

Behaviour Policy including EYFS

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INFORMATION

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Amendment Record

Date:	Page/s	Brief outline of Amendments	Initials
6/5/12	All	Full Review	GP
June 2012	All	Full review DCP Governor	DP-W
21/8/12	All	Full Review adding Bluebird nursery requirements	GP CR SC
11.12.12		Bluebird Nursery change to person responsible for behavior management.	TH SC
26.10.13	All	Edited Equal opportunity section, Prefect selection, updated Celebration Assembly, added in reflective break and Sanction sections	GP
14.7.14	P6	Inserted the updated sanctions table	GP
17.11.2014	P1 P4 P5 P8 P9 P10	Document ownership changed to SD Merit points awarded from F1-6 Tokens added to House Accumulator. All achievements (not just sporting) recognized. Behaviour Manager named changed to SD DCP name changed to SD 'Clerk' to governors named changed to SS	SD
9-1-2015	cover	Change of Head SJS	SD
22.01.2015	All	Full Review	SD SJS CR
23.06.15	5	Amended in line with guidance	CR/KB
6.4.2016	All	Full Review	SD

21/09/16		Change of Deputy Head	SJS/AK
09/11/2016		Reviewed and Updated	SJS

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Introduction

This Behaviour Policy has been reviewed by the Head, SLT and is reviewed at regular intervals annually.

This policy has been drawn up with regard to the DfE non-statutory guidance, *Behaviour and Discipline in Schools (Jan 2016)*.

The Behaviour Policy enables each child at St Hilda's and Bluebird Nursery to feel safe and respected,

'within a supportive, safe and caring community where each child can develop into an independent individual, who can achieve their personal best, while showing a deep respect for others'

St Hilda's and Bluebird Nursery aims to develop for each pupil, confidence about themselves, respect for others and a realisation that they and others are valued and respected by the School. There is also a great deal of emphasis on self-discipline and helping the pupil to develop a sense of responsibility about personal behaviour.

In the Bluebird Nursery and Reception, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibilities for themselves, their actions and consider the welfare and wellbeing of others.

Pupils' Code of Conduct

All members of St Hilda's and Bluebird Nursery should treat one another with respect, courtesy and consideration at all times. This respect should extend out of school hours. The welfare and safety of all pupils is paramount and the behaviour expectations at break times, in class and through the dress code reflect that belief. Please refer to the ***Pupil's Code of Conduct booklets*** for more details on specific behaviour expectations. Every pupil and their parent has to read and agree to the expectations set out in the ***Pupil's Code of Conduct booklets***

Positive Behaviour Management

The philosophy that underpins the discipline at St Hilda's and Bluebird Nursery aims to develop a confidence in the pupils about themselves and a respect for others with a realisation that they, and others, are valued and respected by the School. There is a great deal of emphasis on self-discipline and helping the pupil to develop a sense of responsibility about personal behaviour.

Rewards

Wherever possible, the staff approach should be to notice, encourage and reward good behaviour, rather than to take good qualities for granted. Every pupil should have equal access to rewards, with emphasis placed on individual achievement. Good manners stickers are given out to promote and encourage children. In the Lower School, we reward positive behaviour through praise, stickers and reward badges.

Awards

- Good behaviour, kindness and consideration are recognised by merit points from Reception Class to Form 6.
- **Friday assembly is an assembly to celebrate personal achievements:**
 - 10 merits gain a merit badge, 20 merits gain a bronze badge, 30 merits a silver badge, 40 merits, a gold badge and 50 merits a certificate; the process then goes back to the beginning.
 - Pupils also add tokens to the House Accumulators 10 merits – 1 token, 20 – 2 tokens, 30 – 3 tokens, 40 – 4 tokens and 50 – 5 tokens.
 - Achiever of the week certificates, Best Form in Playground, Best Form in Assembly, Gold Head stickers etc. are all awarded to nominated pupils.

