

Whitehall



Nursery and Infant School

Behaviour and Rewards Policy

Behaviour Introduction

This policy is for all staff, governors, parents, carers and children of Whitehall Nursery and Infant School and sets out the expectations and practices which govern the behaviour of children at the school.

At Whitehall Nursery and Infant School we seek to achieve a happy, caring and secure environment for our children. We treat our children with respect so that they will learn self-respect and respect for others. To help them develop an awareness of being in community and how their actions affect others we have simple rules of discipline.

We encourage them to take responsibilities so that they learn to be responsible. The ethos behind the policy is self-discipline and a positive system of simple rewards as a means of reinforcement. However, self-motivation is what we seek to develop within the children so that the drive for giving good behaviour is not a sticker, certificate or prize but the inner feeling of self-worth and self-achievement; an inner satisfaction and well-being that does not rely on rewards to motivate control.

At Whitehall every child has equality of opportunity and accessibility. Therefore this policy should be read in conjunction with the:

- Pastoral Care Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Rewards Policy
- Teaching & Learning
- Positive handling policy
- Safeguarding policy

The standards of behaviour we expect are those which the vast majority of parents would insist on, and we value the mutual support and trust between home and school.

We have a policy of no shouting within the school by any adult working or supervising children. A raised flat hand should be used to gain the children's attention. A loud low voice may be used if a situation arises that could effect the safety of the children.

If a child's behaviour becomes out of control, minimum force or restraint may be used in line with the school's 'Positive Handling' policy. A child must be removed if they are causing danger to other children around them and taken straight to the Head or the next highest authority.

In worse case scenarios advice from the Educational Welfare Officer would be sought and Education Walsall's guidance on exclusion of children would be followed.

RULES IN SCHOOL

We expect our children to behave in a considerate, sensible, honest manner and to support this we have a minimum of rules.

Follow instructions straight away so that we don't waste learning time.

- Take care of property because it is provided to help all children with their learning.
- Keep your hands and your feet to yourself so that no-one is distracted from their learning.
- Be polite to everybody as this shows respect and makes people feel good about themselves.
- Walk sensibly around school so that no-one gets hurt by your lack of control.
- Use quiet voices in school so that we don't disturb other children's learning

If any child does not follow the rules then there is a sequential order of consequences that will be consistently followed by all staff and visitors working with the children. This is carried out after each individual incident.

It is very rare in our school for the consequences to go beyond bullet 3 below.

CONSEQUENCES *followed sequentially (depending on level of rule breaking)*

- Children are reminded of the rules*
- 2 minutes away from the group*
- 5 minutes away from the group*
- Miss playtime — stand in the main reception area (children may face this consequence sooner if the teacher deems the behaviour/incident, that child has been involved in, as serious enough)
- Children discuss behaviour with HT
- Behaviour is mentioned to parents
- Parents consultation with member of the senior management team (SMT) or Headteacher – (if necessary)
- Behaviour Improvement Programme (*See below*)
- Interventions from NIAT (*See below*)

**This is 'restarted' at the beginning of each new session (morning/afternoon)*

One Voice Approach

When dealing with challenging behaviour from a pupil, only one member of staff will take the lead in communicating with them, as this will help to avoid escalation of the situation. If needed, one other member of staff will be present to support but will only intervene if requested.

NB Please read our Positive Handling Policy for further information.

Communication Structure

- TAs and Lunchtime Supervisors record inappropriate behaviour in the Behaviour Record Book and report to the class teacher.
- Class teachers report serious or persistent behaviour issues to the BIP manager or Headteacher.
- BIP pupils are identified by the BIP manager and the Headteacher. The identification will be made from the Behaviour Record Book or from teacher recommendation.

Behaviour Improvement Programme Manager: Mrs N Dogan

Behaviour Improvement Programme (BIP)

The BIP is an intensive program for pupils with serious or persistent behaviour issues. During the course of the program pupils will be secluded from their peers; either during social times, or in more serious cases for the whole of the school day. If a pupil is on a whole day seclusion program, they will remain in their class but be separated from their peers. A Behaviour Support Assistant will remain with the pupil throughout the lunch hour. See Appendix 1 for a full break down of the Behaviour Improvement Programme (BIP). Also

included in the appendices is the information sheet for parents (Appendix 2) and the reflection sheet (Appendix 3) to be used with children that are on the BIP.

Behaviour Support Assistants: These are teaching assistants/lunchtime supervisors with particular skills in managing pupil behaviour.

NIAT – North Star Inclusion Advisory Team

The school SENDCo is working closely with NIAT; the team can be consulted to support with individual needs. If the processes for behaviour are followed but still do not meet the needs of a child, the SENDCo will liaise with NIAT to plan necessary support and interventions.

Positive Handling

In some circumstances, staff may use reasonable force to contain a pupil to prevent them:

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground, and restrain a pupil at risk of harming themselves through physical outbursts. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Incidents of positive handling will be recorded on our incident report forms and also recorded in our bound book. The incident form will have a correlating number so that incidents can be tracked.

