



Behaviour Policy

The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

Signed by Sarah Simmonds & Sarah Coleridge, joint Chair of Governors.

Sarah Simmonds

Date: January 2018

Review Date: This policy will be reviewed as per the review policy set by the governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner)

John Watson School and Wheatley Nursery School

Behaviour for Learning Policy

The following five core principles guide every aspect of our work...

<i>We believe all children and young people have a right to feel safe and secure</i>	<i>We believe everyone should be valued for who they are and know they have a voice and will be listened to</i>	<i>We believe everyone has a right to be included within the wider community on equal terms</i>	<i>We believe learning should be stimulating, challenging and relevant for all</i>	<i>We believe all staff should be ambitious about what they can achieve in their role and be empowered to impact on pupil outcomes</i>
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Rationale

At John Watson and Wheatley Nursery Schools, we seek to create an environment which encourages and reinforces appropriate behaviour both in social and learning situations. We use a combination of strategies to support learners including *The Family Links Nurturing Programme* and *Team Teach* to ensure that we achieve this aim. We adapt the use of strategies from these programmes to provide a personal response to each individual's needs.

Aims

To promote positive attitudes to learning and life, including honesty, tolerance, justice, resilience, courtesy, perseverance and respect for others, regardless of their religious belief, race, culture, gender, abilities or family background

- To promote and maintain an ethos in which all pupils according to their ability:
 - develop self-respect and a sense of personal worth
 - understand that their behaviour is their own responsibility
 - reflect how their own behaviour helps support the understanding of others' feelings
 - respond appropriately to the behaviour of others and view this as their collective responsibility
 - develop respect for their own property and that of others, taking pride in the school
- To create an environment where exemplary behaviour is at the heart of progressive learning
- To ensure that all staff understand that all behaviours are a form of communication
- To set clear and consistent expectations of behaviour throughout both schools
- To promote community cohesion through positive relationships
- To establish strategies to support children and young people who find it difficult to engage in learning opportunities or to behave appropriately

School Leadership

The Senior Leadership team is responsible for Behaviour and Safety across John Watson School and a designated Teacher in Wheatley Nursery School has responsibility for behaviour there. A designated member of SLT is responsible for Team Teach, together they support staff and children and young people in managing their behaviour through

- co-ordinating meetings
- discussions
- modelling of the Nurturing Programme and
- Team Teach principles.

The ultimate aim is for children and young people to learn to manage their own behaviour to the best of their ability. The Pastoral Deputy also monitors and improves behaviours for learning in lessons through learning walks and lesson observations. Planning and differentiation of activities are also monitored as they are key to ensuring good behaviour for learning.

The Curriculum and Learning

Creative, engaging and differentiated lessons and learning opportunities focus children and young people's attention on their learning. Providing appropriate learning environments enhances children and young people's moods and enhances learning experiences. Successful planning and delivery of learning opportunities supports children and young people in developing good behaviours for learning. Positive feedback on learning and behaviour helps to make children and young people feel valued and understand that learning new things can motivate you to try more. EYFS ensure that their curriculum links to Characteristics of Effective Learning.

Behaviour strategies and the development of good behaviour for learning

The learning environment must ensure the children and young people feel secure and at ease. The needs may be different for individual learners and this is reflected within the different classrooms or areas of classrooms across both schools. Having a sound knowledge of each individual is essential for this so teachers can adapt their environment to meet individual needs.

Praise and Behaviour for Learning

Praise is an excellent tool in encouraging and motivating children and young people to participate in activities and to try new things. It communicates to children and young people those attitudes that we would like to see in their social and learning skills and every time we praise something, we reinforce this message to children and young people. 'What we pay attention to is what we get more of'.

It is essential to give praise for the strategies that the student uses to approach a learning activity e.g. 'well done for trying your best to ...'. This type of praise encourages children and young people to try hard and build upon their learning skills.

Children and young people develop a greater resilience when they are praised for their effort and cope better with situations of failure as their attitude will become one of 'try again'. (Dweck 2006 *Mindset: The new psychology of success*).

