and that they are recognised for positive behaviours which consistently uphold the values of the school and trust.

Core Purpose and Principles

This policy and associated systems consistently aim to ensure:

- A safe, calm, orderly and positive environment in the school.
- Each day is a fresh start and begins with a warm welcome.
- Opportunities for pupils to realise their potential and excel.
- Students are routinely praised and achievements celebrated.
- An engaging curriculum delivered expertly by our Teachers in an environment conducive to learning.
- Systems are kept simple with clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels.
- Staff model the behaviours expected of students.
- A culture which does not accept discriminatory or prejudicial language or behaviour, bullying or abuse of any kind
- Alignment with current, up to date Government legislation.

This approach is underpinned by the following TLT core principals:

- Supporting Staff – A commitment to value, train and first and foremost support all staff. Setting the highest expectations for their performance and developing and challenging them to be the best - all day, every day.
- Pupils Front and Centre – Involve students in everything. Provide them with the opportunities and environment to grow, excel and learn.
- Notice Everything – A shared commitment to uphold the trust's high standards and expectations by "noticing everything", knowing our people and schools well and striving for the very best each day.
- Recognition Focused – Achievements of all students are routinely recognised and celebrated, forging a culture whereby we are all proud of our exceptional performance.
- Creating Centres of Excellence and Opportunity – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities so all our students have the chance to shine.
- Positive Relationships – Empowering staff to be confident in enabling timely and effective resolutions which are then communicated effectively, promoting a culture of care, respect and support.

Certainty vs Severity – We believe in certainty of consequence rather than necessarily severity of consequence and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

Our school accepts and promotes the fundamental British Values as identified by the Department for Education. We will always encourage pupils to accept responsibility for their behaviour, respecting people, the school and the wider community. We will give children opportunities for their opinions to be heard and introduce them to the concept of democratic process and respect for the basis on which the law is made and applied in England.

The key aims of this document are:

- To create a culture of exceptionally good behaviour.
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure excellent behaviour is a minimum expectation for all.

In school we operate a positive behaviour management system that teaches children that making the right choices and that doing the right thing is always best. There is a structured system of recognition and restoration, which is made clear to the children and reinforced regularly in class and during assemblies by all staff at every level.

Introduction

The purpose of this policy is to give a consistent and clear code of conduct for the use of all at Netherton Infant & Nursery School. It has been put together after discussion with staff, governors and children and reflects the values and principles that we consider to be important for our school. The Department for Education (DFE) 'Behaviour in Schools' September 2022 guidance document and the Education Endowment Foundation (EEF) 'Improving Behaviour in Schools' Guidance Report have been used to inform this policy.

Values and Principles

We believe that our school values of resilience, confidence, compassion, aspiration and having a love of learning are the tools for learning and life. We believe that good behaviour must be carefully developed and supported and that high self-esteem promotes good behaviour, effective learning, resilience and positive relationships and occurs where all children are valued and included. The best results, in terms of promoting good behaviour arise from emphasising potential, recognising and rewarding success and giving praise for effort and achievement, ensuring all children feel valued and included rather than focusing on shortcomings and failure. The aim is that the children at Netherton Infant & Nursery School become intrinsically motivated to behave well.

Children will develop self-discipline and social skills at Netherton Infant & Nursery School through the example of adults who work with them, well planned and stimulating learning experiences, opportunities to participate in a wide range of enrichment activities and by receiving equal access to the curriculum. Pupils at Netherton Infant & Nursery School will receive clear instructions and will always be aware of what is expected of them. We feel that it is the responsibility of parents to share with the school in helping their children to behave appropriately. We expect that children behave well both in and outside of school and uphold the good reputation of the school.

School Rules (Agreed by children, staff, parents and governors)

- Kind hands
- Kind feet
- Kind mouths

The Explicit Teaching of the Expected Learning Behaviours

The children are taught the expected routines, learning behaviours and expectations from when they join us in Early Years. These are reinforced on a daily basis in all year groups as well through explicit teaching at key points of the year (e.g. The start of the academic year and following a break from school) and in assemblies. When required, more discreet teaching of the school rules may take place as part of the PSHE curriculum. Our school values are regularly referred to and are celebrated in our weekly Proud assembly.

