

Watford Field School Infant & Nursery



Being kind, confident minds, ready for lifelong learning

Behaviour Policy

November 2021

Introduction

At Watford Field School Infant and Nursery we work together to create a safe environment and ethos where children are valued, nurtured and encouraged. Our vision and aims were written in consultation with our stakeholders and uphold and support British values and the school's value of the month and they are at the core of everything we do. They underpin teaching and learning and enable our children to thrive, develop and achieve ready for lifelong learning.

Watford Field School staff have received Hertfordshire Steps training and follow this therapeutic approach to behaviour management. The Steps approach prioritises giving children pro social (positive) experiences with the understanding this will lead to pro social behaviour. Steps emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. By following the Steps approach we focus on care and control, not punishment. Our behaviour policy supports these principles

Our school Vision and Aims

We strive to achieve our Vision:

Being Kind, Confident Minds, Ready for Life Long Learning

We aim for all staff and children to uphold the following aims:

- Provide a caring, secure and stimulating environment where children are encouraged to be themselves, have a voice, are listened to, feel safe and are happy.
- Foster an ethos for all children in which they co-operate with each other and develop an understanding of right and wrong.
- To be inclusive where children feel and show respect towards the beliefs, faiths, cultures and opinions of others.
- Encourage children to develop perseverance and have the courage to keep trying, be resilient and show determination to succeed in their learning.
- Encourage children to be independent, confident, self-motivated and develop a positive attitude towards learning.
- Maintain high standards of behaviour through clear expectations, good role modelling and being responsible for their own actions.
- Provide an inclusive, creative curriculum that is broad and balanced which is accessible for all.
- Creating a culture of achievement and rewarding effort by celebrating personal, social and academic success.
- To work in partnership with parents and carers, sharing their child's learning journey and encouraging support and involvement in their children's education.

Aims for the Children

**We want our school to be a fair and happy place to learn.
We are kind by listening, sharing and caring for each other.**

Child rules

- ✓ I will be kind, polite and honest
- ✓ I will have good manners and respect for each other
- ✓ I will listen carefully to the adults and children in school
- ✓ I will be responsible for keeping myself and everyone safe
- ✓ I will try my best not to give up and share my achievements
- ✓ I will take care of everything in and around my school

Positive classroom behaviour

Positive behaviour aids learning, allowing all children to have a good day at school leaving with a feeling of achievement and joy.

At Watford Field School we have a high expectation of positive behaviour. Below is a list of behaviour we expect to see in class and behaviour that will be rewarded with praise:

- Following agreed class charter rules.
- Use manners and be polite
- Listening when others are speaking.
- Following adult instructions.
- Sharing of resources
- Allowing others to take a turn
- Using gentle hands during play
- Walking inside the school
- Working quietly when asked to
- Staying seated when this is expected.
- Demonstrating a good attitude towards learning
- Using kind language towards adults and peers.
- Taking care of school property and resources
- Taking care of ourselves and others
- Using The Zones of Regulation strategies to regulate our emotions.

Positive playground behaviour

Positive playground behaviour is expected from all children and will be rewarded with praise. Children will be supported in achieving by:

- Year 2 children who have received play leader training.
- Year 2 playground buddies
- Sports Coach
- Trained MSA's

Please see Appendix 1 for the playground rules that are shared with the children.

Positive Reinforcement Celebrations and Rewards

Teachers are responsible for giving children a positive learning environment. Our school will provide children with a rich engaging curriculum at the appropriate level for their ability, allowing them the opportunity to demonstrate their positive behaviour. All staff will model good respectful language to both children and adults. Staff will have high expectation of positive behaviour encouraging children to achieve their best.

Positive Praise

All staff praise positive behaviour rather than noticing negative behaviours. Commenting on and praising positive behaviour has a ripple effect and will encourage other children to join in with the positive behaviour.

This will include

- Verbal praise, specifically pointing out and praising the positive behaviour that teacher's would like to see to aid learning.
- Rewarding behaviour with stickers whilst ensuring children understand the positive behaviour the sticker is being received for.

Zones of regulation

The Zones of Regulation is a strategy we use to identify the different emotions we feel throughout the day. With The Zones of Regulation teachers and staff support children by co-regulating their emotions. The Zones provide children with a clear visual guide to how they may be feeling and strategies to help them regulate themselves. The Green Zone is identified as the calm, ready to learn zone and this is where we aim to be for learning time. The Zones help us to acknowledge that we will most likely move through a range of emotions each day which is normal and fine. This supports the schools reinforcement of positive behaviour management as children have strategies to help them feel ready to learn. Children understand feeling angry is not bad, it is a normal emotion and we support them with their behaviour when feeling this emotion. (See Appendix 3)

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, children's aims and the Class Charter are displayed in each classroom. The vision and aim statements are shared and discussed regularly in assembly. The Class Charter is used regularly within the classroom.

