

PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

TITLE: BEHAVIOUR POLICY
(Including Exclusion Policy)

DATE: November 2017
REVIEW: November 2018

APPROVED/MONITORED BY: CHILDREN & LEARNING COMMITTEE
AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS

Mission statement

At Prior Heath we recognise that every child is a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued member of our community. We work hard to provide a happy, caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

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1) INTRODUCTION TO THE BEHAVIOUR POLICY

1a) Aims and Objectives of the Behaviour Policy

Prior Heath Infant School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest. Its purpose is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. The aim of the policy is to ensure all adults and pupils understand, support and promote the principles underpinning the policy. To outline for all a range of strategies to enable pupils to behave well, and the strategies to use when pupils misbehave:

- Promoting, among pupils, self-discipline and proper regard for authority.
- Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.
- Securing that the standard of behaviour of pupils is acceptable.
- Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

At Prior Heath Infant School we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, disadvantaged children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

1b) Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2016)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Parents/Pupils are expected to:

- Carefully read and sign the Home School Agreement with their child to indicate that they will respect and support the school's expectations and the authority of the school staff.
- Know the Behaviour Policy/school rules and actively support them through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
- Support other members of the school community in promoting the expectations of good behaviour

- Pupils will be expected to adhere to the Behaviour Policy/school rules whilst in school, on off-site visits, and to and from school.
- Parents will ensure school work and homework is well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of home learning, they should discuss this with their class teacher.
- Parents will ensure their child (ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.

Staff (this refers to paid staff only unless the Headteacher says otherwise) **in school are expected to:**

- Set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- Actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- Discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- Discipline pupils at any time the pupil is in school or elsewhere under their charge
- Apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Child Protection and Safeguarding or Whistle Blowing).

Governors are expected to:

- Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- Know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

Developing and Communicating the Behaviour Policy

The Headteacher has the legal responsibility for determining the appropriate disciplinary measures. The Behaviour Policy will be made available to all pupils, parents and staff.

2) PRINCIPLES GUIDING THE BEHAVIOUR POLICY

The principles that underpin the Behaviour Policy have been formulated to ensure that all equalities legislation and other legal requirements are met.

Statement of Principles Guiding Good Behaviour at Prior Heath School:

Principle 1: Children will feel secure in their environment.

Principle 2: Children will be able to do their best.

Principle 3: Children will be treated fairly.

Principle 4: Children will be supported by adults.

Principle 5: Children will develop high self-esteem.

Principle 6: Children will respond well to others.

Principle 1. Children will feel secure in their environment.

Children will know that they are being cared for and that they are physically safe.

	What does this mean for staff	
1a Setting Clear Boundaries	<p>Teachers will discuss the school's expectations of classroom behaviour with the children each September when they come up to their new class. Following on from the discussion the class rules be will displayed in an age appropriate way.</p> <p>Teachers will discuss the school's expectations of behaviour in the playground with the children each September when they come up to their new class. Playground rules will be displayed in an age appropriate way.</p>	<p>See appendix 1 for generic school rules on which to base class rules.</p> <p>See appendix 2 for playground rules.</p>
1b Maintaining a Consistent Approach	<p>All staff will regularly refer to the school rules in the course of the school day to remind children of expectations of behaviour both in the classroom and around the school.</p> <p>All staff will familiarise themselves with the Behaviour Policy and the school's expectations of behaviour.</p> <p>A consistent positive classroom management style, praising good behaviour, is essential towards encouraging appropriate behaviour in the classroom and in increasing self-esteem and sharing high expectations.</p> <p>All classes will use the behaviour chart and systems to reinforce expectations and to provide consistent rewards and sanctions. (Appendix)</p> <p>Golden tickets for rewards and red/yellow cards sanctions will be used at playtimes and when children are not in their own class.</p>	
1c Bullying, Racist or Homophobic	A proactive approach is taken through the SEAL (Social and Emotional Aspects of Learning) materials. All children in the school explore the seven	See SEAL material