Staff will receive training to support the use of positive handling if it is required within school

Confiscation of personal items

Teachers have the authority to remove personal items, including electronic goods, from children when these items pose a distraction, threat or are a safeguarding risk to others or themselves. Items will be returned to parents at the end of the school day.

Rewards Introduction

The emphasis is always on the positive aspects of learning and behaviour. It is vital that the teacher has a high level of control of their class and the children's behaviour in order for effective teaching and learning to take place and to create a happy, positive and purposeful learning environment for all.

Our reward policy is created in such a way as to encourage children to follow rules and do their best for the good of themselves and for others. To experience satisfaction and self - worth from doing their best and respecting others, and not in order to receive rewards. We have also set up group rewards that require a period of time so that deferred gratification can be taught and developed. We want children to be driven by character and not by material gain.

REWARDS

Although personal praise is the most powerful tool, we also use the following reward systems to reinforce good practise:

For Behaviour:

Key Stage One

- Each class is equally divided into 4 school 'houses': Earth, Sun, Moon and Stars; house points are awarded for following the classroom behaviour rules and these are recorded on a class chart.
- Each week the behaviour points are counted. The total Key Stage One results are announced at the celebration assembly. The winning house has the number of house points displayed on a celebration board in the hall and a symbol to represent the winning house is also displayed; these symbols remain displayed for the whole half term. This system helps to demonstrate to our children how collectively, good behaviour can benefit us all; also, how individual behaviour can affect others.
- Verbal praise and group recognition from peers (e.g. cheers such as fireworks).

Reception and Nursery

- Stickers and praise given spontaneously with reasons.
- Verbal praise and group recognition from peers (e.g. cheers such as fireworks).
- Communication with parents- sharing and celebrating what the children do.
- Children that show exemplary behaviour are selected as monitors to model good behaviour.
- Good behaviour and good work rocket is a visual aid to highlight those demonstrating good behaviour. It has sections numbered from 1-10 and the children's names move up the rocket when they demonstrate great behaviour, positive attitudes to learning or produce good quality work; when they reach number 10, the children are able to select a small prize from the treasure bag. The process is then repeated and children begin their journey up the rocket once more; this is an on-going feature within the classrooms and does not have a time constraint.

For Work:

Children are not given stickers or rewards for doing good work. This is something that is expected of all children and they should do it because they have been asked to (it's an instruction, a request and learning to do things that are asked of you helps to develop a good work ethic) and for the positive feeling of self-worth (that they have achieved something to the best of their ability and are therefore proud of themselves). Rewards are for work that demonstrates an effort, attitude or skill which is outstanding (over and above their usual achievement).

Key Stage One

- At the start of each academic year, each child has a Good Work Star Card which the teacher draws a star on for good work.
- When ten stars are collected they can then get a special sticker from the school secretary to celebrate their achievement.
- When 3 special stickers have been received (30 stars) they can then choose a prize from the "Good Work Prizes" table. This is presently located on the stairs landing area.

Reception and Nursery

- Children share their work with other teachers from across the phase.
- Children are given time to talk about and showcase their work to their peers.

- Good behaviour and good work rocket is a visual aid to highlight those demonstrating good behaviour. It has sections numbered from 1-10 and the children's names move up the rocket when they demonstrate great behaviour, positive attitudes to learning or produce good quality work; when they reach number 10, the children are able to select a small prize from the treasure bag. The process is then repeated and children begin their journey up the rocket once more; this is an on-going feature within the classrooms and does not have a time constraint.

Special Awards

- KS1 celebration and Reception praise assemblies take place on a weekly basis. Children from each class are selected to receive a ROAR certificate; this could be awarded for behaviour or excellent work. Teachers choose a child to receive the certificate based on their learning behaviours in relation to the ROAR values (Respect, wOnder, Ambition and Radiance).
- The class with the best weekly attendance have a special attendance poster to display on their classroom door for that week and the golden attendance cup to display in their classroom. If a class obtain 100% attendance they get to have the 100% gorilla!! He will sit inside, and guard the cup for the week!
- Each half term, children from each year group are specially selected by their teachers for the exceptional demonstration of one of the four values. These children are awarded a 'ROAR' certificate in a special parent assembly where only the children that are receiving the awards are invited.
- Every half term, children that have achieved 100% attendance for the whole of the half term are awarded with a special plush toy which has the school motif and a certificate. The plush toys change each half term so that the children have the opportunity and incentive to try and achieve them all.

End of Academic Year Awards

- One child from each year group is selected to receive a prize for outstanding progress in any aspect of their development.
- Children who have achieved 100% attendance for the whole year receive cinema tickets.

This policy should be read in conjunction with the Equal Opportunities, Teaching & Learning, and the Disability & Discrimination policies and Behaviour Policy

N.Dogan, July 2023

Date to be reviewed: July 2026 unless earlier changes are necessary

Appendix 1

The Behaviour Improvement Programme

What is the BIP?

The BIP (Behaviour Improvement Programme) is an intensive program for pupils with serious or persistent behaviour issues.

