

# Wallace Fields Infant School and Nursery



## Behaviour Policy

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Reviewed: Summer 2019**

**Next Review: Summer 2020**

Wallace Fields Infant School is proud to be a part of Inspiration Academy Trust.



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Policy Lead	Clare Mackie
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Document

### History

Date	Version	Amended By	Comment (e.g. reason for version change)
1/12/15	1	Clare Mackie	Annual policy review
05.09.16	2	Katie Muir	Annual Policy review
07.09.17	3	Katie Muir	Annual Policy review
1/11/18	4	Katie Muir	Annual Policy review, added dojos, adapted positive management strategies.
12.3.19	5	Julia Todd	Combined Nursery traffic light system
24.7.19	6	Laura Brown	Taken away traffic light system and introduced sun, rain cloud scale
24.7.19	7	Julia Todd	Added sun and rain cloud scale for Nursery
6.9.19	8	Laura Brown	Updated form to record 'tornado' incidents
2.10.19	9	Christina Lane	Edited storm cloud for tornado in light of pupil parliament

### 1. Introduction

Wallace Fields Infant School is a happy and caring school where expectations of behaviour are high. We provide a safe and positive learning environment within which we seek to develop a learning environment where children can understand and express their feelings and respect those of others. We aim to build a community based on partnership with parents, children, staff, governors and the wider community.

## 2. Behaviour and Community Code (whole school and in classrooms)

### WFIS School Behaviour and Community Code

We walk around the school sensibly and quietly

We respect each other and everything in our school

We immediately follow instructions from adults in the school

We listen to and respect each other's opinions

We have good manners

We keep our hands and feet to ourselves

We speak politely to each other

2.1. The Behaviour and Community Code is displayed in every classroom and around the school environment. The Equality Act (2010) sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. Some children with special needs may need an adaptation of the Behaviour and Community Code to suit their individual needs. This will be determined by the Inclusion Lead, Katie Muir.

## 3. Promoting and rewarding good behaviour

3.1. We recognise the excellent behaviour displayed by the majority of our children most of the time and rewards are provided such as:

- a) Verbal – we ensure that we reward positive behaviour and actions
- b) Superstar stickers are awarded by the head teacher
- c) Individual reward systems are established if and when required
- d) Tokens are rewarded for positive attitudes, manners and behaviour to individual pupils reflecting our school values, to add to their enrichment group jar. This system also encourages collaborative team work
- e) Do jo reward points are awarded to children in class who demonstrate good learning behaviours.

In addition to the above, individual classes may have their own reward systems e.g. stickers, stamps etc.

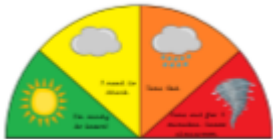
When a member of staff at WFIS sees the Behaviour and Community code being followed he/she will be instantly verbally praised and rewarded with a sticker or token.

## 4. Sanctions

**The Steps system (behaviour windscreen) at Wallace Fields Infant School (See Appendix 3 for the behaviour windscreen System for Shining Stars and Rockets Nursery)**

4.1 The WFIS Step System deals with inappropriate behaviour/choices for children (Reception to Year 2). If children do not adhere to the school's behaviour and community code they will then be placed on one of the school's steps of consequence by an adult.

- 4.2 Each day children start afresh (steps will not be carried over – however, if a child has been on the red section (tornado) of the windscreen then their name will be recorded on CPOMS and parents to will be informed.
- 4.3 Any incidents recorded on the ‘Steps system’ will not be passed on to the junior schools but a general discussion on behaviour may happen during transition meetings.
- 4.4 This school takes malicious allegations against staff very seriously and sanctions from the behaviour policy may be incurred.



### Behaviour Windscreen in all classrooms

All children begin the day and the afternoon session on the sunshine.

Step One: Verbal warning given and child reminded of the rules and expectations. Child’s name will be moved onto the cloud.

Step Two: If behaviour persists, the child’s name will move onto the raincloud and they will miss two minutes of playtime to reflect.

