



## Good Behaviour Policy

ISI Code: 9a

This policy should be reviewed annually and as required by legislation.		
Action	Reviewer	Date
Review	KO	Jan 2020
Approved by Chair of COM	DB	Jan 2020
Date for next internal review		Jan 2021

Reviewed policy published on:	
Website	✓
Portal	✓
Dropbox	✓



## GOOD BEHAVIOUR POLICY

### **Introduction:**

The Children's House Nursery and Upper School implements a positive Behaviour Policy. The aim of the whole school is to establish good behaviour from the children in a caring, supportive environment. The Council of Management, pupils, parents and staff all work together to be responsible for the promotion of good behaviour in the school. We know that effective learning can only take place in a safe, calm and purposeful environment where there is mutual respect between all members of the school community.

For the purposes of this Policy, Headteacher refers to Kate Orange as Head of the Upper School and Salima Keshavjee as Head of the Nursery, each of whom is also Behaviour Co-ordinator for her site.

### **Behaviour Principles:**

The school's Good Behaviour Policy is underpinned by the following principles:

- Respect for people
- Respect for the environment

At The Children's House we believe that:

- Children want to behave well
- Behaviour is a means of communication – we must ensure that pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children can learn to improve their behaviour
- Mistakes are part of the learning process and we recognise that children make mistakes (in behaviour), but can learn from them
- All adults can learn strategies to support children to improve their behaviour

All members of our school community should be free from discrimination of any sort, as laid down in the Equality Act 2010. The school has a clear Anti-bullying Policy that is disseminated to all staff and parents.



## **Aims and Objectives:**

- To encourage a safe and stimulating environment
- To establish positive adult/child relationships
- To foster positive, caring attitudes towards everyone where achievements at all levels are celebrated and valued.
- To develop, monitor and implement a consistent Children's House approach for promoting positive behaviour throughout the Nursery and Upper school.
- To ensure that expectations of behaviour are clearly communicated and understood by all children, at a level appropriate to their age.
- To establish and implement a coherent and fair reward system that acknowledges and celebrates good behaviour
- To establish a clear and consistent approach to all behaviour that is unacceptable and disruptive.
- To ensure staff, in partnership with parents, regularly review the development and progress of children with behavioural needs.
- To teach the children respect for themselves, each other and the environment in order to become responsible members of the wider community.

## **Code of behaviour for the whole school community:**

- Be polite
- Be kind to others
- Listen to others
- Walk quietly and carefully around the school
- Keep yourself and others safe
- Always try to do your best
- Take care of the school environment
- Keep yourself clean and tidy
- Talk calmly to others

## **War, Weapons and Superhero Play:**

The school recognises that children engage in role-play that includes war and weapons. This is accepted as part of children's normal exploration and development. This kind of play is monitored carefully and staff will intervene if it becomes verbally or physically aggressive.

**Use of Reasonable Force or Restraint:**

All school staff have the power to use reasonable force to prevent pupils from, injuring themselves or others or damaging property. The Headteacher must be informed of any incident that has led to the use of these powers, which will be recorded. These procedures are described in the school's Behaviour Management Policy.

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, children who present with challenging behaviour have an individual Behaviour Management Plan.

Children who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through PSHE, assembly, circle time and spontaneous opportunities that arise on a daily basis, children learn about feelings and managing conflict within an ethos of independence, choice and inclusion. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

**Responsibilities of Children:**

- To take a positive role in all classroom activities and to try as hard as they can
- To treat others politely and kindly at all times
- To follow instructions given by staff
- To listen to adults and each other in lessons and assemblies and consider each other's feelings
- To take care of the school environment
- To take part in deciding on classroom rules
- To carry out Monitor roles at the Upper School as and when given to them
- To walk quietly and calmly around the school
- To work and play co-operatively and safely with each other
- To share in celebrating the achievements of all members of the school community.

**Responsibilities of Staff:**

- To fully comply with the school's policies and procedures
- To inform the Headteacher of any concerns



## The Children's House

- To treat all children fairly and with respect
- To raise children's self esteem and develop their potential
- To maintain high expectations of children's behaviour and learning
- To provide an interesting, relevant and challenging curriculum
- To create a safe, welcoming and stimulating environment for learning
- To use rules and consequences clearly, consistently and appropriately for a particular age group
- To be a good role model for behaviour
- To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
- To recognise, and take into account, the needs of each child as an individual
- To praise and reward appropriate behaviour and achievements.