- All achievements inside and outside school are recognized.
- Writing of the Month chosen by staff to celebrate excellence in English

The House System

The House system operates throughout the School and provides a vertical structure, to complement the horizontal structure of year groups. The Houses provide an opportunity for girls of all ages to get to know each other and to work together for a common goal, in sport, drama, music, dance, art, fund-raising for charities and so on.

The Prefect System

To encourage a culture of positive behaviour at St Hilda's and Bluebird Nursery all the Form 6 are prefects. The prefects apply in writing to the Head who then interviews them for the prefect or House position. The prefects are expected to be role models for all the younger pupils. They are given an induction session where their responsibilities are discussed. All the girls and parents have to sign a contract. The ***Pupil Code of Conduct: Prefects*** booklet

Equal Opportunities

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual need.

The race, nationality, colour of ethnic origin of a pupil is immaterial in the way behaviour is managed in the school. Reasonable adjustments are made for pupils with SEND to create an all-inclusive environment for all. Each pupil is seen as a unique individual and each behaviour issue is seen in that context. Please refer to the ***Equal Opportunities Policy*** for further information.

Sanctions

At St Hilda's and Bluebird Nursery there are expectations of good behaviour in all areas of school life and are set out in the **Pupil Code of Conduct Booklets** and this booklet is read and signed by both pupils and parents. If individual pupils fail to meet those good behaviour expectations there will be sanctions. The sanctions are set out on the next page. The sanctions apply to any breach of positive behaviour expectations by pupil in school or on school trips.

Bluebird Nursery will have their own set of sanctions as set out in their **Bluebird Nursery Pupil Code of Conduct Booklets**.

Reflective Breaks

When a pupil has breached the positive behaviour expectation a reflective break will be given. The break will be in a supervised central location. The pupil will be required to write out a Reflective Break Record where they have to think about the breach in behaviour and the strategies they need to employ to avoid such behaviour in the future. The Reflective Break Record is kept in the Deputy Head's office.

Sanction Levels

Sanction Levels are detailed below in the **Sanction Level Charts** and detail the different levels of sanctions from the minor to the serious and the procedures set in place for each stage. All records of sanction are kept in the Sanction File in the Deputy Head's Office. When a pupil reaches the Mid-Level 3-4 Sanctions the pupil's parents are informed and strategies are put in place to address the behaviour issues. Records of these sanctions and strategies are kept in the Sanction File. The High Level 5 sanctions are dealt with by the Head and High Level 6-7 the Head and Governors.

Low level: Form Teachers and Heads of House will be informed and will discuss the break of expectation with the pupil.		
1	A break in expectations in behaviour, homework or attitude towards work as set out in the code of conduct booklet.	Form or subject teachers will give two warnings then the Head of House will be informed and a set supervised reflective playtime in a central location. will be given. The form teacher will be informed if the subject teacher sets the sanction. The Head of House will supervise the reflective break.
2	Repeated break in expectation in behaviour, homework or attitude towards work	The Head of House will discuss with the pupil the break in expectations and will be given a reflective playtime in a central location
Mid Level: The Deputy Head informs the pupil's parents of the unacceptable behaviour and sanction.		
3	<ul style="list-style-type: none"> Unacceptable behaviour: bullying, physical behaviour issues, pushing, punching etc. Continued breaks in expectations in classroom behaviour 	The Deputy Head is informed of the unacceptable behaviour. The Deputy Head will discuss the behaviour and the sanction with the pupil's parents. The pupil will be given an immediate reflective playtime.
4	Continued unacceptable behaviour after Level: 3 sanctions	The Deputy Head is informed of the unacceptable behaviour. The Deputy Head will discuss the behaviour and the sanction with the pupil's parents. The pupil will be given two reflective playtimes.
High Level a: The Head will be inform the pupil's parents and they will be invited to the school to discuss the break in the misdemeanor		
5	<p>A misdemeanor</p> <p>Misdemeanors are considered serious when they affect the safety and well-being of other pupils and staff or indeed the perpetrator and could include certain forms of bullying, theft, physical injury to pupils or staff member, aggressive behaviour, complete disobedience or refusal to behave appropriately.</p>	<p>A misdemeanor would be assessed and dealt with individually and any punishment, sanction, or exclusion would be at the discretion of the Head and would invariably involve liaison/discussion with the parents.</p> <p>The pupil will be given an internal suspension ranging from 1-5 days</p>
High Level b: The Head and Governors will invite the parents of the pupil to the school to discuss the serious/major misdemeanor		
6	A serious misdemeanor	The serious misdemeanor would be assessed and dealt with individually and any punishment, sanction, or exclusion would be at the discretion of the Head and would invariably involve liaison/discussion with the parents and governors The pupil will be expelled from the school for a set period of time
7	A major misdemeanor	A major misdemeanor would be assessed and dealt with individually and any punishment, sanction, or exclusion would be at the discretion of the Head and would invariably involve liaison/discussion with the parents. The pupil may be expelled from the school

