



James Peacock
Infant & Nursery School

Behaviour policy

Reviewed: Sept 2022
Due for review: June 2023

Introduction:

The staff at James Peacock recognise the importance of good behaviour in ensuring successful community life and positive attitudes to learning. We believe in a positive and consistent approach to behaviour management which encourages high standards of behaviour, respect for others, and emphasises the need to work together harmoniously. For any school to function smoothly and successfully, it is essential that everyone becomes aware of their rights and responsibilities, both as individuals and as members of that community.

It is widely acknowledged that children's 'self-esteem' or view of their own value to a group is a major factor in determining behaviour patterns. Children who do not feel valued, valuable and fulfilled are more likely to under achieve or to exhibit challenging modes of behaviour than those who are secure, settled and comfortable about themselves. This belief underpins all our work with the children. Through our work in PSHE we try to maintain positive relationships and communicate a clear set of expectations and values. In this way a child will begin to recognise that, he or she is a unique individual with valuable contributions to make. There will almost inevitably be occasions when children exhibiting unacceptable behaviour have to be admonished, but emphasis is always placed on discouraging the behaviour pattern rather than criticising the child as an individual. Children are given every possible opportunity to experience success in as many aspects of school life as possible - it is much easier to develop a positive self-image if this can be achieved.

PROUD

Here at James Peacock we want to encourage our children to be the best they can be and to aim high. This ultimately forms the foundation to our behaviour policy as we aim to encourage children to be the best and aim high through modelling, discussions and positive reinforcement.

“Proud children, proud staff, proud parents”

Our PROUD values are displayed in all classrooms and across the school to ensure that they are always in our mind. We work on the values across the year with a different emphasis on each value each half term.



What PROUD means for our Children:

- Proud certificates
- Peacock points (which equate to one Dojo)
- Proud as peacock stickers
- Proud Peacock postcards
- Displays in classrooms
- Class assemblies
- School assemblies

All adults in the School Community need to ***'be the person you needed when you were younger'*** and as such, need to:

- Value **every** child; promote respect and acceptance for all
- Act as positive role models
- Take shared responsibility for managing behaviour and follow-up incidents personally
- Provide a safe, comfortable and caring environment where optimum learning can take place
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments

- Ensure that there is an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour. PIP (Praise in Public) but RIP (remind and address in a more private location)
- Relentlessly work to build mutual respect
- Provide a predictable, calm and safe environment, explicitly founded on nurture and attachment principles and one that promotes security through consistent routines and clear boundaries.
- Always redirect children by referring to 'Be proud.'

The Senior Leadership Team (Headteacher, Deputy Headteacher, SENDCo) will:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/Class Dojos/notes home/positive postcards
- Ensure staff training needs are identified and met
- Support teachers in managing children with more complex or challenging behaviours

The Governing Body will:

- Be kept informed of all issues relating to this policy
- Review this policy with the SLT at an appropriate time
- Question incidents and issues as appropriate

It is through this pupil-centred and inclusive approach based on positive relationships with adults that children will learn to understand, self-regulate and improve their own behaviour, and to build positive relationships with their peers and the wider community. Our PSHE curriculum helps to ensure we equip the children with the tools they will need to regulate and develop strategies to recognise emotions and emotional responses to different situations.

Consequently, all Children at James Peacock have the right to:

- Recognise their unique identity and individual consideration of their needs.
- Be treated with respect and dignity and feel valued members of the learning community.
- Learn and work in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.
- Have high expectations from all staff and recognition that they all matter equally.

- Learn how to be restorative and if necessary, to self-regulate.

Parents and Carers need to:

- Respect and be respectful of our caring, inclusive school ethos and therefore set a good example in their own speech and behaviour.
- Support the school in the implementation of this policy; understand that both teachers and parents need to work together for the benefit of their children.
- Approach the school to help resolve any issues of concern.
- Communicate with school to the best of their abilities using face to face contact, Class Dojo etc.
- Show an interest in all that their child does in school; encourage, guide, support and challenge.
- Teach children how to manage feelings and changes.
- Be role models for children and model positive social relationships.
- Ensure your child's needs are met (refer to Maslow's Hierarchy of needs).

