

The Avenue Pre Preparatory School and Nursery

BEHAVIOUR MANAGEMENT POLICY –

Including Rewards and Sanctions

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BEHAVIOUR MANAGEMENT

This policy is based on guidance provided by DfE – Behaviour and Discipline in Schools (January 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Avenue Nursery and Pre-Preparatory School (the School) seeks to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

The School has drawn up detailed guidelines relating to the standard of behaviour which apply to EYFS and KS1.

The school seeks to achieve good behaviour and acceptable discipline through the identification of any unacceptable behaviour and through the provision of help and support to children, including a clear system of rewards and sanctions. In this way, all staff will be properly informed as to how to respond to various behaviours and be supported by both School and Home. Staff are also aware of the importance of being continuously vigilant in lessons and the playground. Any form of corporal punishment is banned in the school and this position will be strictly upheld at all times. This policy applies to EYFS and KS1.

Introduction

See also Child Protection, Staff Code of Conduct, Counter-bullying policies and guidance/actions required with regard to government directives to schools in light of a pandemic (COVID -19).

The Avenue Nursery and Pre-Preparatory School (the School) aims to encourage all pupils, both in the EYFS and Key Stage 1 to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We develop qualities of teamwork and leadership through our extensive programme of timetabled creative and physical activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the person as a whole, equipped to take his/her place in the modern world. The school actively promotes the fundamental British values of mutual tolerance and respect, rule of law and democracy..

Reasonable expectations

Please see the school ethos and ‘golden rules’

The School has adopted the “Five Golden Rules” and children are introduced to these principles at the beginning of the School year. Notices describing the Golden Rules are displayed throughout the building and children are frequently reminded about the interpretation of these rules.

The School sees education as a partnership. The staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school’s Rules and understand what is expected of them and why sanctions may be imposed for unacceptable behaviour.

The children bring to school a wide variety of behavioural patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Everyone has a right to feel secure and to be treated with respect at the School particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Counter-Bullying Policy is on our website and incorporates verbal abuse, harassment, misuse of electronic communications and banter.. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school’s Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

The Golden Rules

The School's Golden Rules are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the School's Golden Rules are set out on the web and may change from time to time. Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Principal in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Rules are designed to make clear to the children how they can achieve acceptable standards of behaviour.

- ❖ They are kept to a necessary minimum.
- ❖ They are positively stated, telling the children what to do rather than what not to do.
- ❖ Everyone involved is actively encouraged to take part in their development.
- ❖ They have a clear rationale, made explicit to all.
- ❖ They are consistently applied and enforced.
- ❖ They promote the idea that every member of the school community has responsibilities towards the whole.

Involvement of Parents and Guardians and other agencies

Parents, carers and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the Class Teacher or the child's Key Worker who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Principal so that strategies can be discussed and agreed before more formal steps are required. Any such discussions (including details of the incident, strategies agreed and subsequent follow up) should be recorded.

Where deemed necessary by the Principal, other agencies may be contacted for further advice and guidance. This will be done in consultation with parents and carers with the aim of securing services to help children manage their behaviour in the best possible ways.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in certain aspects of school life is encouraged.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

We are always happy to consider suggestions from parents and they will find the School responsive and open-minded.

Physical Intervention

Physical intervention is described as direct physical contact between persons, where reasonable force is positively applied against resistance to either restrict movement or mobility or to disengage from harmful behaviour displayed by an individual. It may be required in certain circumstances, for example in order to avoid harm or the immediate danger of personal injury. It should only be used to prevent serious harm. The School runs relevant training sessions for all members of staff on appropriate methods and techniques for dealing with behavioural issues..

Any instance of physical intervention must be recorded – see Appendix 1 for the relevant form. The record should give the date and time of the incident and include details of the child concerned, the adult involved, brief details of the circumstances which led to the necessity for physical intervention.

Parents must be informed of the incident on the same day or as soon as reasonably practicable.

Identifying Unacceptable Behaviour and Related Sanctions

Please see Counter-Bullying Policy

1. In the Playground

Fighting

Which includes pushing, hitting, biting, scratching etc...

- ❖ Verbal warning- one only. Sitting on the step for a number of minutes commensurate with the child's age. 4yrs = 4mins. Use sand timers
- ❖ Loss of House point
- ❖ In the event of a serious incident, where real harm has been done, all involved parties should be questioned as to how and why it happened. Any witness should be listened to and the children involved taken in and a brief account written down by the teacher present. In addition, that teacher should complete the appropriate accident form. The school's First Aid policy should be applied as necessary. At an appropriate time, an apology from any perpetrator is considered essential and this should be acknowledged by any victim. In certain circumstances, where the parents are aware of continued behavioural issues with a particular child, the parents will be informed and the child sent home.