<p>Incidents Will Not be Tolerated</p>	<p>themes during the school year, the third of which is 'Say no to bullying', which helps children understand and deal with bullying. The themes, alongside the school values focus which have been chosen by pupils and staff e.g. respect, kindness, responsibility, team work, perseverance and friendship, are explored through assemblies from the Headteacher and followed up by the teachers during class sessions, including circle time.</p> <p>If prejudice related or bullying incidents are reported or observed then these should be reported to the child's class teacher and the Headteacher. Such incidents will be recorded on an incident log, followed up and parents will be informed, and if appropriate will be recorded in the Bullying and Prejudice Related Incident book. (kept in the office). Prejudice related incidents will be reported to Surrey. Bullying or prejudice related incidents will be dealt with in accordance with our school Anti Bullying Policy.</p> <p>With staff, the school council and pupils have created a pupil friendly version of the Anti-Bullying Policy to ensure the pupils are aware of what bullying is and what to do about it alongside an ongoing focus through the curriculum and assemblies.</p>	<p>in classes</p> <p>Website: Single Equality Policy</p> <p>Website: Anti-Anti-Bullying policy</p>
<p>1d School Organisation</p>	<p>As part of their induction new staff will be provided with a copy of the Behaviour Policy and the Teaching and Learning Policy. Staff will be expected to familiarise themselves with these policies.</p>	
<p>1e Effective Communication</p>	<p>When the behaviour of a particular child is a cause of concern at break time or lunchtime this should be reported to the class teacher. In addition, when a child has been hurt verbally or physically, a record should be made in the Incident file (kept in the office) by the person who observed it or dealt with the matter. Where another child has been hurt physically or emotionally the class teacher will inform the parents concerned where appropriate in person, by phone or in writing.</p>	

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	<p>When another member of staff has taken the class and behaviour has been a cause for concern, if possible the cover member of staff should discuss this with the class teacher before s/he leaves school at the end of the day. If the teacher is out of school on that day then the covering member of staff should write a note to inform the teacher and inform the Deputy or Headteacher.</p> <p>If a child has been upset during the school day the teacher should consider informing the parent of the reason for the upset and passing this information to the Headteacher if appropriate.</p>	
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Principle 2. Children will be able to do their best.

Children will be given the opportunity reach their full potential in an environment that provides quality teaching which proactively prevents many behavioural problems.

	What does this mean for teachers	Links to policies
2a Curriculum Ahead of National Average	Staff will need to take account of the ability range within the school and plan for all abilities in order to meet the needs of those at the higher end of the ability range as well as those requiring extra support.	See medium term subject plans.
2b Learning and Teaching Policy	The Teaching and Learning Policy sets out the high expectations of children's attainment and achievement, with the expectation being that lessons will be enjoyable and motivating in order to allow every child to do their best.	See Learning and Teaching Policy.
2c Learning Objectives and Success Criteria	Learning objectives and success criteria are shared with children in lessons in order that children know what they are going to learn and are able to understand by the end of the lesson what they have achieved and what they need to do next time to improve their work.	See the Assessment for Learning Policy.
2d Tracking Progress	Children's progress is carefully monitored and their progress in English, Maths and Science is recorded on the Assessment Tracking System. This information is used to inform groupings and extra support in English and Maths as well as future curriculum planning. Additionally all other subjects are tracked to inform provision.	See Assessment Policy.
2e Pupil Support	Termly provision mapping is carried out to ensure that the resources for children with special educational needs are distributed equitably according to need. Within the Every Child Matters framework, vulnerable children are identified and monitored to ensure they receive support to achieve their full	See Special Educational Needs Policy and Every Child