Furthermore, James Peacock strives to ensure that:

- Parents, carers, staff and children are highly positive about behaviour and safety.
- Parents are supported to use positive strategies with their child in response to negative behaviour.
- Children value and wish to contribute to a safe, calm, orderly and positive learning environment.
- Children show engagement, respect, courtesy, collaboration and co-operation in and out of lessons, over time, in spite of their starting points.
- Children develop excellent, enthusiastic attitudes to learning over time.
- Children learn to self-regulate over time, supported by staff who constantly provide positive support.
- Instances of all types of bullying are rare, and that children are acutely aware of different forms of bullying and actively try to prevent it from occurring and learn to express their emotions in different ways, with a focus on positive behaviours such as kindness and caring. *Please refer to our anti-bullying policy for further details.*
- All Children feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

Aims:

Our rules for acceptable conduct aim to be constructive and promote a strong value system and sense of morality. We share a collective commitment to good conduct and children are actively involved. Through our work in all aspects of school life we aim to;

- Promote an ethos of mutual respect.
- Work together harmoniously.
- Create a safe working environment where children feel supported.
- Encourage children to be caring, considerate and helpful.
- Develop children's self-esteem, self-respect, self-discipline and independence.
- Encourage a sense of responsibility for ourselves and others.
- Promote honesty, fairness and politeness at all times.
- Ensure that each child is treated as, and begins to recognise that he or she is a unique individual with unique contributions to make.
- Encourage respect for the school environment and the resources within it.
- Recognise and reward good and thoughtful behaviour with positive comment
- Develop children's awareness of their place in society and aspects of citizenship.
- Develop an understanding and awareness of the effect of one's behaviour on others.

We know that young children learn best when they are given clear guidelines, know what they are expected to do and are consistently encouraged to meet those expectations.

Our agreed school rules are;

- **We are helpful and friendly to everyone.**
- **We respect each other, our school and its resources.**
- **We listen to others and put our hand up to speak.**
- **We always try our best, working quietly and taking turns.**
- **We move around our school quietly and sensibly.**
- **We show care for each other by using kind words and good manners.**

Each class will have the same rules to ensure consistency throughout the school. Rules are displayed in each classroom and discussed and reinforced with the children.

We have clear and consistent rules throughout the school.

All staff are expected to lead by example.

During **transition times** children are expected to:

1. Line up sensibly and quietly.
2. Face the way they are walking.
3. Walk one behind the other quietly and sensibly.

At **playtimes** we have five golden rules aimed as ‘fall out stoppers’ They are:-

1. Walk away
2. Talk to a teacher
3. Play your turn, my turn
4. Count to 10
5. Say ‘stop, I don’t like that’

The staff here at James Peacock ensure that we are all consistently focusing on rewarding positive behaviour.

	Steps	Actions
1	Daily Positive praise	A quiet word, a smile, wink, thumbs up or nod Award of a class dojo (within class) or class creature (EYFS) Award of a Peacock Point (communal areas) A quick word with a parent or carer at the end of the school day
2	Weekly	1 child per class is selected to share exceptional work/behaviour linking to PROUD in the weekly PROUD assembly, receiving a certificate linked to our PROUD values

- **Informal rewards include:**
 - Smiles/positive eye contact/gestures.
 - Targeted praise statements to the pupil or groups of pupils.
 - Peer group praise, both spontaneous and planned.
 - Direct positive praise home to parents.
 - Additional responsibilities. We encourage our children to carry out tasks throughout school at given times during the day.
 - Sharing good work and behaviour with peers/adults/SLT.
 - Written comment or smiley face on work/in books.
 - Displaying good work.
- **Formalised rewards** are targeted and individualised according to age and need, and celebrated with peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

