

Watford Field School Infant & Nursery



Nurturing all to aspire to achieve

Behaviour Policy September 2019

Watford Field School Infant and Nursery values each child as an individual and encourages and supports all children to develop lifelong skills and qualities. We aim to ensure that all children have the opportunity to be successful and independent learners who achieve and aspire to do their best.

Vision and Ethos

We aim for all children to:

- Build on what they already know by exploring the world around them.
- Respect and value themselves and others.
- Feel excited about their learning and always try to do their best.
- Know how to keep themselves and others safe and secure.
- Try new things and challenge themselves
- Learn to be independent and do things for themselves.

Class charter

At the beginning of each term the Class Teacher in consultation with their class creates a Class Charter. This relates to the children's attitude to learning and something the class want to focus on during that term. Each member of the class signs the charter and it is displayed in the classroom.

Both the vision and ethos and the Class Charter are displayed in each classroom. The vision and ethos statements are shared and discussed regularly in assembly. The Class Charter is used on a daily basis within the classroom.

Positive Reinforcement

Celebrations and Rewards

The following are used to recognise positive behaviour and attitudes.

Positive Praise

All staff praise positive behaviour. This will include verbal praise, sharing good behaviour with others and stickers.

Learnersaurus' of the Week

Every week there is a special assembly where good work and positive behaviour is celebrated and certificates are given to two children from each class, Nursery to Year 2. These are linked to our 'Learning Dinosaurs' which are displayed in every classroom and used to promote the Characteristics of Effective Learning taken from the Early Years Foundation Stage Statutory Framework and adopted as a whole school approach.

Each classroom displays photographs of the children who have been awarded a Learnersaurus certificate as a positive reminder to all children of what can be achieved.

The awards are presented each Friday and are published in the weekly school newsletter.

Class Rewards

At the start of each half term every class votes for a class reward they would like to participate in for example, popcorn and a movie or a disco. During the half term the children are encouraged to work together as a class to follow the school's vision and ethos

and Class Charters. Any member of staff can award a class a point. When the class reach their goal they will receive their award during the last week of every half term.

Nursery: 6 points per key group

Reception: 8 points

Year One: 10 points

Year Two: 12 points








The class teacher personalises the way in which the points are displayed. E.g. Owls in a tree, marbles in a jar. Once each individual point is achieved it cannot be removed. Friends of Field Infants (FOFI) fund the class rewards which take place at the end of every half term if all points have been awarded.

Individual Rewards

To support the vision and ethos statements and ensure that each child displays a positive attitude to learning the school has developed an individual reward system that promotes positive behaviour and incorporates rewards and sanctions. This is known to the children as the 'Sunshine Ladder'.

Displayed in each classroom are the pictures below. At the beginning of the day each child starts on the sunshine and moves up the chart for good behaviour/attitude to learning or down the chart for inappropriate behaviour/poor attitude to learning.

The table below show the rewards and sanctions as the children move up and down the chart:

Individual Reward	Reward/Sanction
 Pot of gold	Sticker on the child's chart
 Rainbow	Clap
 Sunshine	
 Sunshine and cloud	Warning
 Cloud	Time out EYFS: 3 minute timer KS1: 5 minute timer
 Rain cloud	SLT for time out as above
 Thunder cloud	Co-HT for time out as above

When a child has received 10 stickers (has reached the Pot of Gold 10 times) the Co-Headteacher presents the child with a Pot of Gold certificate.

It is possible for a child to move straight from the sunshine to the pot of gold or to the thunder cloud in exceptional circumstances.

The time out takes place in a quieter area of the classroom. The child is not spoken to during this time and when the time has finished the adult who gave the time out will speak to the child to ensure they are able to recognise what they have done and learn

how to make things better next time. A log is held by SLT on CPOMs, (school's computerised information system) when a child has completed a time out with them, this can be used to track any patterns and possibly used should external professionals need to become involved. At the end of the school day a member of staff (class teacher, SLT or Co-Headteacher) will speak to the parents.

This system is continued at lunchtimes by the MSA's who ensure children move their name up or down as and when necessary during the lunchtime period to ensure any incidents that may occur are dealt with in a timely manner and do not impede on the teaching in the afternoons.

Partnership with Parents

We value the partnership that we have with parents, especially in maintaining positive attitudes and behaviour in the learning environment. On a daily basis we endeavour to provide parents with feedback on their child's achievements. Parents will always be contacted by the Class Teacher or Co-Headteachers if there are concerns regarding their child's behaviour. It is always the school's policy to work closely with parents in supporting their child's needs, as stated in the Home/School Agreement. We have an Open Door Policy where parents are encouraged to come into school to speak to the Class Teacher or the Co-Headteachers if there are any concerns.

A copy of this Behaviour Policy can be found on our school website.

How we support children who show signs of inappropriate behaviour

All staff will use one or more of the following strategies in line with 'Hertfordshire Steps':

- Follow the De-escalation script:
 - Child's Name
 - I can see something is wrong
 - I am here to help
 - Talk and I will listen
 - Come with me and.....
- Ask the child/children what has happened prior to the behaviour.
- Listen to the child/children's explanations and encourage/support them to explain why their behaviour is not acceptable.
- Discuss with the child/children what can be done to put things right (apology – verbal or written, mend / tidy, etc.)

Strategies to be applied by SLT if inappropriate behaviour continues.

- Meet with child/children's parents to discuss any concerns.
- If concerns continue parents will be encouraged to meet with the school's SENCo to explore further support that is available.

- If necessary seek advice from external agencies such as: Chessbrook Outreach, DSPL 9 Triage Service, Educational Psychologist etc.

Continued unacceptable behaviour

If unacceptable behaviour continues after the procedures above have been followed, additional measures may include:

- Fixed period exclusions may be used by the Co-Headteachers if there is concern for the safety of the child, other children or staff.
- Permanent exclusion may be used by the Co-Headteachers where repeated violent behaviour occurs and it is judged that there is a real and continuing risk to the safety of the child, other children or staff.

In such cases the school will follow the statutory exclusion guidance published by the Department for Education (DfE), "*Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion – September 2017*" in conjunction with Hertfordshire County Council guidelines on exclusion from maintained schools, Academies and Education Support Centres (ESCs).

In most cases exclusion, especially permanent exclusion, will be the last resort after a range of measures have been tried to improve a child's behaviour all without lasting success. School will put a range of strategies in place to address the types of behaviour which may lead to exclusion.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Related Policies

- Anti-Bullying Policy
- Equality Policy

Reviewed: September 2019

Approved by full Governing Body: 20th September 2019

Next Review: September 2020