



# Harvington Prep and Nursery School

## BEHAVIOUR POLICY

### (INCLUDING EYFS)

#### OBJECTIVES OF THE POLICY

- to provide all pupils with
  - a clear understanding of what good behaviour is
  - a specific Pupil Code of Behaviour relevant to different aspects of school life is in the homework diary
  - strategies to help improve behaviour
  - a secure and happy learning environment
- to provide all members of staff with
  - a clear understanding of what appropriate pupil behaviour is
  - strategies to help deal with inappropriate pupil behaviour
  - a secure and happy working environment
- to complement the **Pastoral Care Policy**, the **Anti-Bullying Policy**, the **Rewards and Sanctions Policy**, the **Exclusion Policy**, the **Child Protection and Safeguarding Policy**, the **Use of the Internet and Digital Technology Policy** -
- to complement all relevant school policies and procedures especially the **Safeguarding Policies**

#### AIMS

- To be a school where children work hard, learn well and feel happy.
- To encourage children to care for one another and help newcomers feel welcome.
- To praise and reward good work and behaviour.
- To treat others politely and fairly and to be honest and trusting with each other.
- To value everyone in the school community regardless of culture, gender, ethnicity and ability.
- To recognise good behaviour.

#### INTRODUCTION

The Harvington Prep and Nursery **Behaviour Policy** is a stand-alone document, whose purpose is to promote good behaviour, infused with timeless, human values of honesty, respect for others, selflessness, compassion, justice and personal responsibility. In developing good behaviour, Fundamental British Values are encouraged: equality, tolerance, and respect for a diversity of ethnicities, cultures, faiths and lifestyles. Rewards for good behaviour, and Sanctions when these are not evident, are detailed in the separate **Rewards and Sanctions Policy**. The **Behaviour Policy** reflects the non-statutory advice **Behaviour and Discipline in Schools**.

This policy applies to all pupils at Harvington Prep and Nursery, including those in EYFS.

Harvington Prep and Nursery acknowledges the school's duty to take into account the needs of SEND pupils when promoting good behaviour (**Equality Act 2010**). Where necessary, reasonable adjustments are made to accommodate those needs. Staff are made aware of all children on the SEND register and are informed about

their difficulty or disability, as well as the effects these may have on their behaviour. In staff meetings, or by email, the particular needs of SEND pupils are raised and highlighted by the Learning Support teacher and/or the Form Teacher. Accordingly, staff amend their expectations of the behaviour of these pupils and reassess judgements about how to deal with it.

As this policy involves the recording of personal data, Harvington Prep and Nursery (the data controller) handles such data in accordance with the Data Protection Act 2018 (DPA), and only uses it for the purpose for which it was collected and only shares it with third parties where it is necessary for the school to do so, and the law allows it. A copy of the school's Privacy Notice is available on the Harvington Prep and Nursery website, <http://www.durstonhouse.org/> www.harvingtonschool.com

## **REWARDS AND INCENTIVES** (see Annex 1)

### **Staff:**

- Praise the work and behaviour of individuals and groups of children publicly and privately.
- Use positive class strategies and encourage co-operative activity.
- Build on every child's positive abilities.
- Encourage children to share their work with other staff and the Deputy Head.
- Award House points, neat points and stickers are given for good work and behaviour. These are collected weekly and celebrated during an assembly. The winning house receives a cup as house points are accumulated weekly and throughout the year.
- **'Good Works'** are awarded and the children see the Head who keeps a record of the number of **'Good Works'** and hands out certificates accordingly

## **AROUND THE SCHOOL**

- We expect children to move quietly around the buildings.
- Teachers must escort all classes of children to the playground and not send them downstairs unattended. This includes after dismissal from clubs.
- Children should not be in classrooms unattended.
- At no time is any form of discriminatory behaviour (e.g. racism or sexism) acceptable (in line with the Equality Act 2010)
- Communication – where the class teacher is not present they must be informed of inappropriate behaviour at playtime, dinnertime or in any lessons by the person in charge of the activity – this is done through the system of the **Playground Incident Book** that goes directly to the Head who liaises with the class teacher and raises the issue in the weekly staff meeting

## **IN THE DINING ROOM**

- Good manners should be encouraged at the lunch table.
- Children should be encouraged to behave quietly.
- Children should be reminded to be appreciative of the dinner-staff.
- Staff should be polite to children.