Attention is likely to be held through active engagement and activities that are *intrinsically* motivating. As the learner progresses they experience a deep sense of satisfaction in their achievements. Consequently, *extrinsic* rewards are used sparingly to encourage a learner to stay on task, as they have limited impact once withdrawn. Precision feedback is one of the most important tools in the teacher's tool kit. Teachers must avoid gender stereotyping and discourage staff from saying 'Good Boy!' or 'Good Girl!' Positive praise (reinforcement) is effective when it is both deserved and informative.

Managing feelings and how this impacts upon behaviour

Nursery, KS1 and KS2 use the Nurturing Programme to support children and young people in understanding their boundaries, how to manage their feelings and how to put things right when they have gone wrong. As children and young people move up through the school, many begin to develop some skills in managing their own behaviour. There is less emphasis on using the Nurturing Programme as a teaching tool, strategies learned are used by children and young people and staff to reinforce appropriate behaviours. In conjunction with this, de-escalation and defusion strategies from Team Teach are used throughout both schools.

Strategies used to support children and young people include:

- Planned ignoring
- Praise of other children nearby
- Showing displeasure through a glance, gesture or expression
- Defusing the situation by humour or affection
- Suggesting a move of place
- Providing subtle support from an adult
- Remind children of rules/expected behaviour
- Changing the pace or activity
- Give choices and consequences
- Suggest voluntary class-based time out

- Impose class based time out
- If appropriate, reminding children on strategies to be used when finding it hard to cope

Our responses provide a **consistent approach** Children and young people know that there will be consequences for negative behaviours explanations and discussion are used to move the student on from the incident. Staff are mindful of ‘trigger’ times for individuals e.g. transition times in the day; lunch times etc. and support children and young people with coping strategies at these times e.g. giving advanced warning of the end of an activity Most instances of negative behaviour are relatively minor and can be adequately dealt with through the strategies listed above.

Where anti-social, disruptive or aggressive behaviour is frequent, these strategies may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or PCAMHS may be necessary.

If pupils do not respond positively to early interventions then a more formal process is followed.

The levels of sanction set out below will apply, discretion will be shown at each level. Sanctions given will be delivered in a manner that is appropriate to each individual

Levels of Sanction

1. Reminder of rules/good and bad choices/ praising other students/ tidy up any mess made
2. Time out / miss 5 minutes of ‘time in’ e.g. break time, sand/water play
3. Missing a longer period of ‘time in’/ Senior leader to speak with individual/ Parents informed
4. Internal exclusion with a member of staff in a safe space/ Senior leader , Head teacher and parents informed/ school based community service
5. In extreme circumstances, possibility of fixed term exclusion

Time Out

- teacher speaks with pupil away from other pupils
- boundaries are re-set
- pupil is asked to reflect on their next action. They are reminded of their previous good conduct/attitude/learning as a model for the desired behaviour
- Pupil is given another opportunity to re-engage with learning
- praise for positive behaviour is given at the earliest opportunity

Staff development and support

All staff on a permanent contract receive Team Teach training and have access to Nurturing Programme resources in their class. Staff with responsibilities for behaviour are available to support staff with queries or concerns they might have regarding specific children and young people or situations.

A member of SMT delivers refresher training to Teachers on Positive Handling Plans (PHPs). This is followed up by individual team meetings where both teaching and non teaching staff can discuss behaviour strategies and make contributions to PHPs.

Positive Handling Plans

Individual risk reduction plans resulting from a risk assessment. These should include a description of the nature of the risk along with preferred risk reduction strategies (including non-physical, those involving touch and, where absolutely necessary, more restrictive restraints.

Seclusion

The use of seclusion will only take place when there is a risk of harm to the child and/or other children. Seclusion incidents will always be reported to the safeguarding governor.

