



## **Biscovey Nursery & Infants' Academy Behaviour and Achievement Policy**

### **We want to be a school where:**

- ❖ Our nurturing ethos supports children and their families.
- ❖ Children reach their full potential.
- ❖ Children are happy, confident learners.
- ❖ Children know how they should be treated and how to treat others.

### **What we do:**

- ❖ We nurture children to enable them to understand and reflect on their feelings and behaviour.
- ❖ We model and encourage responsibility and respect.
- ❖ We provide a curriculum which is inspirational and inclusive.
- ❖ We teach children the skills to be resilient learners.
- ❖ We strive to have a strong partnership with families and the wider community.

### **Behaviour and Achievement**

Our intention is to encourage and support all pupils to make the best of themselves. We expect pupils to take a pride in their work, their personal appearance and their school. By displaying the proper consideration to our pupils, we anticipate that they will learn consideration for others, develop a sense of responsibility and achieve high standards.

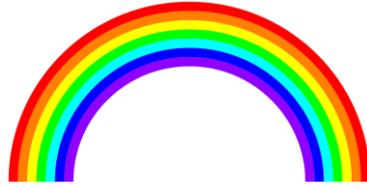
### **Code of Behaviour**

Our expectation is that all pupils will:

- Be polite, listen carefully, be responsible and considerate to each other, to staff and any visitors.
- Look after and care for our school and equipment.
- Produce work to the best of their ability.
- Promote the good name of the school and feel secure as a valued member of a team.
- Take full advantage of the opportunities to learn.
- Be punctual and walk quietly around the buildings and grounds.
- Always be kind and helpful to each other, keep our hands and feet to ourselves.
- Always use kind words.
- Always wear the correct school uniform.
- Respect themselves and other people as we are all special.

## Rewards

We believe that rewards are more effective than sanctions in promoting good behaviour and high achievement.



### Rainbow Chart

- All children start on purple at the beginning of the rainbow every day, ensuring a fresh start daily.
- They will move their names up the rainbow colours for displaying positive behaviours for learning, with the aim to reach the red.
- When they reach blue/green, verbal praise will be given and positive behaviour reinforced by adults in class.
- When they reach orange/yellow, they will receive a sticker and positive behaviour reinforced from adults in class.
- When they reach red, they will receive a Rainbow Reward card to take home.

### Sunshine Award

If a child produces a particularly amazing piece of work, shows an act of kindness, does something above and beyond expectation, they will be asked to move their name straight to the sunshine. Pupils who have been on the sunshine will be asked to stand up in an achievement assembly alongside the other children in the school who have reached the sun that week for a collective round of applause from the whole school. A postcard will be sent home to share with parents what the child did to reach the sunshine.

As well as the class rainbow and sunshine award, children may also be rewarded with:

- An 'Achievement Award' for demonstrating an excellent attitude to learning.
- A 'My Personal Best' award for demonstrating the My Personal Best theme that is in focus that week.
- Stickers.
- Verbal praise.
- Showing their work to another member of staff within the school.

### Whole class marble rewards

Every class has a marble jar to fill. Classes can be awarded marbles by any adult in school for showing combined effort, support and teamwork with their classmates.

Before the marble jar is filled, the class will decide upon their reward to know what they are working towards. When they have filled their marble jar, this will be communicated with parents and shared on our social media sites to celebrate the class' success.

## **Sanctions**

When sanctions are deemed to be appropriate, they will reflect the nature of the behaviour. We will ensure that the children know why the sanction is taking place. We will support them to develop strategies to adapt their behaviour positively. At each step, adults will be looking to move the child's name back to the rainbow chart for showing positive behaviour.

- For low level disruption, adults will give a verbal warning and a reminder of positive behaviour expectations.
- If a second warning is given your child will be asked to move their name card to the thinking cloud. They will be given thinking time on how they can turn their behaviour around and why their actions were inappropriate.
- If low level disruptions persist, the behaviour will be discussed with a parent at the end of the school day, which the child will be made aware of. This will be logged on the pupil's profile on Arbor by the class teacher.
- If a child shows a serious breach of the Behaviour Code, parents will be informed by phone call and will be asked to discuss this with the class teacher in a face-to-face meeting. This will be logged on the pupil's profile on Arbor by the class teacher.
- If these behaviours become consistent/ongoing, an Individual Behaviour Plan may then be agreed alongside the SENDCO and class teacher.
- Fixed term exclusion - this can only be authorised by the Head of School following consultation with the strategic partner and Aspire Inclusion team.
- Permanent exclusion - this can only be authorised by the Head of School following consultation with the strategic partner and Aspire Inclusion team.