Refusing to share

Child with Item wanted by another must be spoken to and the need to share clearly explained. Use sand timer or clock to time the "turn".

Excluding others from games

In playground games the group must be spoken to about the importance of including others and how the game can be adapted and roles changed to include another. Explain the importance of sharing roles- how teachers sometimes read stories or help with art and at home time, involved in several different roles. Use friendship stop. Circle times and assembly are good opportunities to reinforce this message.

Name calling and/or banter

Verbal warning, and an explanation as to why this is hurtful and unacceptable at any time. Remind the child that he/she should treat others as he/she would like to be treated.

Tale telling

Although the children are encouraged to let an adult know if something is wrong during playtime, habitual tale telling by a particular child (sometimes copied by another) needs attention. A verbal explanation as to why this form of behaviour is unacceptable should include the fact that the tales are frequently untrue and that to make and enjoy friendships you must be loyal and truthful. Tales are often exaggerated and this needs to be explained.

Ganging up

This is particularly unpleasant and something which needs careful monitoring especially if it happens at regular intervals and by the same child leading a group of children.

The gang leader needs to be identified and spoken to severely. He/she must be made aware that ganging up is unacceptable in school (or anywhere for that matter) and as a leader he/she has a responsibility to lead and help others with kindness and consideration. Circle times and assembly can reinforce this message. Loss of house point if child persists after cautioning.

Staff on duty should be aware of any vulnerable child who may need support at playtime. Use friendship stop. Appoint a group of children to be “special friends” each playtime and wear special friendship arm bands to identify them.

2. In the Classroom

Rudeness to staff, answering back, disobedience

Verbal warning. Explanation as to why rudeness to grown-ups is totally unacceptable. Point out that staff do not talk to them like that and that everyone should be treated with respect. If it persists the child should be sent to the Nursery (if in Reception and after a warning) on the understanding that he/she has forgotten the behaviour required in Reception and needs to learn it again in Nursery.

Disruptive Behaviour

Verbal warning. Loss of House point a possibility. Explain how unfair their behaviour is on the others present who are all waiting to work. If behaviour persists, removal to Nursery as above- or to sit in Library/stairs for minutes commensurate with his age. Frequent disruptive behaviour requires attention with parental involvement and possible assessment.

Fidgeting, chatting or lack of focus

Children reminded at the beginning of class how to sit with their hands and feet still and their listening ears at the ready. If a child forgets, follow the procedure recommended by the behavioural therapist at the INSET ie

“I can see someone has forgotten how to sit/hold their hands/ keep their feet still/etc”.

Give the child concerned a chance to self-correct. If he/she doesn't respond say “the rule is we don't do at this School”

Keep commands clear, simple and above all short.

3. In the School Buildings

Children must be aware of the importance of speaking quietly and not running or pushing in the building. They should walk in an orderly manner, holding doors for others and be mindful of not disturbing others.

Verbal reminders to be given when entering the building from the playground and when moving from one activity to another during School hours.

4. On the Stairs

Children must wait at the bottom of the stairs if a child/adult has begun their descent. They should also wait at the top of the stairs and give way to those coming up.

Children must always hold onto the handrail both ascending and descending and walk in single file.

Frequent verbal reminders are required plus a regular reminder during Assembly.

5. Lunch times

Not interested in eating or refusing to eat.

In both these instances the parents should be consulted as to what or how much they expect their child to eat. Smaller amounts may be recommended. All lunches end at 12.40 regardless.

Put slower eaters on separate table with the same member of staff each time to supervise.

Bad table manners

Verbal reminders about eating nicely. Persistent bad table manners may warrant removal to a table on his/her own.

Getting up from the table during lunch

This is not allowed and children are asked to go to the toilet and wash their hands before sitting down. If a child is desperate he/she may be allowed to visit the toilet but it must be made clear that this is a one-time exception and should not happen again.

Shouting and calling out to other tables/ Games playing

Verbal reminder that this is not permitted and to explain the need to talk to each other in normal voices. Games are not permitted during lunch and the member of staff at the table must insist that this is so. Children who persist in doing so may be removed to another table on his/her own.