Behaviour Management in Practice

In school we try to encourage positive behaviour in the following ways:-

- Forming positive relationships with pupils based on trust.
- Forming positive relationships with parents built on mutual trust.
- Staff modelling positive expectations of behaviour and conduct.
- Using assemblies, PSHE and circle time to outline expectations and approaches to problem solving.
- Sharing children's positive behaviour, attitudes to work and demonstration of our school values in our Proud assemblies and displayed on recognition boards
- Using children's work and behaviour as positive role models and sharing them in the classroom.
- Recognising effort in learning and behaviour.
- Classes may also develop their own reward systems e.g. Stickers, treasure pots
- Giving Headteacher's reward stickers for exemplary work, effort, behaviour.
- Keeping parents informed about good behaviour, particularly where this is an improvement. This may be a phone call, a discussion or a post card sent home.
- Through using Class Dojo reward system. Dojos feed into class reward systems as agreed within each class (e.g. golden time, treat etc)

Sanctions

The school employs a number of sanctions to reinforce the school rules, and to ensure a safe and a positive learning environment. We employ sanctions appropriately to each individual situation.

Whole class sanctions should not be used and **neither should any elements of the curriculum be denied** unless it is unsafe for children to take part (guidance should be sought from the Headteacher or Inclusion Leader in this case).

Sanctions – a graduated response

A 6-point model will be used to restore good behaviour and is as follows:

1. **Redirection** - A “look” is given to a child off task – a gentle encouragement, a *nudge* in the right direction.
2. **Reminder** – a reminder of the expectations delivered privately: “I know that you can sit and listen well as you did this in phonics this morning, and I believe in you.”
3. **Caution** – a clear verbal caution delivered privately wherever possible, making the learner aware that their behaviour still needs to improve. This scripted conversation can be conducted in the following manner:
“I’ve noticed that you are... if you continue to do so you will have to spend some time with me and you may miss your break, ”

“You have chosen to... if you continue to do so you will have to spend some time with me and you may have to do your work in your own time.”
4. **Consequence/Reflection** - Child is given “time out” in class for 4/5 mins
5. **Time out** is given but child removed to parallel class (In Nursery, child is moved into Reception class)
6. **Removal** to Headteacher/SLT and communication to home asking parents to come in and discuss the child's behaviour if appropriate.

The above is an agreed graduated response which should be used in consultation with the more detailed sequence of actions for specific incidents and behaviours (see appendix)

* When children receive a consequence, they will be required to complete a reflection form (see appendix) and this will always be communicated to parents.

* Teachers will begin a behaviour report (see appendix) for children whose behaviour is causing a concern. e.g. they are regularly being sent to another class, losing their play time, or sent to a member of the SLT. This may also be used after a single significant incident if deemed appropriate. At this point, the teacher will ask to speak to parents to discuss in more detail. Children should be placed on a behaviour report for a minimum of one week, which should be checked at the end of the morning and afternoon by a member of SLT. Improvements in behaviour will be reviewed at the end of the one-week period. A copy of the behaviour report should be communicated to parents, daily, ideally in person.

*Each class displays a visual prompt with the above sequence for teachers to refer to.

Serious Consequences

A child can move straight to these consequences for serious behaviours, i.e. behaviour which significantly affects the happiness or safety of others (including the use of discriminatory or derogatory language), or is destructive to property.

- Headteacher/ SLT Warning – if a child is referred repeatedly to the Head or SLT (approximately 3 times in a half-term but this may vary according to the individual and issue), parents are contacted to discuss the growing seriousness of the difficulty.

- An internal suspension – A planned out of class suspension, usually in the headteacher's office, may be arranged if serious behaviour continues.
- Fixed term suspension - A decision to suspend a pupil for a fixed term or permanently exclude should be taken only:
 - In response to serious breaches of the school's behaviour policy;
 - If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. SEND needs will be taken into consideration. Exclusion guidance for CLA and EHCP pupils is as follows:

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

These might include:

- Physical assault against a pupil
- Physical assault against an adult (the age and Special Educational Needs status of each child will be taken into account)
- Persistent verbal abuse/threatening behaviour against a pupil or an adult
- Serious safeguarding concerns for other pupils
- Behaviour that endangers the health or safety of another individual.
- Vandalism in school.
- Carrying an offensive weapon
- Serious or persistent theft.
- Serious or persistent bullying (as described in the anti-bullying policy).
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Persistent verbal or physical abuse relating to a child or adults' race, ethnicity, religion, sexual orientation or disability would be an excludable offence.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that suspension is an appropriate sanction.