Serious offences will be discussed with the teacher, the child's parent(s) and members of the Senior Leadership Team where appropriate. The school has high expectations with regard to behaviour and will not fail to act in the case of serious breaches of the Behaviour Code. Parents will always be kept informed regarding their child's behaviour. Children achieve more when schools and parents work together.

### **Behaviour Plans**

Individual Behaviour Plans are for children who show behaviour which is beyond that which can be managed by our Behaviour Policy alone. This will be written with the SENDCO, class teacher, parents and child and will most likely be based on principles of TIS UK.

### **TIS UK (Trauma and Mental Health Informed Schools)**

Members of staff are fully trained in the principles of Trauma and Mental Health Informed Schools, and all staff have had whole school training. TIS UK is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

The TIS approach draws on the latest research into neuroscience and child development and enables adults to understand children's behaviour as communication. If children have been emotionally thrown off track, either temporarily or over longer periods, TIS helps us

understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

Children who have been recognised as needing an Individual Behaviour Plan will go through a Comprehensive Motional Snapshot. A report will be produced which will show all relevant members of staff the areas of emotional development that child needs help with. This report will also give practical steps to support this and will feed into the Individual Behaviour Plan.

TIS snapshots will also be used with children we feel are in need of emotional development or support, even if their classroom behaviour may not be a concern.

### **Lunchtime and Playtime rewards**

At lunchtime and playtime the whole school expectations are modified slightly to reflect the different situation. They are:

1. We listen carefully and follow adult instructions.
2. We co-operate and behave in a safe manner.
3. We are kind and helpful towards each other.
4. We seek adult help when we need it.

The school has special praise cards, which will be given out by the lunchtime supervisors to children exhibiting the above behaviours. Lunchtime supervisors will give good descriptive feedback to the child as to the positive behaviours being rewarded, thereby reinforcing the desired behaviours. Supervisors try, over time, to ensure that all children earn a praise card and encouragement is given at the start of playtime to all children who are reminded of the behaviour code.

### **Sanctions**

Any child who deliberately hurts another child or who is playing dangerously (e.g. throwing stones, pushing/hurting others) will be sent to see their class teacher and their behaviour will be logged by the lunchtime supervisor dealing with the incident. Children who are repeatedly upsetting other children will spend time in 'walk and talk time' with the lunchtime supervisor (this is not a punishment but a time to think and reflect about behaviour expectations). The class teacher will be informed of any negative behaviour, injuries or problems that may occur at the end of lunchtime and will share concerns over behaviour with parents at the end of the day and log this on the pupil's profile on Arbor.

### **Restraint**

The school is aware of the need to have staff who are trained in appropriate restraint procedures when a child is displaying behaviours that may harm themselves or others. Staff are trained through the Local Education Authority's Team Teach Programme. Trained staff may hold a child for a short period of time to keep them or others safe. This will be followed by a debriefing process with the adult and child as to why holding was necessary and parents will be informed via a phone call and letter home.

**Bullying**

We believe it is a basic entitlement of all pupils at Biscovey Nursery and Infants' Academy to receive an education free from humiliation, oppression and abuse. Parents are entitled to feel confident that their children will be protected from bullying at school (see separate Anti-Bullying Policy).

**Obscene Language and Defiance**

The parents of children who swear at staff in direct defiance or refuse to do as they are asked will be telephoned and asked to discuss the matter with the class teacher and/or Senior Leadership Team (SLT) as soon as possible. The school has an Inclusion Policy but acts of open defiance, obscene language and violence will not be tolerated.

A member of the SLT will take appropriate action if staff are threatened or sworn at.

It is very important that all parents/adults on the school site behave appropriately. Any concerns or worries should be shared with the staff and not with individual pupils/parents or on social media.

Updated on 14.7.2020 by Emma Hopkinson

To be reviewed 12.2.2021