During the course of the program pupils will be secluded from their peers; either during social times, or in more serious cases for the whole of the school day. If a pupil is on a whole day seclusion program, they will remain in their class but be separated from their peers.

A Behaviour Support Assistant will remain with the pupil throughout the lunch hour. This will be arranged by the class teacher liaising with SLT.

Communication Structure

- Lunchtime Supervisors report inappropriate behaviour to the class teacher.
- TAs report inappropriate behaviour to the class teacher.
- After following the consequences from the behaviour policy and meeting with parents to discuss inappropriate behaviours, class teachers then record any serious or persistent behaviour issues. There are then to report to SLT, the BIP manager and parents if the decision is made to resort to the BIP.
- A meeting is had with the Class Teacher, BIP manager and the Head Teacher. The report will be reviewed and a decision will be made about the logistics of the BIP including staffing etc.
- A meeting is had with the Class Teacher, BIP manager/member of SLT and the parents to inform them of the decision that has been made and the timetable for the week.

Behaviour Support Assistant (BSA)

The Class Teacher, BIP Manager and Headteacher will work together to identify somebody to be identified as the Behaviour Support Assistant (BSA). The person identified needs to be someone who is able to follow the programme very closely. They need to be able to be released for a later or earlier lunchtime as they will be expected to stay with the child through the lunch break.

BSA must liaise with class teacher throughout the week to ensure they know how the week is progressing.

Timetable for BIP

	Activity
Day 1	<p>Pupil to sit in the dining hall for lunch separated from friends – no communication with Behaviour Support Assistant (BSA).</p> <p>After lunch BSA to establish & reinforce the reason the pupil has been put onto the programme (ask the pupil). The child will remain inside, in a designated space with the BSA for the remainder of the lunch break. There will be no communication and no outdoor play.</p>
Day 2	<p>Pupil to sit in dining hall for lunch separated from friends – no communication with BSA.</p> <p>After lunch BSA to establish & reinforce the reason the pupil has been put onto the programme (ask the pupil) and discuss the behaviour with the pupil using Reflection Sheet 1. Pupil must attempt to write their ideas (BSA to annotate writing if necessary).</p> <p>The child will remain inside, in a designated space with the BSA for the remainder of the lunch break. There will be no communication and no outdoor play.</p>
Day 3	<p>Pupil to sit in dining hall for lunch (separate from friends) – no communication with BSA.</p> <p>After lunch BSA to establish & reinforce the reason the pupil has been put onto the programme (ask the pupil), then look at Reflection Sheet 1 from previous day.</p> <p>Pupil to write a letter of apology to the person affected by their behaviour (BSA to annotate if necessary).</p> <p>The child will remain inside in a designated space with the BSA for the remainder of the lunch break. There will be no communication and no outdoor play.</p>
Day 4	<p>Pupil to sit in dining hall for lunch (separate from friends) – no communication with BSA.</p> <p>After lunch BSA to establish & reinforce the reason the pupil has been put onto the programme (ask the pupil). Go outside to identify and discuss appropriate behaviour in the playground whilst observing other pupils.</p>
Day 5	<p>Pupil to sit in dining hall for lunch (separate from friends) – BSA to explain today's activity & set ground rules.</p> <p>After lunch BSA to establish & reinforce the reason the pupil has been put onto the programme (ask the pupil), then allow pupil to join in play on the playground. BSA to supervise the play from a short distance.</p>

Appendix 2

The Behaviour Improvement Programme (Parent/Carer's Guide)

What is the Behaviour Improvement Program?

The Behaviour Improvement Program is an intensive program for pupils with serious or persistent behaviour issues.

During the course of the program pupils will be secluded from their peers; either during social times, or in more serious cases for the whole of the school day. If a pupil is on a whole day seclusion program, they will remain in their class but be separated from their peers.

A BSA (Behaviour Support Assistant) will remain with the pupil throughout the lunch hour.

	Activity
Day 1	The pupil sits in the dining hall for lunch with their BSA. After lunch the BSA establishes & reinforces the reason the pupil has been put onto the programme.
Day 2	The pupil sits in the dining hall for lunch with their BSA. After lunch the BSA establishes & reinforces the reason the pupil has been put onto the programme. The BSA discusses the behaviour with the pupil and they record the pupil's responses using a Reflection Sheet.
Day 3	The pupil sits in the dining hall for lunch with their BSA. After lunch the pupil and BSA look at the Reflection Sheet from the previous day. The pupil writes a letter of apology to the person affected by their behaviour.
Day 4	The pupil sits in the dining hall for lunch with their BSA. After lunch they go outside to identify and discuss appropriate behaviour in the playground whilst observing other pupils.
Day 5	The pupil sits in the dining hall for lunch with their BSA. After lunch the BSA establishes & reinforces the reason the pupil has been put onto the programme, and then takes the pupil to join in with play on the playground. The BSA supervises the play from a short distance.

Appendix 3

Behaviour Improvement Programme

Why are you here?

Why was this wrong?

What should you have done instead?

What will you do next time?