Behaviour in Bluebird

At Bluebird Nursery we aim to provide a safe secure and caring environment where children learn to respect each other and the people who look after them.

Staff will endorse, praise and reward positive behaviour through positive reinforcement from staff members and the Manager of Bluebird Nursery and will take appropriate steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

The Deputy Nursery Manager is the designated person responsible for behaviour management issues within Bluebird Nursery and she supports and guides the staff in this key area of practice.

It is our aim to guide children by example to develop:

- Good manners
- Politeness
- Sharing
- Good interaction with their peers
- Respect for children, adults and equipment
- Social Awareness
- Environmental Awareness.

The Key Person system within Bluebird Nursery provides an opportunity for girls and boys to get to know each other and to work together during activities and sports.

In the event of unacceptable behaviour positive techniques such as re-direction and distraction will be encouraged. Sometimes it may be necessary to remove a child from a particular activity for a short while; this may be used at the discretion of the staff.

Sanctions will always take into account the age and stage of development of the child. A child will never be labelled as bad or naughty and it will always be made clear that it is the behaviour and not the child that is unacceptable.

Under NO circumstance is a raised voice, physical punishment or the threat of physical punishment ever used. In the event of persistent unacceptable behaviour parents will be informed and will be asked to meet with a senior member of staff to discuss their child's behaviour. We will always endeavour to resolve any difficulties and work together to ensure consistency between home and Nursery. In some cases it may be necessary to request additional advice and support from other childcare professionals.

At Bluebird Nursery we expect our children to respect their teachers and their peers as set out in the **Bluebird Pupil Code of Conduct** booklet. We introduce "Show and Tell" in our classrooms to encourage children to listen to each other. We expect the children to have manners – remembering to say "Please" and "Thank you", holding doors open and helping others where they can. We teach the children about different cultures to instil a sense of understanding of others. Table manners too, are important, along with the social aspect of sharing a meal in harmony.

If a child behaves inappropriately, we will discuss the situation with the child or children separately from the class. Sometimes a teacher will bring the child to the Head of Pre Prep/Deputy Head if it is a reoccurring matter.

If however we feel it is serious or ongoing, we will contact the parents and we may decide to work with them on a behaviour strategy.

We aim to provide a positive, happy, safe and secure environment where our children feel confident to grow as individuals and learners. We recognise the need for an ordered environment

where children are given clear expectations. This will allow them to develop their play and learning without fear of being hurt or hindered by anyone else.

All adults will have a responsibility to model positive behaviour with regard to friendliness, care and kindness and to help the children learn how to discuss their feelings.

Behavioural expectations will be discussed with staff, parents and children as they join Bluebird Nursery. All pupils will receive a code of conduct booklet.

Behavioural expectations will be consistent from all staff so that the children feel safe and secure and learn what is expected of them. This will help them to develop positive behaviours in the setting.

Adults in Bluebird Nursery will employ good practice to prevent and challenge unacceptable behaviour appropriately. We recognise that this behaviour can be borne out of insecurity. We will ensure that all children feel they have equal value within the nursery.

Procedure for restraining a child

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it in the same day. Please refer to the ***Physical Intervention and Restraining Policy*** for guidance.