- In F1, children collect peacock tokens for good work, behaviour and a positive attitude. These are placed on a ten frame. When a child has collected 10 tokens, they are awarded a certificate and a peacock sticker. Dojos are awarded as class rewards in F1 rather than to individuals.
- In F2 and KS1, individual children are given class dojos for good work, behaviour and a positive attitude.
- PROUD certificates are awarded across school each Friday at Proud Celebration Assembly. These are presented to children nominated by their class teacher for demonstrating a PROUD value (persevering, showing respect, taking opportunities, being united, being determined) by a member of SLT.
- Throughout school, children may receive a PROUD postcard from SLT for exceptional work and effort.
- Peacock tokens are awarded outside of the classroom by the wider staff, for example at dinner times and during assemblies. These tokens can be exchanged for a class dojo from the class teacher.
- At the end of each half term, children may be awarded a bronze, silver or gold certificate for collecting a specific number of dojos that half term. The children who have achieved gold will receive a special half term treat, voted for by pupil council. Each class will also have a Behaviour Champion and a Learning Champion, chosen by the class teacher, who will also receive this treat. Dojo certificates will be presented in a special assembly at the end of each half term and the parents of the champions and gold certificate winners will be invited to attend.

Outdoor Area

The outdoor playground equipment is for the children to use at playtime and lunchtimes. Each class has a responsibility to tidy an area of the playground and make sure they leave it how they would like to find it. Members of staff will identify children who are using the equipment safely and tidying up sensibly and award them with a peacock point.

Children will be shown the areas that they are allowed to access during playtimes. The forest school area and areas outside of teachers' viewpoint will be out of bounds, in order to keep everyone safe.

Before and after school, children should not play on/with any of the outside equipment. They should not enter the forest school area, outdoor classroom or sensory garden outside of school hours.

Visible Consistencies

Behaviour and SEMH

- **Meet and greet pupils** when they line up on the playground/come into the classroom.
- Teach children the class routines and empower them to take responsibility.
- Have **clear routines** for transitions and for stopping the class.
- Persistently catch children doing the right thing.
- Stay calm - **keep emotional control**.
- Be visible, be present and model expectations.
- Praising in public (PIP), Reminding in private (RIP).
- Use consistent language.
- Know the names of children, know them well and smile. Make a difference.
- Follow our behaviour policy.

Teaching and Learning

- Check progress constantly through the regular use of **formative and summative assessment** and pick up on children who are failing to meet expectations. Intervene quickly as necessary, within class where possible.
- Have a **plan** for children who are struggling to regulate or maintain control. Ensure other adults in the class know the plan - **communication is key**.
- Understand all pupils' individual needs.
- Ensure that all resources are **prepared** in advance.
- **Praise** the behaviour you want to see more of.
- Praise children doing the right thing more than picking out the behaviours of those who are doing the wrong thing (parallel praise).
- **Ensure appropriate challenge and support**

Parental communication

- Give **feedback to parents** about their child's behaviour - let them know about the **good** days as well as the more challenging ones.
- Communicate our behaviour policy and the strategies in school to allow parents the opportunity to follow these at home should they wish to.

Non-co-operative behaviour

Incidents of non-co-operative behaviour are relatively rare at James Peacock School, but inevitably children sometimes struggle to follow the school's code of conduct for behaviour. It is sometimes necessary to take matters further. In these instances there are a range of actions which the staff may take. It is important that these are applied fairly and consistently.

Possible actions taken for individual children:

- Verbal warning and explanation.
- Consequences explained to the child if they continue to follow these choices.
Appropriate 'sanctions' may include:
using a sand timer for the child to reflect upon their behaviour and consider a better choice they could have made.
- Discussions with parents in a 'team around the child approach.'
- Home-school link books.
- Behaviour plan to identify triggers and a pyramid of response and support.
- 1:1 support at more challenging times.
- Risk assessments and incident management plans.

