



# PINNER PARK INFANT & NURSERY SCHOOL

## ***BEHAVIOUR POLICY***

*All members of the school community are expected to behave in a responsible manner both to themselves and others.*

At Pinner Park Infant & Nursery School:

- individuals have the right to feel safe, secure, valued and happy;
- individuals have a responsibility towards themselves, each other and the school community;
- each individual will be accorded the same rights, responsibilities and opportunities regardless of race, culture, religion, gender, sexuality, age, disability or background;
- all adults lead by example and model good behaviour and attitudes;
- all adults provide a consistent, fair and necessary framework within which all members of the school community can work.

## **Golden Rules**

The Rule	What this means - explanations from the children	
Be kind and polite to everyone	Use kind words and actions. Let people play with you. Leave people to play in peace. Help people who need help. Hold doors open for people. Say nice things to people.	Don't be rude or mean. Don't push or pull people. Don't hurt people.
Always do your best	Try your hardest. Change your behaviour when you are given a warning.	
Listen to other people	Be silent while people are talking to you. Try to look at the speaker to show them you are listening. Let people finish what they are saying before you speak.	
Tell the truth	Always say what really happened.	
Keep yourself and others safe	Follow the rules. Always tell an adult if someone is hurting you or hurting someone else. Always look where you are going. Tell someone if there is anything that is upsetting you	
Call each other by the proper name	Use the name the person has told you.	
Take care of things around you	Keep the school tidy. Put things back in the right place. Pick up things that you drop. Use toys and equipment properly. Don't bang or kick toys or equipment.	

## ***SCHOOL LEADERSHIP***

Pinner Park Infant & Nursery School and its Governing Board are committed to celebrating and supporting high standards of behaviour. The Headteacher and Leadership Team have a high profile amongst the children and develop positive relationships which enable a personal approach to recognising and rewarding good behaviour and dealing with unacceptable behaviour.

The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that it is not harmful to the welfare of that pupil or others in school and that learning is not disrupted.

The school's approach to behaviour has due regard to the Equality Act, Special Educational Needs and Safeguarding Procedures.

## ***CODES OF CONDUCT***

Everybody within the school community (including staff, volunteers, children and parents) is expected to:

- show courtesy and consideration to others;
- respect other people's point of view;
- know that bullying (physical/verbal/emotional), fighting, racist, sexist or discriminatory language or behaviour is not acceptable;
- know that rough play / behaviour (kicking and fighting) is not acceptable;
- be kind to others and not tease;
- ensure classrooms are places for everyone to learn, this means
  - ◇ being on time,
  - ◇ following the Golden Rules and class/school routines,
  - ◇ beginning and ending lessons in an orderly way,
  - ◇ listening carefully,
  - ◇ following instructions,
  - ◇ helping each other,
  - ◇ being quiet and sensible;
- move sensibly and quietly about school;
- speak politely to everyone (even when feeling bad tempered!) and use an appropriate voice;
- be quiet when required to be and listen to each other and members of staff;
- keep the school clean and tidy so that it is a welcoming place we can all be proud of;
- take care of displays, books and equipment and value their own and other's belongings.

## ***STAFF***

All members of staff are leaders in behaviour and have a responsibility to:

- make sure children are aware of the rules and adhere to them;
- emphasise the positives, build confidence and help children to take pride in their behaviour;

- maintain high and consistent standards which will be reflected in the classroom and around the school;
- model, by the way they conduct themselves, the behaviour expected of children;
- reward good behaviour and positive achievements with praise;
- challenge all incidents of inappropriate behaviour, abusive language and bullying/harassment;
- be consistent;
- be vigilant for signs of bullying - in relation to someone being bullied and someone who may be bullying others;
- report and follow up incidences which breach school policy;
- monitor patterns of behaviour/occurrence of incidents;
- make it clear that it is the behaviour not the child which is unacceptable;
- keep parents/carers informed about their child's behaviour and strategies for improvement.