A named practitioner should be responsible for behaviour management issues. The person should be supported in acquiring the skills to provide guidance to other staff and access expert advice if ordinary methods are not effective with a particular child. The behaviour manager for the school is the Deputy Head.

Bullying

At St Hilda's and Bluebird Nursery any type of bullying is totally unacceptable and contrary to the aims and objectives of the School. Please refer to the ***Anti-Bullying Policy*** or advice. We recognise that teasing and rough and tumble play are normal for young children and are therefore acceptable within limits. We regard this kind of play as pro-social and not as problematic or 'aggressive'.

The Head and the Deputy Head keep guidelines and procedures for dealing with bullying and are designed to help staff take anti-bullying initiatives.

Child Abuse

At St Hilda's and Bluebird Nursery the welfare, safeguarding of the pupils is paramount, and we have guidelines and procedures for dealing with suspected child abuse. Please refer to the ***Safeguarding and Promoting the Welfare of Children Policy***.

The staff should regularly meet to overview and discuss pupils' progress, behaviour and social development. Staff will have regular meetings that discuss pupils who they feel warrant a **low level of concern**; a record of these individual concerns will be kept in separate confidential files. The staff will also record all breaches in behaviour expectations on the pupil's profile. An up to date and current pupil profile will inform staff of the pupil who will require a deeper understanding and strategies.

Unacceptable behaviour of pupils may have a more serious origin and the staff should be able to recognise the different signs of abuse. Staff should contact the DSL (Deputy Head) or refer to the

Safeguarding and Promoting the Welfare of Children Policy for advice if they have any concerns about a child's behaviour.

Pastoral Care

We believe at St Hilda's and Bluebird Nursery positive behaviour flourishes with good pastoral care.

In the Bluebird Nursery and Reception we believe that children flourish best when their Personal, Social and Emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

The Form Teacher (in the Bluebird Nursery it will be the key Person) responsible for the care of the pupils in their form on a day-to-day basis. The Deputy Head (day-to-day) is responsible for the overall discipline and general pastoral well-being of all pupils in the School. The Head will liaise with the upper and lower school Behaviour Manager on a regular basis. The senior management team will discuss issues that arise and report to a general staff meeting. Please refer to the ***Pastoral Care Policy*** for a more detailed view on the subject.

The Role of Parents

At St Hilda's and Bluebird Nursery we accept the important role the parents play in reinforcing positive behaviour.

In the Bluebird nursery and reception, we work in close relationship with our children's parents and therefore are regularly informed about their children's behaviour and should any issues arise we work jointly to decide how to respond appropriately.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to discipline a child, we inform the parents and seek their co-operation to 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 contact the Deputy Head. If these discussions cannot resolve the problem, they should contact the Head, a formal grievance or appeal process can be implemented. (See whole school Complaints Policy).

Staff as models of behaviour

At St Hilda's and Bluebird Nursery we require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. All staff must be aware and adhere to the effective behaviour management policy.

The school will ensure there is guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil e.g. in 1-1 situations, sports coaching etc. Please refer to the ***Staff Handbook*** and ***Safeguarding and Promoting the Welfare of Children Policy*** guidance.

Governors

The Head will inform the Governors on serious and major breaches of behaviour. Please refer to the ***Sanctions*** (p.6)

Expulsion

Pupils who have committed a serious or major misdemeanor may be expelled and the Governors will be informed.

Children with Specific Educational Needs

In any school there are children whose needs are greater than those of their peers i.e. there are children with specific learning difficulties and there are children who are more able and talented. Please refer to the **SENDA Policy** for information and guidance.

Children with specific needs are usually identified in one or all of the following

- Through the class teacher's assessment based on classroom observations of the child.
- Through the use of standardised tests.
- On entry when the child has already been identified as having specific needs by another school or another agency.
- Through concerns expressed by parents to the school at one of the regular consultation evenings.

Once a child is identified as having specific needs the class teacher and the SENCO will work together to provide an effective programme to improve the educational opportunities of the child concerned.