6. Lining up to go outside

Forgetting to put lunch boxes away.

Reminders before leaving table to take lunch box to peg. Child who forgets must be brought in from the garden to do this.

Pushing to the front of the queue and barging past others.

Remove first 3 children from front of the queue to the back.

7. Misuse / destruction of School property - Golden Rules no 5

Damage to toys, tearing of books, damage to furniture/building

In Circle times and at Assemblies children should be made aware of “Golden Rule no 5” which relates to property. Misuse/destruction of School property is unacceptable and any child engaging in this must be spoken to very clearly about the effect of their selfishness upon others. In serious cases parents may have to replace item at their own expense.

Loss of House Point

8. Malicious accusations against staff

In the unlikely event of a child making malicious accusations against a member of staff, the member of staff would be carefully questioned by 2 senior members of staff and written records of the interviews would be kept on file. Any witnesses to the alleged accusation would also be interviewed. The child in question would also be carefully questioned by the senior staff and a written record also filed. The parents of the child in question would be contacted by the Head/Principal and the situation explained and notes of the meeting taken and conversations recorded. If there is no case to answer the matter will be dismissed but the records kept on file. Meeting will be held with the parents to apply any sanctions against the child who made the unfounded accusation.

If the incident is deemed more serious we would refer to the Child Protection Liaison Officer at the Haringey Children’s Services and, as necessary, School Lawyers.

9. Exclusion or Expulsion for Continued Misdemeanors.

Any child whose behaviour is persistently antisocial and unacceptable will be spoken to seriously by a senior member of staff and parents informed and invited into School to discuss the child’s future at the school. In these circumstances exclusion might be considered alongside other action to help mitigate poor behaviour. Expulsion is an option available to the school in exceptional and very serious/disturbing cases. Where expulsion is a possible outcome, parents, carers or guardians will be fully involved in discussions and the school will do everything that is reasonably possible to ensure there is continuity of learning and care for the child involved.

The House Point System

The School has adopted a House Point system to reward children for good behaviour and work. The reception class is divided into two colour groups, the Reds and the Blues. They have corresponding coloured, laminated houses on the wall upon which smiley faces can be stuck- each smiley face equal to one point. At the end of the week the smiley faces are added up and the winning house receives a silver house to be stuck on the laminated winning house. The members of the house with the most “gold” houses at the end of the term are given a special treat. The Nursery children are divided into three coloured houses- the greens, yellows and oranges. The system is the same as Reception and the smiley faces awarded each Friday at 11.30 am. The idea behind this reward scheme is to teach the children the reality of cause and effect and to demonstrate the need to think about how their behaviour can affect others, not just themselves.

In Years 1 and 2 the same system applies with a treat for the winning house at the end of each term. Additionally in Year 1 and 2, the children are given stickers for good work and merits for random acts of kindness and good conduct generally. The “merits” are stuck on a special Merit hart. After 20 have been won the child in question is able to choose a prize.

Equal

Opportunities

Any child in either the EYFS or KS1 who has special educational needs/disabilities will have reasonable adjustments made to the sanctions noted above. The School will be in communication with parents/carers and other professionals involved with regard to the most appropriate and best way of dealing with the child's behaviour and any disciplinary matters.

Other related policies

This policy should be read in conjunction with the following publications:

DfE non statutory guidance (October 2014) - Preventing and Tackling Bullying

DfE non statutory guidance (January 2016) – Behaviour and Discipline in Schools

Additionally attention is drawn to other relevant school policies:

- Child protection and safeguarding;
- Staff Code of Conduct;
- Counter-bullying;
- Complaints and representations;
- Admissions
- Please see separate guidance on the management of children's behaviour in the context of social distancing (COVID – 19)

Appendix 1 – Physical Intervention Form

Name of child:		Class:	
Date of incident:		Time:	
Locality:			
Staff present and witness to the incident:			
Details of incident (please give details of circumstances leading up to the intervention eg, the behaviour of the child and whether any other child was involved)			
Follow up (eg, strategies to prevent further instances of the unacceptable behaviour)			
Parents informed:	Name in capitals	Parent's signature	Date
Form completed by:	Name in capitals	Signed	Date
Form reviewed by senior member of staff: Principal, Head or Deputy Head		Signed	Date
The incident will be discussed at the next staff meeting to ensure that all members of staff are aware of the circumstances and to ensure that a unified approach toward behaviour management is followed.			

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By Martin Ayres & Mary Fysh

Reviewed annually