### **Responsibilities of parents/guardians:**

- To ensure children attend school regularly and on time each day.
- To inform school of the reason for any absence
- To tell school staff about anything that may affect children's work and well-being at school
- To show an interest and enthusiasm in what their child does at school
- To offer help and support with learning at home, including homework
- To encourage independence and self-discipline in their children
- To establish good communication with school staff and support the behaviour policy
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
- To work with school staff to address and review any behaviour issues with their children

### **Responsibilities of the Council of Management:**

- To ensure that the Behaviour Policy is reviewed annually and made available to parents on request
- To consider the views of parents when discussing policy review
- To liaise with the school leadership team and the Parent Committee on matters relating to behaviour.

### **Related School Policies:**

- Safeguarding and Child Protection
- Health and Safety



- Anti-Bullying
- Behaviour Management
- Equality
- Online Safety
- Admissions
- Medicines
- Special Educational Needs
- Teaching and Learning
- Exclusion

### **Behaviour Management Strategies:**

We celebrate good work, good behaviour, positive attitudes and individual effort. We encourage children to always try their best by providing a secure and supportive environment. The school aims to encourage self-respect and discipline through positive praise and rewards.

The children are involved in discussion about behaviour through “Children’s Voice” (Upper School), School Council (Upper School), Circle times, Assemblies and planned activities in PSHE.

### **Rewarding Good Behaviour:**

Reward systems are used at the Nursery and the Upper School for being kind, helpful and for trying very hard. These differ depending on the age and abilities of children in each class and the agreed classroom rules.

### **Children are rewarded in the following ways:**

- Verbal praise and feedback
- Individual reward charts for outstanding behaviour or effort
- Oral and/or written feedback for good work
- Special certificates and Golden Book/Golden Assembly
- Being sent to the Headteacher’s office to show good work
- Additional in-class reward systems are agreed between children and their teachers for whole-class collaborative effort – marble jars, dojos etc.

The children are expected to follow the code of behaviour and meet their responsibilities.

### **Consequences of unacceptable behaviour (i.e. not following the agreed code) are as follows:**

- Verbal disappointment with an explanation of why the behaviour is unacceptable
- Verbal warning
- Time out – for an agreed period linked to age of the child



Should a child continue with the unacceptable behaviour, the consequences will follow a clearly defined path.

- A low-level behaviour concern will be dealt with through a verbal warning from the Class Teacher/Teaching Assistant.
- Continued low level behaviour concern will be logged in the Class Behaviour Log by Class Teacher/Teaching Assistant.
- 3 times low level behaviour concern during one half-term - Letter sent to parents outlining concerns from the Class Teacher.
- More than one letter sent home in a half-term - Phone call or face-to-face meeting with parents to discuss the impact of this behaviour and a home/school contact book set up - short daily note from school to home on child's behaviour. 4 weeks duration. Class Teacher.
- One-off Serious Behaviour Incident Referred to SLT. Logged in incident/sanctions book and in Class Behaviour Log. Parent informed face to face or on telephone by Class Teacher/SLT
- No improvement following 4 weeks on home/school book, or Increased frequency of serious behaviour incidents (frequency dependent on age of child and type of incident) at the discretion of SLT. Face-to-face meeting with parents to discuss the child's behaviour with Deputy Head/Headteacher. Pupil put onto 'Assistant Head/Head's Report' for 1 – 4 weeks.
- Assistant Head/Headteacher report for 1 - 4 weeks with no improvement. Referred to Headteacher. Face to face meeting with parents to discuss behaviour and strategies to move forward.

If there is serious misbehaviour such as physical aggression or significant verbal aggression, a child will be taken immediately to the Headteacher or Assistant Headteacher at the Nursery or the Upper School, depending on which site the child is at. The child will be given time to calm down, an opportunity to discuss the incident with an adult and a short time sitting quietly without adult attention. Parents will be informed.

For any child who presents ongoing and significant behavioural difficulties, a Behaviour Plan will be introduced with the involvement of the School's Special Educational Needs Co-ordinator.

The dignity of the child is paramount at all times.



## The Children's House

### **Bullying:**

Bullying is treated very seriously and is not tolerated. Please refer to the School's Anti-Bullying policy.

### **Exclusion:**

The school follows the DfE Guidance on Exclusion (refer to Exclusion Policy). Exclusions are rare and will only be considered for extreme behaviour and/or when all other strategies have been exhausted. Exclusions may include exclusion from peers within school, fixed term exclusions and permanent exclusions. See Exclusion Policy.

This Policy was reviewed, amended and agreed by the Council of Management in January 2020. It will be reviewed again in one year's time.

Dawn Brindle

Agreed by \_\_\_\_\_ Chair of the Council of Management