Step Three: If behaviour continues, the child's name will be put onto the tornado; they will be sent to another classroom for five minutes to reflect as well as missing five minutes of playtime, by staying with an adult on duty. Class teacher to inform parents of child’s behaviour. Class teacher to also log behaviour on CPOMS.

Step Four: If the child reaches the tornado three times in a week they will be sent to the deputy head. Parents will be informed by the deputy head and the child will miss the majority of their playtime, spending time finishing learning with the deputy head.

Step five: If there have been 3 or more incidents in one week, an Internal exclusion will take place. A instant Step 5 can take place at the discretion of the head teacher (See Step 5 – Instant internal exclusion due to extreme behaviour)

4.5

Pre-step	Verbal warning
Step 1	Name recorded on the cloud.
Step 2	In the Classroom: Move on the rain cloud and miss two minutes of playtime to reflect.
	Around school: At a teacher’s discretion, for example during assembly, a warning will be issued followed by a step 2 straight away (miss out step 1) if the behaviour code is not being followed.

Step 3	Removed out of class for 5 minutes. Please note: At a teacher's discretion, where individuals cannot be identified, groups of children may be slightly delayed in going out to play or entering the school, if the behaviour code is not being followed.
If on 'red section (tornado) on behaviour windscreen	<b>Parents informed by class teacher if decision made to complete a behaviour incident form (CPOMS)</b>
If name is on record sheet three times within the same week	<b>Parents informed by telephone call from head teacher or deputy head</b>
	<b>Internal Exclusion</b> – parents informed verbally by the head teacher

### **Step 5 Instant exclusion – serious examples of extreme behaviour**

All instant Step 5 incidents will be investigated by a member of the Head teacher or Deputy Head.

a	If a child received three step 3's within one week (accumulative)
b	Refusal to follow adult instructions
c	Intentional harmful physical contact with a child or adult
d	Racial, cultural, disability or any discriminatory abuse
e	Inappropriate language or tone at an adult or child
f	Deliberately intending to endanger another child or adult
g	Deliberately damaging any property
h	Stealing
i	Biting
j	Any other significant breach of the behaviour code may result in an immediate step 5 at Head teacher's discretion.

4.6 If a child reaches step 5 (internal exclusion), they will be required to spend the day (with the Head teacher's discretion this will start from the time of the incident until the end of the child's school day) away from their classroom, working independently with a teaching assistant, supported by the head teacher or deputy head teacher. The child will have a separate reduced work break and lunchtime to their peers.

#### **5. Confidentiality**

5.1 The school will not enter into discussions about other children and their level of consequence out of respect for their privacy and right for anonymity.

#### **6. Racist remarks**

6.1 Racism is not tolerated at WFIS. Any racist incident should be recorded on CPOMS and reviewed by the Head teacher. Relevant parents will be informed. All incidents are recorded and monitored by a member of the Senior Leadership Team.

6.2 The school has a responsibility to report racist comments/incidents to the Local Authority.

#### **7. Children with Behaviour difficulties/Special Educational Needs with Behaviour Emotional and Social Difficulties (BESD)**

7.1 All children at WFIS will be expected to follow the school's Behaviour and Community Code. Children with specific behaviour difficulties will be given extra support and reasonable adjustments made. These adjustments will be co-ordinated by the Inclusion Lead and class teacher in partnership with parents and, if necessary, the involvement of Behaviour support services may be required.

## **8. Restrictive Physical intervention**

8.1 Surrey County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided and that there are occasions when the use of force is appropriate. The use of physical intervention should only ever be as a last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop (touch and the use of Restrictive physical intervention when working with children and young people 2010).

8.2 Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

8.3 Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work.

8.4 Every effort should be made to ensure the presence of another adult in situation, where physical intervention is a possible outcome.

8.5 'In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.' (Education Act 1996: The use of force to control or restrain pupils).

8.6 Whenever restraint has been used a Restrictive Physical Intervention Form (appendix 2) will be used as a prompt guide for completing a CPOMS entry and parents will be informed.