## ***CHILDREN***

Children should:

- follow the *Golden Rules* and class/ school routines;
- take pride in their own good behaviour;
- understand their rights and responsibilities;
- reflect on how their words and actions can affect others;
- know that they can go to **any** adult regarding concerns;
- know that adults will take concerns seriously;
- know that breaking *Golden Rules*/name calling/bullying is making the wrong choice;
- know that bullying is **always** wrong and should be reported to someone.

## ***PARENTS/ CARERS***

Parents/carers are expected:

- to support the school in its aim of maintaining high standards of work and behaviour;
- to let the school know if their child has mentioned things that have upset them at school so that these can be followed up (sometimes children may talk to parents/carers about things that they may not have mentioned to anyone in school);
- to talk to the school if they have concerns about behaviour or bullying;
- to work closely and honestly with the school if issues arise with their child's behaviour;
- to support behaviour strategies developed for their child;
- to sign and return the Home School Agreement.

## ***REWARDS AND SANCTIONS***

### **Rewards**

Children receive feedback to acknowledge and encourage good behaviour around school and a positive attitude to learning.

This includes:

- Verbal praise and encouragement;

- Non-verbal praise – e.g. thumbs up, a smile;
- Written remarks/symbols about good work;
- Stickers;
- Sending children to another teacher or Headteacher to share their work/good behaviour;
- Displaying pupils' work and achievements;
- Giving certificates during Achievement Assembly to celebrate children's success (for behaviour and academic achievement).

### **Sanctions**

If a pupil's behaviour falls below an acceptable standard, a range of sanctions will be put in place.

The purpose of a sanction is:

- To ensure that children understand when and how their behaviour has been unacceptable;
- To support a change in future behaviour;
- To show that action has been taken when someone else has been hurt or upset as the result of a child's behaviour.

Whenever a sanction is used the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. It is essential that the sanction be proportional to the behaviour.

A range of sanctions are used to deal with unacceptable behaviours which includes:

- A verbal reminder/warning is given so the child can change their behaviour;
- Minutes are taken off Golden Time;
- Children have 'timeout' eg. sitting away from other children / walking with an adult at play time;
- 5 minutes are taken off Golden time immediately for physically or emotionally hurting others;
- Tasks being given related to the situation that occurred;
- Time is spent with a member of the Leadership Team, or another teacher.

Behavioural concerns are logged by class teachers and monitored regularly by the Headteacher, Deputy Headteacher and Assistant Head and parents/carers may be informed if appropriate.

If behaviour becomes an ongoing issue, or in extreme 'one off' situations, parents/carers will be involved in order to put strategies in place to resolve this at the earliest possible stage.

### ***ANTI-BULLYING***

The school believes that all members of the community have a right to a supportive, caring and safe environment without fear of being bullied, and that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting.

Children are taught what bullying is, that it is always wrong and that action will always be taken and followed up with parents/carers.

Children are made aware that any repetitions or patterns of unkind behaviour, actions or words will be treated as bullying. Children are taught that 'speaking out' is essential and that by doing so somebody will help them.

### ***PHYSICAL INTERVENTION***

In the case of extreme behaviour staff may need to use physical intervention to ensure the safety of the child and others.

### ***EXCLUSIONS***

A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school follows procedures laid down by DfE and the LA relating to exclusions.

### ***PARTNERSHIP AGENCIES***

The school will liaise and involve external agencies when appropriate. These may include:

Harrow Children's Services

Educational Psychology Service

CAMHS

Other Health Services

#### **Linked Documents:**

Equality Policy

Child Protection Policy

Exclusions Policy

Home School Agreement

Anti-Bullying Policy

Policy on Physical Intervention and the Use of Force

Complaints Procedure

Dealing with Allegations of Abuse Against Teachers and other Staff

<b>Policy Schedule</b>	
<b>Last Review</b>	<b>Planning and Curriculum November 2009 November 2011 March 2013</b>
<b>Current</b>	<b>Amended &amp; reviewed at: Full Governors' – 22.09.16</b>
<b>Next Review</b>	<b>July 2018</b>