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. The awards are presented by the Headteacher 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, games afternoon, making cakes, arts and crafts. During the half term the children are encouraged to work together as a class to follow the school's vision, aims 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.

Individual Rewards

We have developed an individual reward system that promotes positive behaviour and incorporates rewards and consequences. This is known to the children as the 'Sunshine Ladder'. This is displayed in each classroom, at the beginning of each day each child starts on the sunshine and moves up the chart for good behaviour/attitude to learning. Their name is moved down the ladder or removed for inappropriate behaviour/poor attitude to learning.

Individual Reward
Pot of gold 
Rainbow 
Sunshine 

At the end of the day the class will celebrate the achievements of the children. When a child reaches the rainbow the class will congratulate the child. When a child reaches the Pot of Gold they receive a gold star sticker. Once a child has received

10 stickers (has reached the Pot of Gold 10 times) the 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 in exceptional circumstances.

When a child's behaviour is inappropriate behaviour/poor attitude to learning. Staff will follow the behaviour flow chart (see **Appendix 2.**)

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.

How we support children who show signs of inappropriate behaviour

List of inappropriate behaviour:

Inappropriate behaviours

- distracting others
- ignoring instructions
- talking over staff or when silence is asked for
- answering back
- unwanted touching of another person e.g. poking, tugging clothes
- making inappropriate facial expressions at others
- encouraging others to do any of the above

Serious inappropriate behaviour

- wilful destruction of property
- throwing objects/furniture around classroom
- refusing to co-operate
- leaving class or the building without permission
- leaving school
- spitting at another person
- deliberately hurting another person e.g. pinching, biting, punching, kicking, scratching
- attacking another person
- making inappropriate gestures
- swearing
- verbally abusive to others
- encouraging others to do any of the above

All staff will use the school's behaviour flow chart in line with 'Hertfordshire Steps'.

We use techniques to de-escalate a situation. We follow the Hertfordshire Steps 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.....

When talking to the child we will:

- 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.)
- Apply logical consequences rather than punishments - Consequences are designed to help children learn and develop positive behaviour transferable to all contexts.

Stage 1

Staff will give the child a **verbal warning** and encourage the child to correct their behaviour. At this stage staff must also look at the behaviour to see if any differentiation to the child's learning environment is required to support their move to positive behaviour.

Differentiation may be:

1. Removal of a distraction.
2. Reassurance of the daily timetable.
3. Re-teach of the task
4. Resource to aide focus such as fidget toy.
5. Adult to intervene, model or adapt

Stage 2

If the inappropriate behaviour continues staff will give the child another warning and **the child's name is removed from the sunshine ladder and will receive a time out in their classroom.** Adults will continue to support the child to find a way to change their behaviour to positive.

If a child receives a time out consequence this will take 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. Once the time out has been completed, the adults and child will agree on a course of action. This may mean returning to a different activity until the child can be supported in completing the original activity. Once a plan has been agreed the child's name will return to the sunshine allowing them to begin again with a fresh positive outlook.

Some behaviour may have educational consequences – In this situation the behaviour will have highlighted a learning that is needed and the adults will agree a time/ way to ensure the child is helped to learn this.

Some behaviour may have protective consequences – In this situation the behaviour may not be safe for the child or other children. In this case a freedom may need to be removed such as play time, to protect others from harm.

Stage 3

If the behaviour continues the child will be given another warning and the child will receive a **time out in another class.**

Stage 4

If the behaviour continues the child will be given another warning and the child will receive a **time out with a member of SLT**.

Stage 5

If the behaviour continues the child will be given another warning and the child will receive a **time out with the Headteacher**.

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.

For SLT time outs 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 Headteacher) will speak to the parents

Continued unacceptable behaviour

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. An individual plan for the child will be developed by the class teacher who has the initial responsibility for the child's welfare as well as the SENCO, Deputy Headteacher or Headteacher. Strategies will be agreed before more formal steps are required. Careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

This plan will be a Hertfordshire Steps Predict and Prevent plan and could possibly develop into a Risk Reduction plan if needed.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

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

- Fixed period exclusions may be used by the - Headteacher if there is concern for the safety of the child, other children or staff.
- Permanent exclusion may be used by the Headteacher 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

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 Headteacher 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 if there are any concerns.