- A lunch time award is given every day to the best class and a plaque given at the end of each term.

### **IN THE PLAYGROUND**

- Fighting, kicking, swearing, biting, spitting and other forms of anti-social behaviour are unacceptable and should be taken seriously.
- No rough games are allowed.
- Children must line up quietly in the playground when the bell rings and come indoors in an orderly way. 1<sup>st</sup> bell stand still; 2<sup>nd</sup> bell line up in silence.
- Children should be reminded to go to the toilet and have a drink at playtime.
- Games –games equipment may be used during long break (lunch).

### **THERE IS NO CORPORAL PUNISHMENT IN THE SCHOOL**

Any member of staff who fails to comply with this requirement will be considered to have committed an offence which would be viewed as gross misconduct and could result in the immediate termination of their employment. A member of staff will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention has been taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Reasonable force (using no more force than is needed) may be used as appropriate and may involve passive physical contact or active physical contact. When considering reasonable force with children with SEND or medical conditions, the risk must be carefully considered. Individual behaviour plans can reduce the need for reasonable force.

The school will keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

### **DEALING WITH CONFLICTS**

- Keep calm
- Condemn the act not the person

In the first instance, misbehaviour must be dealt with by the member of staff concerned whether in the classroom, playground or elsewhere. It is important for the Head to be made aware of concern in the class, but in the first instance, discussion with the deputy head is recommended. An Incident book is kept in the staff room for incidents outside the classroom.

Incidents of peer on peer incidents and of bullying must be recorded, giving names of children. This will enable staff to identify children who need to develop social strategies early on. (See Anti-Bullying Policy)

- Annex 1      Rewards Guidance
- Annex 2      EYFS & Key Stage 1 Sanctions Guidance
- Annex 3      Key Stage 2 Sanctions Guidance
- Annex 4      Playground Assistants Handbook

## REWARDS GUIDANCE

\*It should be noted that teachers use their discretion when rewarding children based on the developmental level of each individual child.

\*Some individual children may also have an additional ‘reward chart’ for a particular area that they are working on.

Year	Examples of behaviour	Reward
N	Good tidying up Eating all of lunch Being brave if hurt	Sticker; praise
	Very good effort in work Very kind behaviour towards others	Sticker; praise
	Particularly good ‘show and tell’ Ability to write name Good letter formation Particularly kind behaviour towards others	Celebration assembly acknowledgement
	Particularly kind behaviour towards others	Verbal communication to parents or write a note in home-school book
	Good drawing/picture/model	Sticker; praise
R	Good tidying up Eating all of lunch Being brave if hurt Good phonics work	Sticker; praise
	Very good effort in work Very kind behaviour towards others	Sticker; praise
	Particularly good ‘show and tell’ Ability to write name Good letter formation Particularly kind behaviour towards others	Celebration assembly acknowledgement

	Good listening in class Good tidying up Kind behaviour	Sticker; praise
	Particularly kind behaviour towards others	Verbal communication to parents or write a note in home-school book
	Good written work/drawing/picture/model	Show work to Head
	Good behaviour, good work, good homework, being kind, being helpful	Sticker and/or 1 house point and/or verbal communication to parents

<b>KS1</b>	Excellent behaviour or work	2 house points and/or show work to another teacher and/or verbal communication to parents
	Excellent achievement in the classroom or around school (behaviour, work or attitude) Outside school achievements	Star of the Week acknowledgement
	Excellent behaviour or working hard as a class	Star of the Week acknowledgement
	Exceptional behaviour or work	2 house points, show work to Head and/or show work to another teacher and/or verbal communication to parents
<b>KS2</b>	Good work in class and homework (achieving learning objective) Good playground behaviour Good weekly test results Act of kindness Volunteering Lining up correctly Good manners Tidy uniform Changing quickly from swimming Good dining room etiquette Positive attitude, motivation or initiative	Sticker and/or 1 house point and possibly verbal communication to parents
	Excellent piece of work (going beyond learning objective), projects or homework Excellent behaviour above and beyond expectation	2 house points and possibly verbal communication to parents Good Work to Head acknowledgement