	potential.	Matters
2f Audit of Rewards/Sanctions	An annual audit will be carried out to monitor how rewards and sanctions are distributed. The outcome of this audit will be analysed and reflected upon within the staff team to ensure that as far as possible rewards and sanctions are fair.	
2g Transitions	<p>In Year R the new intake of children are invited to two visits lasting an hour. The Reception staff complete home visits in the autumn term. The pupils will have a phased start time on their first day. There is an induction period in which they attend for a morning then morning plus lunch and finally for the full day.</p> <p>To prepare Year R, Year 1 and Year 2 children for the next academic year the children visit their new class and teacher at the end of the summer term in preparation for September. In the summer term in Year 2 the children have a visit from a member of staff from the receiving junior school. Infant and Junior staff meet to discuss the needs of the children and the children go for a visit to their new school. A child may have more planned visits dependent on their needs to their new class or school.</p>	
2h Lunchtime support/ development of play skills	<p>At lunchtimes all supervisors will intervene to support play as needed. The colour coded zone system will be used to support children's play and staff zone leaders appointed to support this play.</p> <p>Whilst all children may take part there will be a continued focus on those children identified with a specific need for support/development of playtime skills/interaction. These will be selected arising from discussion between the SENCO and ELSA and class teachers and this will be reviewed every half term or as needed. This will provide a range of activities/games to develop pupils' social and physical skills on a regular basis. All TAs are trained to</p>	

	<p>deliver this role.</p> <p>Golden tickets will be awarded for exemplary behaviour and reported to teachers in the class.</p>	
<p>Principle 3. Children will be treated fairly</p> <p>Children will learn about appropriate behaviour and this will take account of their age, developmental level, special educational needs, disability, ethnicity, and religion.</p>		
	What does this mean for teachers	Links to policies
3a Taking Account of Individual Pupil Needs	<p>When there is important information regarding home circumstances (for example looked after children or family issues) or other events occur (such as illness) that may cause the child distress, and these are reported to school, the person with whom the information has been shared should ensure that the class teacher and the Headteacher are informed. This information will be shared on a need to know basis.</p> <p>Those pupils with Special Education Needs (SEND) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.</p> <p>The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Support and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.</p> <p>The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information is available in the school's SEND and Inclusion Policy.</p>	Please see Confidentiality Policy

	<p>A written record of relevant information will be kept securely in the office with the medical records. Appropriate information will be shared with receiving teachers when the child moves class during the handover meeting. Also during the handover meeting the class teacher should ensure the receiving teacher is aware of any Special Educational Needs (SEN) issues, especially if the child does not have an Individual Support Plan (ISP) including social and emotional needs.</p>	
<p>3b Rewards</p>	<p>Using positive behavioural management techniques and approaches throughout the classroom will encourage high expectations of appropriate behaviour from the class group and should help towards providing a happy, relaxed, well motivated class. It is important to make it very clear to children what is expected of them, with their work and their behaviour. Verbal reinforcement (praise) can be seen as a reward and it is recommended that that this is used first and foremost. Stickers and other tangible rewards can be given for an incentive towards changing children’s behaviour in the short term for a specific goal. Overuse of stickers, or any reward, can decrease the child’s motivation. A reward or a reward system should be:</p> <ul style="list-style-type: none"> • Explained clearly – this should be done at the outset so that the children understand what they need to do to be rewarded, and examples should be given of when children will be praised. Consistency in all classes will help children know what is expected of them. • Meaningful – the child needs to understand what he or she is being praised for. For example, “Jane can line up first today because she came in so quietly this morning, well done Jane”. • Immediate – particularly for young children and children with special needs it is important to give the reward or positive reinforcement immediately after the desired behaviour has been observed, so that the child associates the rewards with the behaviour. 	<p>See Appendix 3</p>