	Steps	Actions
1	Reminder	A reminder of the school rule or the requirement (I needed you to....) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Reminder of the requirement. Use the phrase 'Think carefully about your next step.'
3	Time for reflection and Repair	Child should have a short time for reflection in a 'safe place', using a sand timer as a visual. It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. After reflection time, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.
4	Escalation to SLT	If the above restorative practice is not effective, if the child's behaviour is persistent, or if a serious incident occurs, a time should be scheduled for the child to see a member of SLT. The class teacher should log incidents of

		this nature on the school Behaviour log (Safeguard). Parents may be notified at this stage.
5	Pastoral support programme	A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals.
6	Exclusion	<p>Parents informed firstly by telephone and then confirmed by letter.</p> <p>Internal exclusion</p> <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground, lunch taken with other key stage. <p>Fixed Short Term Exclusion (up to 5 days per term)</p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p>Fixed Long Term Exclusion (up to 45 days per year).</p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p>Permanent Exclusion</p> <ul style="list-style-type: none"> • Child is removed from the school role

Bullying

Incidents of bullying should be reported immediately to the anti-bullying lead (R Hawthorne) and/or Headteacher (H Cutts) and the anti-bullying policy should be followed.

Serious Incidents

Incidents of a serious nature, which include racism, bullying, violent or aggressive behaviour (including spitting and biting), sexual harassment or violence should be reported immediately to a Designated Safeguarding Lead. *Please refer to separate policies.*

Focus on Restorative Approaches and Strategies to Support Behaviour Change

We believe in a holistic approach which involves personal behaviour plans, de-escalation, distraction, diversion and diffusion and the positive handling (CRB) policy is applied through school although is only used a last resort to prevent injury to pupils or staff.

We believe in understanding behaviours and are concerned as much with feelings and thoughts as we are with behaviour. The expectation is that people will continue to communicate, assess the situation, look and listen for opportunities to divert or de-escalate even if they have to hold the child to keep him or her safe. Throughout these processes we aim to reengage the child with the staff involved and look to distract and deflect the negative behaviour.

At James Peacock we strive to spot the early warning signs of a crisis and divert away from a potential crisis as soon as possible. Communication is vital and we aim to say the right thing at the right time. Sometimes it is more helpful to keep quiet rather than escalate and inflame the situation. We aim to provide security, safety and acceptance allowing for recovery and repair. We ensure that all children who need this nominate a safe space and that time is taken to ensure we signpost these safe places to all staff and children involved.

Fostering positive attitudes helps us to keep discipline problems to a minimum, but if problems do arise they are treated fairly and on an individual basis.

If there were any serious or prolonged incidence of behavioural difficulty, we have procedures outlined below, which are followed and we would contact parents/carers to enlist their co-operation in dealing with it. Serious incidents or persistent challenging behaviour which is causing serious concern are monitored by the Head teacher and Deputy Head teacher and SENDCo.

Ongoing behaviour concerns:

When behaviour becomes a concern we will meet as a team around a child. At this point we will ensure that all members of staff working with the child, parents and the child meet to ensure that a plan is put in place. We are proud to be able to offer ELSA as part of our nurture provision and also have our own in-house interventions which include the following:

- Use of planned support strategies including sensory breaks, calming strategies, mentoring, music, 'safe space'.
- Facial expressions of approval and mood – attuning with the pupil to prevent escalation.
- Verbal and non-verbal communication – as above.
- Systems that promote privileges and rewards.
- Success reminders and praise.
- Assertive and consistent reinforcement of routines and protocols.
- Assertive and consistent use of positive interventions and positive language.
- Consistently modelling the behaviours we wish to see in the pupils.
- Explicitly teaching positive behaviours.
- Employment of assertive and therapeutic language (to influence positive behaviour).
- Restorative conversations and discussions to reflect, repair relationships and positive steps.
- Temporary withdrawal from the learning environment- quiet and nurture rooms, 'safe-places' identified by individual children
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to

resume their usual activities using the strategy- “sit down to calm down”, at which point we will know that the child is ready for a restorative discussion.

