



## **BEHAVIOUR POLICY**

### **AIM**

Our aim is to maintain in the school an atmosphere which will allow:-

Pupils to take responsibility for their own action, appropriate to their age and maturity, to develop self-esteem, self-discipline and high standards of behaviour which contribute to effective learning.

Essential to this is an emphasis on relationships between staff, pupils, parents, governors and community, which involve respect and consideration.

### **OBJECTIVES**

To offer a positive educational experience for all pupils – in line with our Equal Opportunities Policy.

To maintain a school environment which is attractive and stimulating and which invites respect.

To develop a clear, consistent system for managing pupils' behaviour in a positive way that has the commitment of parents, children, teachers, governors and non-teacher staff. Acceptable behaviour is encouraged and promoted whilst unacceptable behaviour is tackled immediately.

To set out procedures and strategies for intervention which allow for the behaviour system to be successfully managed.

Pupils at Yeading Infant and Nursery follow the 'Golden Rules' and this forms the basis of our Behaviour Policy. The Golden Rules are shared with the children regularly, during assembly and in class circle times. Our agreed approach to positive behaviour management ensures consistency across the school, and during lunchtimes and playtimes.

The Golden Rules are:

- Do be gentle
- Do be kind and helpful
- Do listen
- Do be honest
- Do work hard
- Do look after property
- Do not hurt anybody
- Do not hurt anybody's feelings
- Do not interrupt
- Do not cover up the truth
- Do not waste your or other people's time
- Do not waste or damage things

We have high expectations for all children to follow the ‘Golden Rules’, however we have made reasonable adjustments to our behaviour policy to support children with additional needs in achieving success and progress in their learning. We are using the guidance as set out by the DFE’s Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan, London Borough of Hillingdon’s Ordinary Available Provision (OAP) document and related Early Identification of SEND documents from the London Borough of Hillingdon and DFE.

### Traffic Lights

Every class has a traffic light display. Every child’s name starts each day on the ‘green traffic light’. A child will be given a clear warning if their behaviour is not meeting expectations. A child’s name will move to the ‘amber light’ if their behaviour does not improve. If their name is moved to the ‘red light’, sanctions will be carried out (see below).

### Rewards

As a reward for keeping the Golden Rules, the children will have ‘Golden Time’ on Friday afternoons. Good behaviour is also recognised and rewarded through a weekly celebration assembly. Teachers and SMT also reward children for good behaviour with verbal praise, stickers and certificates.

### YINS

The children also have an opportunity to collect YINS which are a school reward token. YINS have a range of values and depending on the children’s conduct and learning behaviour can collect from 1 to 100 YINS. These are then exchanged for items at the school’s shop, also called YINS.



### Sanctions

Children who fail to keep the rules lose part of their Golden Time, as well as having ‘time out’ in their own class. If the child’s behaviour still does not improve, they will have ‘time out’ in the year team leader’s classroom. A member of SMT will be involved if a child’s behaviour doesn’t improve, and parents will be kept informed. We try to ensure parents are informed of positive behaviour as well as when a child misbehaves.

### Learning Mentor

The school has a Learning mentor who works with targeted children requiring additional support with behaviour. In addition, at lunchtimes the Learning Mentor leads a ‘Nurture Club’ for children needing extra nurturing and support with their personal, social and emotional well-being. Children can volunteer to attend themselves or be recommended by their classteacher.

## **STRATEGIES**

All members of staff set high expectations of all our pupils, both in achievement and behaviour. Children are encouraged to take responsibility for their behaviour, and consider the effects of their behaviour on their peers and adults.

Teachers deal promptly with misbehaviour. Teachers ensure the potential for misbehaviour is reduced by setting work for children which is appropriate. Teachers and classroom assistants support children as necessary to meet individual needs. All staff listen carefully to children to understand a situation, before dealing with it appropriately.

A child with specific behaviour problems will have an Individual/Group Education Plan, and will receive additional adult support if necessary to ensure that behaviour is carefully monitored. Home-School communication books will be used to develop parental involvement in supporting a child to improve his/her behaviour.

### **Class Behaviour Logs**

Each class teacher is responsible for recording incidents of behaviour in their class behaviour logs. There is a clear and effective system in place when dealing with incidents of poor behaviour. Class teachers refer children to the Team Leaders in the Senior Leadership Team in the first instance, if persistent poor behaviour is observed, children are referred to the Senior Management Team (SMT), including Headteacher.

### **SCERTS (Social Communication Emotional Regulation Transactional Support). Zones of Regulation.**

SCERTS is a school wide approach which provides specific guidelines for helping a child become a competent and confident social communicator while preventing problem behaviors that interfere with learning and the development of relationships. Children have the ability to develop confidence, independence and learning behaviours that support perseverance.

### **Bullying and Racial Harassment**

Ascertain truth.

Explain implications to perpetrator and victim.

Inform parents.

Modelling of teachers, through class discussion, through curriculum content.

### **School Anti-Bullying Policy**

Bullying consists of doing anything which is hurtful to other children, either physically or mentally.

1. The school will not tolerate bullying of any kind.
2. Everyone connected with the school, in any capacity, will be tolerant of others, regardless of age, size, race, religion, interests, abilities or disabilities.
3. Anyone witnessing bullying should inform a member of staff at once.
4. Everyone connected with the school will be on the lookout for examples of bullying involving children inside or outside the school.
5. Quiet areas are set aside in the playground for those children who do not wish to play games or run around at playtime or lunch time.
6. Members of the staff will always be available to discuss with the children their worries or concerns.
7. Anti-bullying is approached through SEAL, promoting discussions during circle time, as well as in assemblies.

### Reasonable Force

Current legislation (DCSF 11/07 Guidance – Use of Force) allows teachers to use reasonable force to prevent pupils causing harm to themselves or to others and to prevent serious damage to property when verbal commands fail. Several members of staff have received positive handling training.

### Record keeping

Report procedure.

Classroom/playtime observations.

Whole staff awareness and consistency of response to particular children.

## **RULES AND PROCEDURES**

### Corridors

Children are expected to walk quietly and sensibly around school, keeping to the left. Children must be supervised by a member of staff when moving in class groups.

### Class

Maximum of four children in corridor play areas. Class door to be open. Where appropriate, children may need to be escorted to the toilet by another child.

### Canteen

Children are expected to be quiet in the canteen. They must say “Please” and “Thank You”. Children must eat their salad and main meal first. Children must use a knife and fork.

### Playground

1. Wet Play

Children to remain in classrooms and to be supervised by teacher or teaching assistant. During wet lunch times children go into the classrooms. Each class has materials suitable for use during a wet lunch time.

2. End of Play

Children must stop and stand still when the buzzer sounds. When the bell is rung, children must walk to their class line.

3. Climbing Frames

Each class has a day to play on the climbing frame at playtimes. At lunchtimes Y1 and Y2 take turns to use the climbing frame. On Friday, the best behaved class has an extra turn on the climbing frame.

4. Particular playground sanctions

Misbehaviour in the playground must be dealt with swiftly, and in line with the Golden Rules. It may be appropriate to hold a child's hand for a period of time made clear to the child, rather than 'time out'.

Policy approved Chair of Governors.....

Date.....

Reviewed Autumn 2023

Next review Autumn 2024

## **Appendix**

### **Corridor Rules**

1. Walk smartly
2. Walk Quietly
3. Keep to the left

### **Canteen Rules**



### **Assembly Rules**

## Assembly Rules



Good Looking



Good Sitting



Good Listening



Quiet Hands



Leave the hall in silence