	<ul style="list-style-type: none"> • Motivating – rewards may have to be changed from time to time to maintain their effect. <p>Rewards used across the school include movement up the behaviour chart: accompanied by: YR stickers, Year 1 and Y2 table points. Group/class reward systems can be useful to promote a positive and supportive class culture. Alternatively, the teacher can encourage the whole class to support another individual, such as “we can help X sit nicely on the carpet by showing them how to sit nicely”. However, when the teacher is trying to change behaviour, care needs to be taken to ensure that statements made to the group/class are not negative, such as “If X does not finish their work then you will all have to stay in at playtime”. Also, all children in the class need to have regular opportunities to earn the reward. For example, the teacher will need to think of which aspects of the children’s work or behaviour are going to be rewarded and vary these in order that all children have the opportunity to succeed.</p> <p>At lunchtime children may be given a golden ticket for exemplary behaviour on return to class the child will place this in the class golden box. At the end of the week this will be celebrated in celebration assembly.</p> <p>Two pupils per class each week will be selected for a teacher award to be handed out in Celebration Assembly. This may be for academic, behavioural or other achievement. The behavioural reward will focus on the current school value for that half term. Each pupil will receive an award in a given academic year since all pupils at some point throughout the year will have a significant achievement in some aspect of school life.</p>	
3c Sanctions	Sanctions should be used proportionately to the behaviour as well as take into account the developmental age of the child. Sanctions should be used consistently between staff members throughout the school as well as consistently within the class. All staff will use the behaviour chart system and if a child exhibits e.g. any inappropriate behaviour they may be asked to move	See Appendix 3

	down the chart (Appendix 3). Staff members need to be familiar with, and feel confident to use this system. Use of sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN) and disability once a year.	
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Principle 4.Children will be supported by adults		
Children will receive clear and consistent messages about the expectations of their behaviour through co-operation between home and school.		
	What does this mean for teachers	Links to policies
4a Parents involved in school	Parents are encouraged to get involved in the school and there are many opportunities to do this including:- parent interviews; regular contact with teachers including the reading record and informal meetings with the class teacher; meetings such as curriculum evenings; school assemblies and plays; distribution of Harvest festival gifts; P.T.A. involvement; parent governors; helping in class and on school trips.	
4b Rights and responsibilities of schools, pupils and parents	The rights and responsibilities of the school, pupils and parents/carers set out reasonable expectations of what each will do to help ensure an orderly safe climate for learning. Rules, rewards and punishments do not work in a vacuum. The Home School Agreement will be given to parents when the child starts school. Teachers will explain to the children their rights and responsibilities at a developmentally appropriate level as they progress through school. Additionally a copy of this will be included in the year group information booklet for parents.	See Home School Agreement
4c Power to discipline	Section 91 of the Education and Inspections Act 2006 introduces a statutory power for teachers and teaching assistants to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. The Headteacher has extended the power to discipline to staff members who are not directly involved in supervising children as well as other adult volunteers. They	See Appendix 4 for list of sanctions

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	will be informed of this power by the Headteacher.	
4d Power of member of staff to use force	<p>Teachers and teaching assistants have the statutory power to use reasonable force in relation to a pupil to prevent him/her:</p> <ol style="list-style-type: none"> 1. Causing personal injury to, or damage to the property of, any person (including the pupil him/herself) 2. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise. <p>NB This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil.</p> <p>NB This does not authorise corporal punishment.</p> <p>Other members of staff who are not directly involved in supervising children are also authorised by the Headteacher to use reasonable force in the circumstances described above. They will be informed of this authorisation by the Headteacher.</p>	See Website: Touch and use of Physical Intervention Policy
4e Discipline of misbehaviour outside school	<p>The instances of pupil misbehaviour outside school hours would be rare for children of this age. The only circumstances where this might possibly be envisaged are when children are entering or leaving school and are immediately outside the school boundaries wearing school uniform. In these cases the school have a statutory power to regulate the behaviour of pupils although it is recognised that at these times the parents are primarily responsible for their child's behaviour and safety outside of school hours.</p> <p>On school trips all staff and volunteers have the power to discipline as outlined in section 4c of the Behaviour Policy.</p>	