Pupil support systems

Pupils are encouraged to talk to an adult about how they are feeling and to talk through an incident which has occurred. Pupils are always reminded to 'Tell an Adult' if they see something happening that they don't like. As children and young people become more secure in developing coping strategies, they can remove themselves to a quiet part of the classroom/building until they have calmed down. A member of staff will check on them to make sure they are ok and support them in rejoining the class.

Liaison with parents and other agencies

- Parents are offered the opportunity to attend Parent Group meetings. (a series of ten meetings which give guidelines on how to positively manage behaviour). The contents of these workshops run in line with the Nurturing Program's topics covered with the children in class.
- Positive Handling Plans are shared with parents.
- The School Nurse can make referrals to LDCAMHS for young people whom staff and parents feel may need additional support in managing their behaviour.

Managing pupil transition

- In Term 6, all children and young people have a transition day in their new class with their new staff team
- Teachers use part of their PPA time to observe their future children and young people in their current class to see how they behave and work in a secure, familiar setting.
- A member of SMT or the future class teacher may go to observe any children and young people coming from outside the school.
- Teachers are given meeting time to hand over information on their current class children and young people to their future teachers.

Anti-Bullying and Harassment

In order to maintain an environment in which all members of the community can learn safely and securely, please read the additional important statement below:

Neither Bullying nor any form of Harassment will be tolerated at JWS/WN

The following section sets out the JWS/WN approach to addressing the serious issue of bullying and harassment

Please see our separate Anti-Bullying and Harassment policy for more details about our proactive approach to dealing effectively with this matter.

At JWS/WNS we will

- ensure that the school complies with its legal responsibility to have an active Anti-Bullying policy in place which is authorised by the Governing Body and reviewed annually
- raise awareness of the issue of bullying in the school and ensure that the school policy on bullying is made known to all school staff, pupils, parents and governors
- ensure that the intentions laid out in the Anti-Bullying policy are known and consistently implemented by all adults working in the school
- ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying and harassment.
- ensure that there is sufficient and suitable curriculum coverage of the issues around bullying and harassment, through PSHE and the use of the Protective Behaviours strategy
- ensure support for all pupils who are involved in incidents and their families, keeping parents or carers informed of the schools response.
- monitor incidents and be fully informed about the incidence of bullying in school, especially in the case of patterns of bullying or where parents or pupils have shared concerns with school;
- inform governors on the general situation with regard to bullying and to inform them of serious incidents or the

effectiveness of any measures being taken to combat them;

- ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored or thought of as telling tales;
- keep parents/carers informed of incidents of bullying and how they have been dealt with;
- consult with parents, governors, staff and pupils on the school policy and its effectiveness;
- use display materials in class, houses and around the school to create an environment that reinforces an anti-bullying atmosphere;
- plan whole school events (assemblies, performances, school visits) to regularly revisit the themes of celebrating diversity and respect for each other to support the intentions of the anti-bullying policy;
- make clear the systems for playtime and other higher risk areas, This will also include the use of individual risk assessments for pupils, which will identify those who are known to show bullying behaviours;
- use the school council and other children's meetings where pupils can discuss problems that they feel affect them, allowing them to share in discussion and decision-making about appropriate responses to bullying;
- ensure staff complete incident records and where appropriate incident sheets, in order to monitor, inform others and record issues of bullying.

Please refer to Anti-Bullying and Harassment Policy for more information

Link Policies and Documents:

- **Department for Education: 'Behaviour and Discipline in Schools' January 2016 regarding guidance for**
 - Discipline in Schools - teachers' powers
 - Pupils' conduct outside the school gates - teachers' powers
 - confiscation of inappropriate items
 - power to use reasonable force
 - legislative links
 - [Behaviour and Discipline in Schools](#)
- **Linked School Policies and Documents**
 - [Anti - bullying policy](#)
 - [PSHCE Policy](#)
 - [Safeguarding and Child Protection Policy](#)
 - [OASSH draft guidance for Restrictive Physical Interventions](#)
 - Positive Handling Policy - (will be hyperlinked when on website)
 - Positive Handling plans
 - Individual pupil risk assessments