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

Related Policies

- Anti-Bullying Policy, Equality Policy, Vision and Values, Home School Agreement

Reviewed: November 2021

Approved by full Governing Body:

Next Review: September 2022



Playground Rules

Good choices I can make:

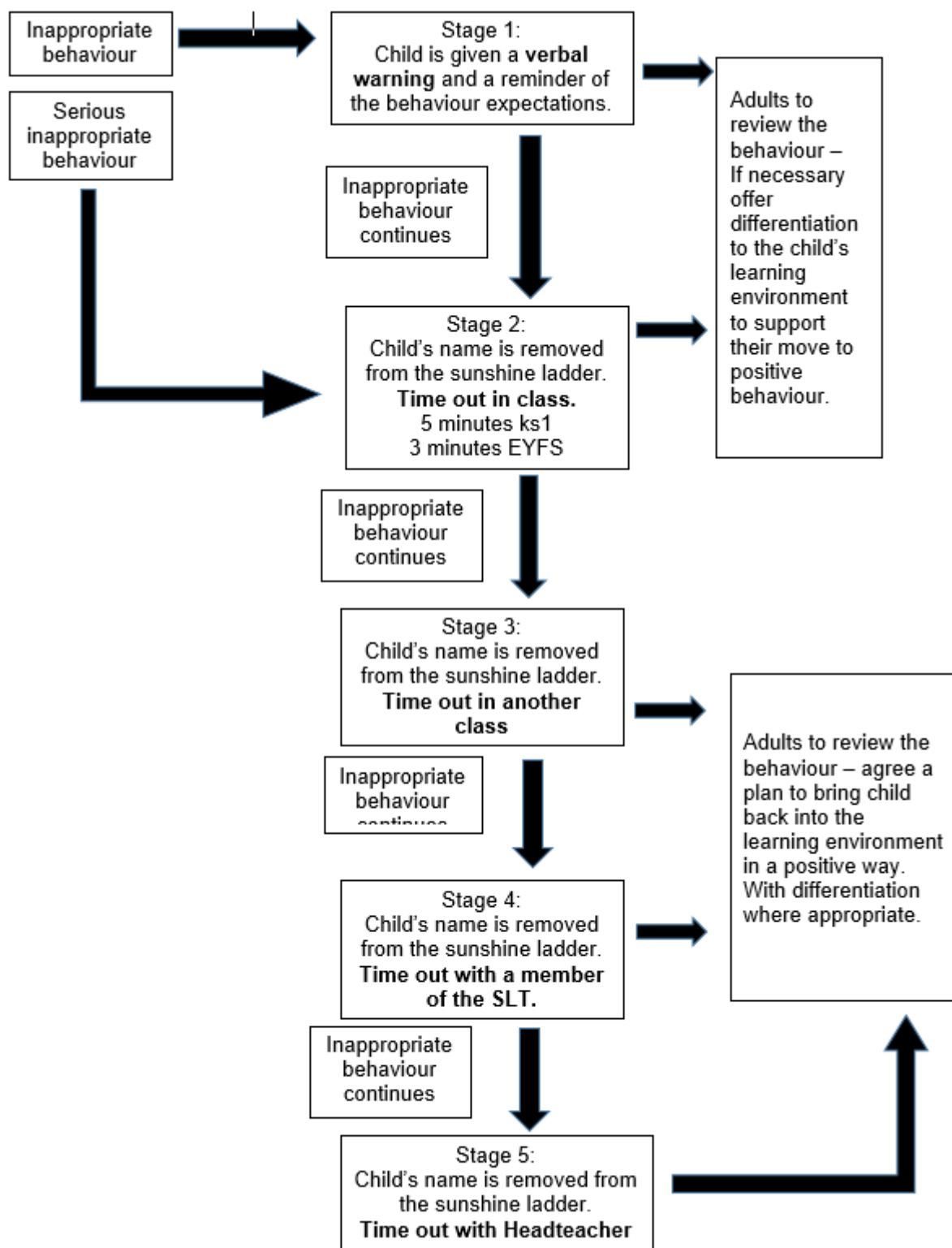
- To use kind hands, kind feet and words all the time
- To use my words if something is not going my way
- To talk to a grown up if I need help
- Talk to a playground buddy if I need someone to play with
- To play games with fair rules that includes everyone
- Ask to go to the toilet so the adults know where I am

Playground Rules





- Look after the play equipment and put it away tidily
- Only go on the monkey bars when the adult says so
- One person at a time on the monkey bars
- Do not run under the monkey bars
- Walk across the bridge only and go down the ladders
- Do not jump off the side of the bridge
- Do not run under the bridge
- Keep your feet to the lower part of the climbing wall and hands on the top part
- If it has been raining and the equipment is wet it will be closed
- Only go down the hill on dry days
- No talking to people in the park
- No digging as the roots to the trees are coming out
- Look after the trees - No pulling leaves
- Look after wild life
- Do not go on the steps
- No rolling down the hill
- Stopping when a whistle is blown
- Lining up in silence



Watford Field School Infant and Nursery Behaviour Flow Chart



The **Zones** of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>