4f Induction and support for staff	All staff are given an Induction into school expectations and as part of this will need to read and agree to all relevant policies and codes of conduct. Where a staff need is identified behaviour training will be put in place.	
4g Confiscation of property and searching	Children are asked not to bring in valuable items to school and as a result it is rarely necessary to use confiscation. However, confiscation of property can be used as a disciplinary sanction providing that it is reasonable to the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupil's property. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. For example, if a paper ball has been confiscated disposal is likely to be considered a proportionate response whereas disposal of an item that has monetary value would be considered a disproportionate response. In most cases confiscation is a sufficient sanction and return of the item at the end of the school day is adequate time to reinforce the school rule.	

4. Children will develop high self-esteem		
Children will be encouraged to be aware of their own worth and unique characteristics.		
	What does this mean for teachers	Links to policies
5a Social and emotional development	<p>The ethos of the school is to respect others, their views and their culture, and to empathise with the feelings of other people. This ethos should be promoted throughout the school and at all times. In particular, the following activities are specific opportunities to help children develop socially and emotionally:</p> <p>Assemblies – children learn that we are all special in our own way and we all have things we can offer society. Children are also encouraged to develop empathy by trying to understand the feelings of others. Assemblies will focus on the core school values of respect, kindness, friendship, team work and perseverance.</p> <p>Circle time – this is an opportunity to value one another by listening to and respecting other people’s feelings about various issues. Being listened to will also increase the child’s self esteem. Teachers can support the children by raising issues that may be a concern for children, and promoting discussion that helps build empathy.</p> <p>Show and tell – as well as being an important part of the curriculum in Speaking and Listening it also develops self-esteem as children feel valued when their views are listened to.</p>	
5b Involving children in the school	<p>Children feel valued when they have an input in improving the school.</p> <p>School Council - Two children from each class are chosen to represent the views in their class and feedback discussion at the School Council meetings. The children’s views are listened to and taken into account and the children can often see the results of their discussion come to fruition, such as the school pond. The whole class has the opportunity to feed ideas into the School Council meetings through the class council.</p>	

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	<p>Eco Council</p> <p>Two children from each class are chosen to represent the views in their class and feedback discussion at the Eco-Council meetings. The children's views are listened to and taken into account and the children again can often see the results of their discussion come to fruition e.g. new bins in the playground.</p> <p>Pupil questionnaires – On a regular basis, as part of their subject leader responsibility, teachers invite children's comments on aspects of their learning which feeds back into the planning process. Additionally governors and the Headteacher conduct an annual pupil survey in the spring term.</p>	
5c Displaying work	<p>Children's work is displayed with their name on it which promotes self-esteem.</p> <p>Class/whole school displays - there is a regular programme of children's work being displayed. Throughout the year teachers should take into account whose work is being displayed so that each child can contribute to the display.</p> <p>The art exhibition – this is an opportunity to build up children's confidence and self-esteem by working with all the class teachers in the school working on different aspects of a chosen theme in art. The children are then proud to see their own work displayed as at least two pieces of work are selected.</p>	
5d Public performances	<p>Children can build up their confidence in performing in front of other people in a supportive environment.</p> <p>Sports day – this provides opportunity for all children to take part in sports activities appropriate to their level.</p> <p>School play – every child takes part to some extent in the production and it is noticeable that this has an important impact on children's self-esteem particularly if this was a challenging role for them.</p>	
5. Children will respond well to others.		