8.7 As with all state schools any form of physical punishment by staff is not allowed.

## **9. Record keeping and reporting**

9.1 Teachers will feedback children's summary of behaviour at parents' evening consultations.

9.2 Step 5 incidents will be recorded on the Behaviour Steps Record Sheet (appendix 1).

9.3 All step 5 incidents will be recorded on a CPOMS and the relevant behaviour code will be selected.

## **10. Parental involvement**

10.1 Full support is expected from parents in dealing with their child's behaviour, in accordance with the home school agreement. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's behaviour and/or performance at school.

10.2 Parents are notified in serious cases of misbehaviour or in the case of gradual deterioration of behaviour (upon the child reaching step 4 in a day) with the expectation that school and home will be able to support each other to prevent further occurrences.

## **11. Exclusion**

- 11.1 For a serious breach of the school's behaviour code, the Head teacher has the right to exclude children from school for a fixed term. In extreme situations in the absence of the Head teacher this may be exercised by the Deputy Head.
- 11.2 The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Head teacher. The process is complex and is in accordance with Surrey Exclusions Guidance.

## **12. Outside Agencies**

- 12.1 Close links are established with external support agencies – the Behaviour Support Team, Educational Welfare Officer, Educational Psychologist, Social Services, Health Authority and Police – and contact is made when appropriate.

## **13. Monitoring and review of policy**

- 13.1 Evaluation of the effectiveness of the policy is continuous and made through observations by all staff, and by regular review of reports including the Behaviour Incident Record form.
- 13.2 Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.



## BEHAVIOUR RECORD SHEET –

Name of Child: \_\_\_\_\_ Class: \_\_\_\_\_ Week commencing \_\_\_\_\_

am session	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reached tornado</b> (please write the time)					
<b>Behaviour of child</b> (what did they do? Did you notice anything that triggered the behaviour?)					
<b>Action</b> (as a result what happened? How did they respond?)					
pm session	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reached tornado</b> (please write the time)					
<b>Behaviour of child</b> (what did they do? Did you notice anything that triggered the behaviour?)					
<b>Action</b> (as a result what happened? How did they react?)					

If there are 3 ticks in the tornado box in one week the child will receive an instant step 5. Please note: - This sheet is to be completed by the Class teacher or teaching assistant for every child who goes on the RED tornado step on our behaviour windscreen. It should be kept in the SEND File in the Classroom, confidentially.



**Restrictive Physical Intervention Form**

Child's name	Staff member	Incident date/time/duration
Names of others involved (staff and pupils)	Names of witnesses (staff and pupils)	Nature of incident
Antecedents (Events leading up to incident)		
Behaviour (Description of what happened, how the pupil responded)		
Consequences (How did staff intervene, how did the child respond, how was the situation resolved, steps)		
What de-escalation techniques were used prior to physical intervention (defusing, distracting, behaviour reminder, time out offered, choices, consequences, etc?)		
Justification for physical intervention (injury to self or other, damage to property, disruptive		

behaviour, etc.)		
Nature of restrictive physical intervention used (relevant language, training, estimation of duration, etc.)		
Response and view of the pupil		
Details of any resulting injury (injury to whom and action taken as a result, e.g. first aid, medical)		
Head teacher comment		Parents informed
Signed	Date	Time

## APPENDIX 3

### The Steps system (Rainbow) at Wallace Fields Infant School and Nursery for Shining Stars and Rockets Nursery

#### Behaviour Windscreen in all classrooms

All children begin the day and the afternoon session on the sunshine.

Step One: Verbal warning given and child reminded of the rules and expectations. Child's name will be moved onto the cloud.

Step Two: If behaviour persists, the child's name will move onto the raincloud. They will be removed from the situation to another location in setting. Reminder of the rules and expectations will be given again, and children will sit on the 'think again' spot.

Step Three: If behaviour continues, the child's name will be put onto the tornado. They will sit on the 'think again' spot again and sent to another classroom for 5 minutes (within Nursery) Class teacher to inform parents of child's behaviour. Class teacher to also log behaviour on CPOMS.

Step Four: If the child reaches the tornado three times in a week they will be sent to the deputy head. Parents will be informed by the deputy head.

Time spent on the 'think again spot' according to age

2 years old– 2 minutes

3 years old– 3 minutes

4 years old– 4 minutes