At all times the school adheres to the advice and guidance on exclusions issued by Kirklees LA which incorporates 'Improving School behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units' (DfE Circular)

Positive Handling

The majority of staff have undertaken Positive Handling training and are able to carry out positive handling according to 'Safer Handling' a nationally recognised, accredited Positive Behaviour Support, Legal Briefings & Safer Physical Intervention and Kirklees guidelines. De-escalation strategies are used when possible but positive guidance (see positive guidance policy) may be used if a child is about to hurt themselves, others or property.

Behaviour in the EYFS

The school Behaviour Policy fully applies to EYFS. However, we acknowledge and take into account the fact that these children are at the beginning of their school life and may take time to adapt to

school expectations regarding behaviour. The Foundation Stage is crucial to the success of the Behaviour Policy – it is here that routines and expectations will be established.

Bullying (including Cyber-Bullying)

The school is highly aware that bullying can take place at any time; constant monitoring and awareness raising with the children is required. The school does not tolerate bullying of any kind. If we discover an act of bullying or intimidation has taken place we act immediately to stop further occurrences of such behaviour. The most important message we give to children and parents is that they must tell us if there is a problem or difficulty. See separate Anti Bullying Policy for further information.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Behaviour off school premises

By attending our school, pupils are agreeing to represent the school in a positive manner. Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Children with a recognised disability or other additional need relating to behaviour

It is inevitable that we will have children in school who will need support and intervention beyond that outlined above:

A behavioural difficulty is identified – this may be through the school procedures outlined above, by parents or by other agencies when children come into school. Support and guidance will be requested from the Inclusion Leader. The Headteacher and SLT, if not already aware, informed.

- Behaviour logs will be uploaded onto cpoms and monitored by the class teacher and SENDCO
- The Class Teacher, with the support of SLT, will write an Individual Behaviour Plan or Individual Provision Map
- Parents will be consulted about the plan and it will be reviewed each term.
- At all times we will endeavour to make reasonable adjustments in response to children's additional needs (meeting our duty under the Disability Discrimination Act 2005).

Where difficulties persist, the school will seek the support of external agencies such as the Psychological Service, Single Point Referral or the School Nurse Behaviour Pathway.

Social and Emotional Mental Health

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Behaviour at Lunchtimes

Lunchtime is an important time in terms of behaviour – it is the longest part of the day when children are not directly supervised. Lunchtime Supervisors should expect the same level of respect as all other staff. The behaviour of all children is all lunchtime supervisors' responsibilities. Incidents should be dealt with in the first instance by the member of staff closest, witnessed or been reported (See Guidance for Lunchtime Supervisors' document for further detail)

Lunchtime Sanctions – A Graduated Response

1. A reminder – Discuss with the child the behaviour causing concern
2. A verbal warning
3. Separate child from group (this may be from the Hall or from the Playground) or use time out (the child is asked to stand at the side of the playground for 5 minutes, or next to a lunchtime supervisor, to reflect on their behaviour)
4. Send to the Headteacher or member of Senior Leadership Team

*Repeated poor behaviour at lunchtime may lead to exclusion during this part of the day

Senior lunchtime Supervisor should report to the Headteacher or SLT regarding behaviour at the end of each day and followed up where necessary. The Headteacher should also be informed of repeated poor behaviour at which point the child may be put on a lunchtime report. Lunchtime

Supervisors have received training in organising playground activities. Detailed guidance for Lunchtime Supervisors has been produced by the school.

The above is an agreed graduated response which should be used in consultation with the more detailed agreed sequence of actions for given incidents and behaviours (see appendix)

Rewards

- Stickers/dojos for good manners and behaviour. Special mentions in the Proud Assembly. Positive messages home, trips to the Headteacher's office with good work, time in with the Headteacher.

Rights and Responsibilities

Children's Rights

Children have a right to:-

- Receive a good education appropriate to their level of ability and to be given praise and feedback.
- A school environment that is pleasant, clean, stimulating and engaging.
- Feel safe, cared for and supported.
- Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice.
- Be listened to.
- Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.