Children will be encouraged to develop empathy and to respect each other's differences.		
	What does this mean for teachers	Links to policies
6a Assemblies	<p>Daily assemblies help children understand the ethos of the school. Our core school values, respect, kindness, friendship, team work and perseverance, are focused on across the year.</p> <p>In essence, this involves children learning about: - respect for all; development of empathy by considering how others think and feel; school expectations in terms of good behaviour and working hard; and being part of and contributing to the school community. During assemblies the children are asked to reflect on the school values, to consider and respect differences between individuals and it is emphasised that everyone's contribution is important. Children also have an opportunity to share their experiences with others in class assemblies and their contribution is valued.</p>	Single Equality scheme- protected characteristics
6b Circle time	Circle time is part of the PHSCE curriculum and it provides an opportunity for children to explore their feelings and to develop more understanding of those around them in order to build empathy and respect for others e.g. cultures faiths etc. Children also learn the importance of listening to others and experience what it is like to be listened to by their peers and their teacher.	
6c Respect for different faiths and cultures	As part of Surrey's agreed syllabus in Religious Education the children study they are taught to respect the beliefs of others and gain some understanding of different faiths with the aim that they will grow up to be tolerant and inclusive members of society.	
6d Respect for others	As part of the PSHCE curriculum children will be taught to treat others respectfully regardless of difference e.g. race, religion or belief, faith, gender, age, sexual orientation, or disability e.g. in assemblies, circle time, discrete lessons.	
6e Stories	Stories are used across the curriculum (English, RE, drama, history, geography and PHSCE in particular) and in assemblies to explore feelings and give children an opportunity to reflect and hopefully empathise with others.	

APPENDIX 1

Generic class rules to be discussed and agreed in each class.

- Be kind
- Listen Carefully
- Work quietly
- Always walk in school
- Keep your hands and feet to yourself
- Take care of everything in our school

Think then Click

These rules help us to stay safe on the internet



I will take care of the school computers.

I will ask before going on the internet.

I will only use the internet when an adult is with me.



I can click on the buttons or links when I know what they can do.

I will always ask if I get lost on the internet.



I will tell an adult if I see something on the internet that upsets me.



I will not tell other people personal things about me including my password.

I will always be polite and friendly when I write messages on the internet.

APPENDIX 2

Playground Rules - Further Information

These should be discussed by Class Teacher at the beginning of the academic year using the generic rules in Appendix 1 and reinforced as required.

Adults should position themselves in designated zones in the playground to ensure sight of different areas in the playground and outside Holly Class toilets and to support play and behaviour. At lunchtime staff will be timetabled to position themselves in the relevant coloured zone from the beginning of lunchtime play.

Pupils will be selected to be play leaders in the zones at lunchtimes. This timetable will be reviewed on an ongoing basis, at least half termly, with the class teachers, SENCO and ELSA.

At morning play and at the end of lunchtime the children should stand still when the bell is sounded and wait to be sent to line up class by class.

The adventure playground and trim trail is used on the coloured zone rota at lunchtime supervised by a Mid-day Supervisor. Children should not use the adventure playground or trim trail unless supervised by Mid-day Supervisors or a teacher. For rota check with Senior Mid-day Supervisor.

No balls on hard playground at morning or lunch play. Soft balls may be brought for use on the field at lunch time at the discretion of the Senior Mid-day Supervisor.

Children should not play in bushes by the Portsmouth Road or in the Nature Area- they should be visible to supervising adults at all times.

Children should not go back into school, unless they are using the toilets or going in for lunch. At playtime and lunchtime, Holly class toilets should be used.

If a child needs to come into school for a drink, coat etc., they should ask permission first.

Children should respect the environment. They should not pull or climb trees or damage trees and shrubs.

Children should not throw fir cones, conkers, sticks or stones. They should not pick up sticks.

Children should not walk on the grass bank in playground as it is steep and spring bulbs are planted there - use steps only.