	<p>Excellent piece of work, projects or homework</p> <p>Excellent achievement in any area of school life</p> <p>Excellent progress in work or attitude</p> <p>Exemplary behaviour around school or on school visits</p> <p>Outside school achievements</p>	<p>Good Work to Head acknowledgement and verbal communication to parents</p>
	<p>Exceptional project work over sustained length of time</p> <p>Exceptional piece of work, projects, homework</p>	<p>3 house points and verbal communication to parents</p> <p>Show work to another teacher and Head</p>

## EYFS AND KEY STAGE 1 SANCTIONS GUIDANCE

Level	Examples of behaviour	Actions
1	Disruptive behaviour Disobeying rules Shouting out Talking in assembly Disruption during quiet times Inappropriate noise whilst moving around corridors Running indoors Saying no when asked to do something by adults	<b>Managed by class teacher in a low key way:</b> Praise of other children for the appropriate behaviour Eye contact (stern stare, raised eyebrow) Assertive body language (crossed arms, frowning) Name/pause technique Whispering a firm reminder Gently placing a hand on shoulder or back Reminder of Golden Rules A quiet word Direct to seat Quiet unobtrusive ‘What should you be doing?’ Not allowing them to sit with friends
2	On-going lack of co-operation Causing minor physical harm or teasing Name calling Answering back Arguing with adults	<b>Managed by class teacher:</b> Sit to side of class group Set a time limit for improved behaviour Reminder of expected behaviour Move to end of row if in assembly or large class group Up to 10 minutes additional time in class at playtime to reflect on behaviour (practising sitting still, completing work) Sit in ‘time out’ chair in the classroom until ready to re-join the activity Separated from peers in classroom to complete work Send to the adjoining class for 5 minutes reflection time Send to the adjoining class with their work Child to apologise Informal conversation with parent



3	<p>Silly behaviour that could endanger themselves or others, or that interferes with learning</p> <p>Throwing</p> <p>Hiding equipment</p> <p>Tripping people intentionally</p> <p>Three instances in one week of minor physical harm or teasing</p>	<p><b>Managed by form teacher:</b></p> <p>Instances must be documented</p> <p>Escorted to (or send for)</p> <p>Deputy</p> <p>Miss playtime</p> <p>Possible internal exclusion</p> <p>Possible playtime/lunchtime exclusion</p> <p>Possible SENCo involvement</p> <p>Conversation with parents</p> <p>Possible action plan for home/school</p>
4	<p>Intentional verbal abuse towards another child</p>	<p><b>Managed by Head :</b></p> <p>Letter of apology</p> <p>Miss playtime</p> <p>Possible internal exclusion</p> <p>Possible playtime/lunchtime exclusion</p> <p>Possible SENCo involvement</p> <p>Conversation with parents</p> <p>Possible action plan for home/school</p> <p>Possible exclusion</p> <p>Instances must be documented</p>