Children's Responsibilities

Towards others:-

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

Towards work:-

- To be punctual at all times (within their control)
- To work to the best of their ability.
- To work calmly and quietly.
- To value their own work and that of others.
- To organise themselves and their resources so that they can work independently.

Towards the school environment:-

- To talk quietly in all areas of the school building.
- To take care of equipment and keep the school and the grounds tidy.

Staff Rights

Staff have a right to:-

- Be treated fairly and with respect by children and adults.
- Be able to deliver the curriculum in an appropriate environment e.g. comfortable, safe, disciplined and quiet.
- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

Staff Responsibilities

All staff have a responsibility to:-

- Treat everybody fairly and with respect.
- Aid and influence children's play and behaviour in order to create a calm atmosphere.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good work.
- Communicate decisions and to explain them clearly to children, parents and other members of staff.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised
- Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials.
- Provide children with a good role model.
- Have high expectations of the behavior and learning of all children.
- Seek support from the teacher (if teaching assistant), deputy headteacher, headteacher or inclusion leader if the strategies outlined in this policy are not effective.
- Keep a log of any repeated breaches to the behaviour policy
- Work with colleagues and, where relevant outside agencies, putting suggested strategies into practice.

Headteacher's Responsibilities

- Implement the school behaviour policy consistently throughout the school,
- Report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified – LA Guidance is adhered to at all times.

Parents' Rights

Parents have a right to:-

- Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- Be informed regularly (at least termly) about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.
- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

Parents Responsibilities

We ask parents to be responsible for:-

- Reading the school rules and fully supporting them.
- Support their child's learning, and to co-operate with the school, as set out in the home/school agreement.
- Getting children to school on time (8.50am) and to collect them on time (3.20pm Reception – Year 2)
- Informing the school on the morning of absence or if their child is late.
- Ensuring their child has adequate sleep and breakfast.
- Being aware of school policies and to try to support all staff in their efforts to create a caring community.
- The behaviour of any other children they bring into school.
- Ensuring that their child travels to and from school safely
- Reading all letters/messages that are sent home. Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- Being aware of the convenient times to talk with staff after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

If the school has to use reasonable sanctions to address issues of poor behaviour with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should make an appointment to speak with the Headteacher and at this point the problem is usually resolved.

Governors' Rights

Governors have a right of:-

- Access to appropriate information from parents, staff and children

Governors' Responsibilities

Governors have a responsibility to:-

- Deal with complaints.
- Monitor the school behaviour policy.
- Ensure the school is operating within the law and in accordance with the policies of the Local Authority

Scope and Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour
- Attendance
- SEND
- Wellbeing
- Anti-Drugs
- Child Protection and Safeguarding
- Positive Handling
- Suspension and Exclusion
- Equality / Equal Opportunities
- Professional Conduct
- Complaints
- CCTV
- Character Education
- Homework



Appendix 1

Your name:	Date:
This is a behaviour form. It has been given to you because you need to spend some time thinking about your behaviour and how your behaviour has affected other people. It is important that you think carefully before filling out each section.	
Why have you been given this form?	
What school rule/s did you break and school values didn't you show? See back of this sheet for a reminder.	
Is there a better choice you could have made? What is it?	
Who do you need to apologise to and what will you say? You need to explain why you are sorry and show that you have understood why you have upset them.	
Signed _____ Pupil	Signed _____ Staff member

Please save on CPOMS

Early Years Thinking Sheet

My name: _____

1. What did I do?

2. Did I keep safe hands, safe feet and kind voice?



3. How was I feeling?

happy upset sad angry frightened worried



4. How did I make the other person feel?

happy upset sad angry frightened worried



5. What should I have done?

Kept safe hands



Kept safe feet



Used a kind voice



Used good listening



Please hand a copy of the completed form to Mrs Barker

Behaviour Report Form

This is a behaviour report chart. You have been given this form as you need to think more carefully about your behaviour and the choices you are making. You will need to show this form to Mrs Barker at the end of each morning and afternoon. Your parents will see a copy of the form at the end of each day.