APPENDIX 3

Procedures for supporting behaviour in school

1. Teaching staff in classes with refer to school/playground rules ongoing throughout the day.
2. Staff will use positive reinforcement of behaviour e.g. specific praise of expected behaviour, modelling of expected behaviour –politeness when speaking to others-saying please/thankyou.
3. Where a member of staff has identified that a child has consistently shown exceptional achievement or behaviour the adult may ask the child to move their name up the chart. At playtimes/outside of class the adult will give the child a golden ticket and on return to class to class they will move their name up the chart.
4. If the child moves their name to the sun they will receive a sticker in YR and a table point in Y1/2.
5. If the child moves their name to the rainbow for further exceptional achievement or behaviour they will go to the Headteacher or a member of the SLT to receive a golden sticker.
6. If a child exhibits inappropriate behaviour a member of staff will intervene and talk to the child. The child will be given an instruction with regard to the behaviour and told to 'stop and think'.
7. If the child continues to exhibit inappropriate behaviour they will be asked to move their name down the chart. Outside of class they will be given a yellow card and on return to class they will move their name down the chart.
8. If the unacceptable behaviour continues the child will be asked to move their name down again and/or be given a red card. They will then miss 2 minutes of their next playtime where the child will be asked to walk with the supervising adult. In class they may be asked to sit away from other children to focus on their learning and miss 2 minutes playtime.
9. If the unacceptable behaviour continues or where there is persistent or extreme unacceptable behaviour e.g. the child has acted violently towards another child or member of staff, staff will send a SLT card to bring a member of the SLT or Headteacher to deal with the incident. This may involve the child working in a parallel classroom or if the behaviour continues to be a cause for concern, advice from the SENCO or Curriculum and Standards Leader (C&S) will be sought. The member of staff involved in the initial incident will record the unacceptable behaviour in the Incident Book.
10. In the case of the behaviour becoming more serious or continuing to be repeated, the child will spend time with the Curriculum and Standards Leader.

The C&S Leader may ask the Headteacher to become involved if she feels it appropriate or if the nature of the behaviour is very serious.

11. Parents will be informed of any action taken.
12. If the unacceptable behaviour continues then the teacher will speak to the child at break or lunchtime. The teacher will inform the parent(s).
13. If unacceptable behaviour persists then the Headteacher / Curriculum and Standards Headteacher / SENCO will review the child's behaviour and the class teacher will see the parent(s) to seek their permission to request appropriate advice to support the child's needs with the possibility of placing the child on the Code of Practice considered.

APPENDIX 4

Positive behaviour management is encouraged through:

- school rules developed regularly with the children
- recognising good behaviour (CBG) - catch them being good
- rewarding good behaviour- Behaviour chart/system
- discussion
- circle time
- moral and spiritual development
- Religious Education
- health and safety
- curriculum planning
- policy making, implementation, evaluation and review
- excellent role models, pupil, teacher, staff, visitors, parents
- clear and understood model of sanctions
- clear model for children arriving and departing in all school situations
- clear model of playground behaviour
- clear model of general behaviour in or out of school
- consistent model applied when children are with both parents and staff
- sympathy
- sensitivity
- observation
- confidentiality

Rewards systems currently used in classrooms:

- Behaviour pictorial chart e.g. moving them up alongside stickers in YR and table points in Y1/2
- mascot
- golden tickets (playground)
- send to Headteacher
- smiley faces
- laminated pictures – put on card and count up how many we have got
- sparkle jar
- golden time

APPENDIX 5 **Sanctions**

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation.

Procedures for dealing with persistent or extreme unacceptable behaviour.

Sanctions for less serious behaviour:

- verbal warnings
- missing minutes of playtime or golden time if used
- sad face if used
- loss of table points

APPENDIX 6

Communication

Internal Communication

Internal Communication re: Children's behaviour

- Staff briefing.
- TLC chart in which teachers identify vulnerable children's needs and support which is shared regularly with lunchtime staff.
- Incident record and file for playtime/lunchtime behaviour.
- Cascade of information orally; Headteacher – Deputy Head Teacher – Staff – lunchtime supervisors and teaching assistants.

Communication

Communication is seen as being multi-faceted. Prior Heath School has discussed and agreed the following measures towards meaningful communication that will provide a structure in which behavioural practice can be exercised.