- In more extreme behaviour incidents verbal de-escalation will be tried and all of the above strategies. If physical handling is deemed necessary in the situation to keep the child and staff involved safe, a CRB handling approach will be used by trained members of staff. When this approach needs to be used it will be recorded using the incident report and a body map will be completed to show where holds have had contact and a parent/carer will be asked to sign on collection of the child. *Please refer to the use of reasonable force policy if needed.*

CRB/Positive Handling

If a child is deemed to be at risk of harm to themselves or others, staff with current CRB training certification may use positive handling in order to protect pupils and/or staff. If this is used, it must be recorded on Safeguard. This is only to be used as a last resort and the movement of others should be considered first.

Exclusion

In exceptional circumstances a child’s behaviour may be so unacceptable that it becomes necessary to consider excluding the child. Any exclusion should be consistent with the school’s approach to creating a positive and learning environment through managing children’s behaviour and should follow the procedures in the LA guidance “Children’s Behaviour in School.” Only the Headteacher can exclude a pupil from school. Unless the Head is absent from school, in which case the power rests with the Deputy Headteacher, or most senior teacher, who should make clear that they are acting in the Head’s absence.

Exclusion should not be decided in the heat of the moment unless there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child should be taken only: in response to serious breaches of the school’s behaviour policy; once a range of alternative strategies have been tried and have failed; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils. Before reaching a decision, the Headteacher should:

- Consider all the relevant facts and firm evidence to support the allegations made, and take into account the school’s policy on equal opportunities. If there is doubt that the pupil actually did what is alleged, the Headteacher should not exclude the pupil;
- Allow the pupil to give their version of events;
- Check whether an incident appeared to be provoked by racial or sexual harassment;
- If necessary consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, e.g. a member of the Discipline Committee.

The Education Committee requires each school to have an Exclusions Book in which all exclusions are formally recorded. This needs to include the name of the pupil concerned,

the nature of the offence, the type of exclusion and duration of exclusion with date of return (where appropriate). The LA and the Governing Body are to be informed by the Headteacher of all pupil exclusions.

Discipline Committee

The Governing Body has set up a Discipline Committee made up of three or five Governors (not including the Headteacher), to review the use of exclusion within the school, including considering the views of the parent of an excluded pupil, and deciding whether or not to confirm exclusions of more than five school days or those where a pupil would miss an opportunity to take a public examination. The Governing Body should also appoint a Clerk to the Discipline Committee to provide advice on the exclusions process and handle the administrative arrangements for considering exclusions. The Governing Body may nominate three or five Governors to serve on the Discipline Committee or a pool of Governors from which three or five will serve as the Discipline Committee to consider particular exclusions. The quorum for a meeting is three. If a Governor has a connection with the pupil or the incident that would affect their ability to act impartially they should not serve at that hearing. If four members consider an exclusion, the Chair has the casting vote.

Evaluation and reflection:

- a) Whole school overviews at staff meetings, informal staff discussions and collective assemblies about individual children's progress.
- b) Group time in the Nursery involves children in positive feedback on good behaviour and positive achievements.
- c) Concern forms in the SEN files record the numbers of children exhibiting various stages of EBD.
- d) Staff are alert to daily patterns of behaviour and monitor the impact of school events/community issues upon these.
- e) Staff endeavour to take into account the context of individuals behaviour wherever possible observing and recording the antecedent, behaviour and consequences in precise and objective terms. If a child has a provision map, EHCP or behaviour plan this would be formally recorded by teacher or Teaching Assistant
- f) Regularly assessing strengths and weaknesses.