_____ **target sheet**

Date:	
--------------	--

Targets:

1	I will stay in my seat and not wander in class
2	I will follow instructions and complete my work
3	I will use appropriate language and kind behaviour towards others

Scoring:

- 1: target missed
- 2: target achieved
- 3: target beaten

	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunch time	Lesson 4	Playtime	Lesson 5	School comment
Target 1									
Target 2									
Target 3									

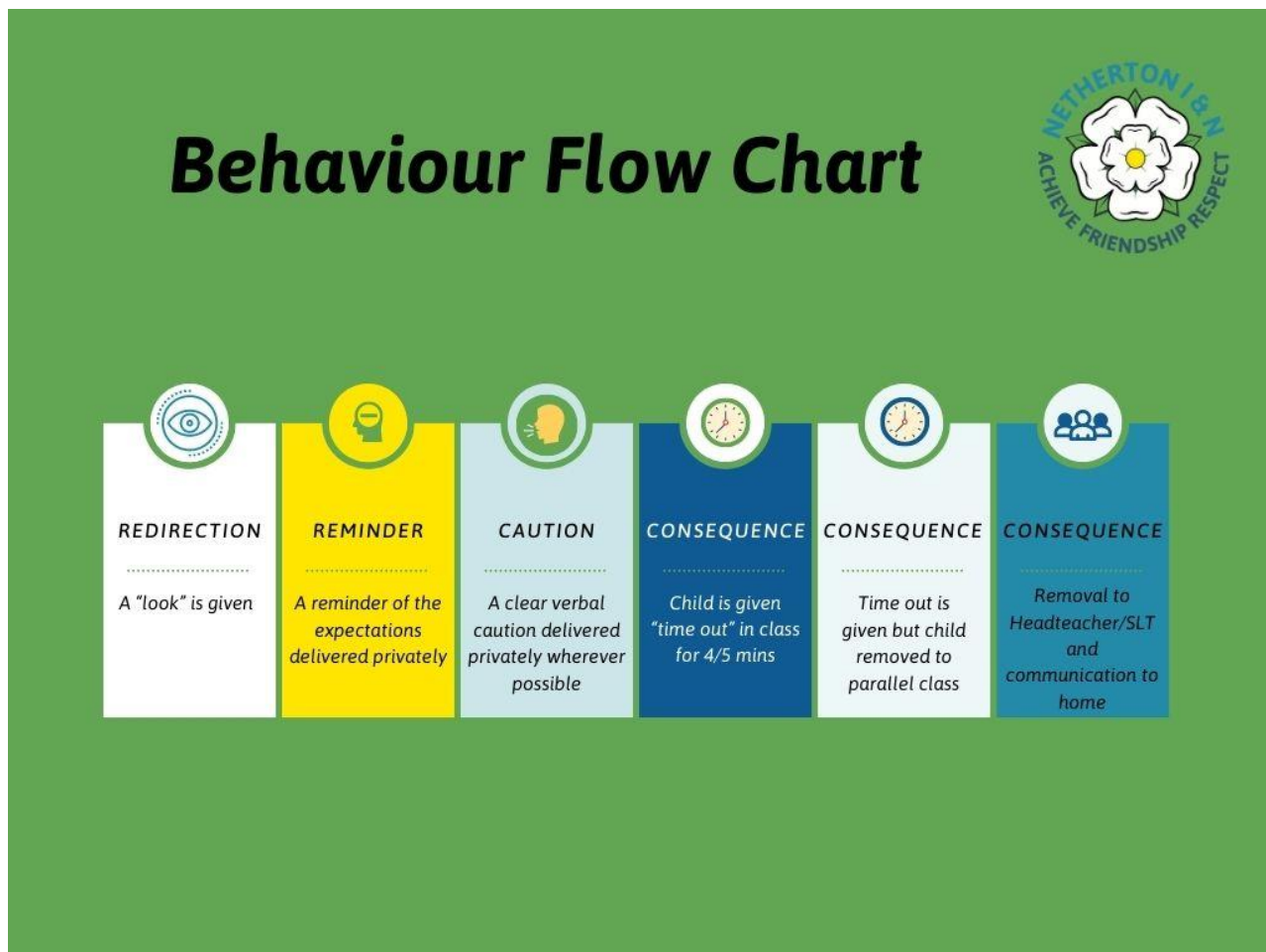
Our School Rules

- Kind Hands
- Kind Feet
- Kind Mouths

Golden rule – To follow instructions

Appendix 4

The behaviour flow chart is displayed in all classrooms



Appendix 5

A graduated response to specific behaviours

Inappropriate language (inc directed swearing/ sexual/threatening)

1. Reminder
2. Warning
3. Consequence - reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed if reflection sheet completed.
4. SLT involved if repeated or serious

Step 1 and 2 may be bypassed

Record on cpoms

If this occurs at playtime/lunchtime then the staff on duty must bring the child to a member of the SLT or if they are unavailable they may require the child to have time out. This must be reported to either the SLT or class teacher after.