Written communication:

School brochure:

Stating aims and objectives as a point of reference on behavioural issues policies, uniform, conduct, expectations, procedures and behaviour management, complaint procedures, Governors, philosophy, the whole curriculum, ethos, routines, health and safety, staffing, training, parental involvement, community involvement.

Year Books:

Containing information about curriculum subjects, Standard Task Assessments etc.

Newsletters:

Introducing, consolidating, reinforcing, advancing ideas, happenings and events, curriculum, evaluating, reviewing, consulting, commitment, accountability, responsibility, relationships, sharing, partnership, celebrating.

Notices:

Welcome, updates, whole school, individual classes, community, P.T.A. Governors, information, procedures, pupil involvement, outside agencies.

Home Reader Books:

Reinforcing the partnership between home and school on reading.

Letters:

Whole school, individual classes, questionnaires.

Minutes:

Governors, P.T.A.

Reports:

Record of Achievement, parent consultation, agenda, pupil, self-evaluation, SEN, outside agencies (OFSTED).

Oral Communication:**Parent information sessions:**

Prospective parent interviews and walkabouts, (individual, group), formal/informal talks (may or may not be supported by literature) led by Headteacher, senior management, curriculum co-ordinators, outside agencies, Governors, interested parties within or outside the school community.

Telephone:

Two way communication initiated by the school organisation or parent/community.

Meetings:

Informal/formal, planned/not planned, individual, group, whole parent body staff, Governors Annual Governors Meetings, Parent Teacher Association, Special Educational Needs, outside agencies, community.

Assemblies:

Sharing assemblies, class assemblies, special events/happenings, parent helpers, visitors, festivities.

Open days:

Opportunity for observation; pupil/staff inter-communication; behaviour management; open channels of communication.

Parent evenings:

Individual consultations between class teacher and pupil; Headteacher link; channel for discussing the whole child.

Health care:

Formal arrangements for parent/guardian to discuss whole child in relation to health and behaviour; school nurse and doctor; Headteacher.

APPENDIX 7

EXCLUSION POLICY

Prior Heath Infant School is committed to providing the highest standards of education that offers equality of opportunity and is socially inclusive to all its pupils. In recognising that there are certain instances where it may be necessary to exclude a pupil for either a fixed or permanent period of time, the school will follow the Department for Education Exclusion Guidance:

‘Exclusion from maintained schools, academies and pupil referral units in England.’

This guidance identifies:

- The Headteacher’s power to exclude
- The Headteacher’s duty to inform parties about an exclusion
- The governing body’s and local authority’s duties to arrange education for excluded pupils
- The governing body’s duty to consider an exclusion
- The Headteacher’s duty to remove a permanently excluded pupil from the school register
- The local authority’s duty to arrange an independent review panel
- The duties of independent review panel members, the clerk and the SEN expert in the conduct of an independent review panel
- The governing body’s duty to reconsider an exclusion decision following a review
- Statutory guidance to Headteachers, governing bodies, independent review panel members and clerks on police involvement and parallel criminal proceedings

A decision to exclude a pupil will only be taken by the Headteacher or, in their absence, the teacher in charge:

- in response to serious breaches of a school’s Behaviour Policy, and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In most cases a range of alternative strategies to promote social inclusion e.g. a Pastoral Support Plan involving outside agencies, will have been tried and failed, before a pupil is excluded.

The Governing body will annually appoint a panel three governors which can act as an ‘Exclusion Discipline Committee’, one of whom will be appointed Chair.

The clerk to the Governing body will act as clerk to the ‘Exclusion Discipline Committee’ and will be responsible for the co-ordination of paperwork should a pupil be excluded.

The member of staff responsible for Special Educational Needs Co-ordination – SENCO, will be the Pastoral Support Plan Co-ordinator.

Policies that impact exclusion will be reviewed and updated annually, by the relevant committees of the governing body, and will reflect any changes to exclusion legislation i.e. behaviour, equality and disability.

Exclusion guidance information will be provided to parents and pupils on request from the School Office.