	<p>Aggravating other children intentionally</p> <p>Aggressive behaviour towards another child eg. pushing, kicking, spitting, biting, pinching, hitting, snatching possessions, pulling clothing, throwing missiles</p> <p>Defiant refusal of a reasonable request from an adult</p> <p>Repeated failure to co-operate when asked to do so</p> <p>Defiance resulting in removing themselves from classroom, playground, etc without permission</p> <p>Deliberate damage to any school equipment eg. scratching furniture, defacing books</p> <p>Consistently poor classroom or playtime behaviour over a period of at least three weeks</p> <p>child eg. pushing, kicking, spitting, biting, pinching, hitting, snatching possessions, pulling clothing, throwing missiles</p> <p>Defiant refusal of a reasonable request from an adult</p> <p>Repeated failure to co-operate when asked to do so</p> <p>Defiance resulting in removing themselves from classroom, playground, etc without permission</p> <p>Deliberate damage to any school equipment eg. scratching furniture, defacing books</p> <p>Consistently poor classroom or playtime behaviour over a period of at least three weeks</p>	<p><b>Internal exclusion Playtime/lunchtime exclusion SENCo involvement Conversation with parents Action plan for home/school Letter of apology Meeting with parents (Head) Any physical aggression or biting results in parents being asked to come in and take the child home for the remainder of the day or following day with a follow-up meeting to discuss future monitoring of the child. Written notes will be kept in order to monitor any individual children and patterns of behaviour.</b></p>
5	<p>Excessive violent behaviour</p> <p>Or other incident resulting in first aid treatment</p>	<p><b>Managed by Head:</b></p> <p><b>Meeting with parents (Head/class teacher)</b></p> <p><b>Action plan for home/school</b></p> <p><b>Internal exclusion at very least</b></p> <p><b>Lunchtime/playtime exclusion</b></p> <p><b>Possible withdrawal from next out of school visit/event</b></p> <p><b>Possible involvement of other agencies (CAMHS, etc)</b></p>

6	Continuation of Level 5 behaviour at a high level	<b>Managed by Head</b> <b>Meeting with parents</b> <b>External/fixed term exclusion Permanent exclusion</b>
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## KEY STAGE 2 SANCTIONS GUIDANCE

Level	Examples of behaviour	Actions
1		<b>Managed by the teacher (All actions to be appropriate to the individual child)</b>
	Low-level negative behaviour, for example: shouting out, talking in assembly, disruption during quiet times, inappropriate noise whilst moving around corridors, lateness, incorrect uniform, talking out of turn, off task, missing homework.	Verbal warning
	Repeated low-level negative behaviour during a day.	Morning break time detention the next day with a reflective exercise set and supervised by the teacher issuing detention
	Incorrect sports kit – three warnings during a half term	Pro-forma email sent to parents by form teacher.
	One piece of missing homework	To be completed the following night
2		<b>Managed by the teacher (All actions to be appropriate to the individual child)</b>
	Causing minor physical harm, teasing, inappropriate language or rudeness or ongoing lack of co-operation	Reflective talk from teacher/playground assistant, conversation with parents It may be appropriate for child to write an apology. If physical harm has been caused resulting in, for example, bruising - teacher to phone parents of both parties involved as soon as possible and certainly before the children are collected that day.
	Two pieces of homework not done in one week	One morning break time detention - email parents.
3		<b>Managed by the teacher and Deputy Head (All actions to be appropriate to the individual child)</b>

	Three instances in one week of minor physical harm, teasing, inappropriate behaviour, language or rudeness or on-going lack of co-operation	One lunch time detention - teacher to email parents.
	Three pieces of homework not done in one week	One lunch time detention (homework to be completed) - teacher to email parents.
	One piece of homework not done each week over a period of a half term	One lunch time detention - teacher to email parents.
4		<b>Managed by Deputy Head (All actions to be appropriate to the individual child)</b>
	More serious physical harm or intentional bullying.	Removed from situation. Two lunch time detentions - Deputy Head to call parents.
	Consistently poor classroom or playtime behaviour over a period of at least 10 days (instances must be documented by teacher/ playground assistant); to include excessive inappropriate language or rudeness	Two lunch time detentions - Deputy Head to call parents. Action plan devised and shared with child, teachers and parents. Could result in internal exclusion
5		<b>Managed by Deputy Head (All actions to be appropriate to the individual child)</b>
	Very disruptive, for example, deliberate and intentional swearing, throwing things. Cyber bullying	Removed from situation. Three lunch time detentions. Deputy head to call parents. Parents to meet with Deputy Head. Possible withdrawal from next out of school visit/event or internal exclusion. Possible involvement of other agencies (CAMHS, etc) Action plan devised and shared with child, teachers and parents
6		<b>Managed by Head</b>
	Persistent unacceptable behaviour of any of the above. Or exceptionally serious incident eg Cyber bullying or peer-on-peer abuse	If all of the above not successful fixed term exclusion or permanent exclusion involvement of other agencies (CAMHS, etc)