Refusal to work/follow instructions/disrupting lessons

1. Reminder
2. Warning
3. Consequence - timer used to keep track of **lost learning time** which must be made up at playtime. Reflection sheet to be completed at playtime. Parents must be informed.
4. SLT involved if repeated or significant.
5. Suspension, internal or external, may be considered if persistent/repeated.

Step 1 and 2 may be bypassed.

Record on cpoms

If this occurs at playtime/lunchtime the staff on duty may bring the child to a member of the SLT or if they are unavailable they may require the child to have time out. This must be reported to either the SLT or class teacher after.

Physical harm to peers

1. Removal from situation if appropriate *
 2. Child to do reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed.
Sincere apology must be made when appropriate
 3. SLT involved if repeated or significant.
 4. Suspension, internal or external, may be considered.
- Record on cpoms

** If during class time then removal to another classroom or shared space with support.*

If during playtime/lunchtime the staff on duty should bring the child to a member of the SLT if they are unavailable they may require the child to have time out until a member of SLT is available. Lunchtime staff should call for support from SLT if required.

Disrespect towards staff

1. Reminder
2. Warning
3. Consequence - removal from situation if appropriate *and child to do reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed.
Sincere apology must be made when appropriate
4. SLT involved if repeated or significant.

Record on cpoms

**If during class time then removal to another classroom or shared space with support.*

If this occurs at playtime/lunchtime the staff on duty may bring the child to a member of the SLT or if they are unavailable they may require the child to have time out. This must be reported to either the SLT or class teacher after.

Physical harm to staff

1. Removal from situation immediately and incident to handled by a member of the SLT.
2. Child to do reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed.
Sincere apology must be made when appropriate
3. SLT involved if repeated or significant.
4. Suspension, internal or external, may be considered.

Record on cpoms

** If during class time then removal to another classroom or shared space with support.*

If during playtime/lunchtime the staff on duty should bring the child to a member of the SLT or call for SLT support.

Appendix 6

General routines and expectations to support positive behaviour

Movement around school

Children are expected to walk calmly around school using 'smart walking'

When observed not to be doing this, staff should ask the child to move back to where they were and start again.

Children should be actively encouraged to be polite and courteous towards all members of the school community, including their peers, through explicit modelling and reminders of using 'Netherton Infant & Nursery School Manners'.

Lunchtime routines

- 1st whistle: Children put equipment away and line up in the playground
- Children line up in their designated areas
- Staff will wait and insist on this and remind children of 'readiness to learn'
- Teachers greet children at the door promptly at 1pm

Assembly

- Children are expected to enter and leave assembly in a calm, quiet and orderly fashion
- Children are expected to sit down sensibly and will be asked to repeat this if this does not happen
- Teachers line children up/get ready in plenty of time to ensure this.
- Children should have nothing in hands – except for very occasional SEN children
- Children are expected to listen/not talk.
- Children not behaving appropriately will be asked to move to the side and stand up. In this incidence they will be expected to complete a reflection sheet during the next playtime or the next possible occasion.
- Staff to set an example and not talk to one another unless essential or intervening with behaviour.

Tidying up/looking after school property and equipment

- All children have a responsibility for equipment and for keep a tidy and orderly classroom and school.
- At the end of lessons/the day, all children are expected to be involved in this.
- Any child not handling or caring for equipment properly may be asked to complete a reflection sheet.
- Parents may be asked to reimburse school for the intentional damage to school property

Standards of Uniform

High standards of uniform should be upheld and the following process used to support this:

1. Reminder to child
2. Text home to parent/carer (if the standard in uniform is not improved the day after the reminder is given)
3. Phone call to parent from class teacher (along with a discussion as to any support needed with uniform)