

BEHAVIOUR POLICY

(including Rewards and Sanctions)



This policy applies to all pupils at Norfolk House School, including all pupils in the Early Years Foundation Stage.

Norfolk House School is eager to promote and reward positive behaviour and sets out a clear structure for any inappropriate behaviour which takes place during the school day, at clubs and activities after school or at Breakfast Club or After School Club.

In developing this policy, reference has been made to the DfE non-statutory advice 'Behaviour and Discipline in Schools (2014)'. Reference has also been made to the 'Equality Act (2010)'; including issues related to pupils with special educational needs or disabilities. Individual cases are carefully considered and reasonable adjustments are made for these pupils.

The policy should provide a consistency of approach appropriate to the age of the pupil in order to encourage a positive attitude.

Aims.

- promote good behaviour, self-discipline and respect;
- offer pupils role models on which to base their own behaviour and that of others;
- incorporate good practice for pupil behaviour into our teaching and learning;
- create an environment which helps to prevent instances of bullying;
- enable pupils to complete assigned work in a relaxed, but purposeful atmosphere;
- regulate the conduct of pupils to allow them all opportunities to learn and interact.

Introduction.

At Norfolk House School discipline is maintained by establishing clear and explicit positive ground rules so that pupils have an exact understanding of what is acceptable behaviour. Norfolk House School is a small school with a friendly atmosphere – all the children know each other, the staff know all the children and all the staff contribute to the general maintenance of discipline. We aim to provide a positive attitude towards good behaviour rather than a negative attitude to poor behaviour.

Norfolk House School believes that children flourish best when their personal, social and emotional needs are met in an environment where there are clear, and developmentally age appropriate expectations for their behaviour. Our ultimate aim is to work in partnership with parents to lay foundations upon which children can develop into happy, self-confident and well-adjusted individuals.

Children need to learn to consider the views and feelings, needs and rights of others and the impact their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example where adults demonstrate positive behaviour. The principles that underpin how we achieve positive and considerable behaviour exist within our commitment for promoting personal, social and emotional development.

All children must be treated as individuals and staff are expected to adopt a consistent approach towards managing inappropriate behaviour. This ensures that the children have the security of knowing what constitutes acceptable behaviour and what does not. Therefore, our aim is to provide an environment that will always be conducive and relaxed, where children feel safe and welcome. Sufficient stimulating and challenging activities

should be available to meet the children's individual needs. We support the positive development of children's behaviour and all staff are encouraged to use positive language and behaviours.

Behaviour Management in the Early Years Foundation Stage

The Head of Lower School oversees the behaviour of the pupils in Transition and Reception and applies the policy's guidelines in an appropriate way, mindful of their age and any Special Educational Need or disability.

Within the Early Years Department, our aim to promote positive behaviour is very important and we see children's personal, social and emotional development as a core element of our curriculum. The positive behaviour goals we expect are clearly defined and specific according to the age and development of each child. We recognise that children thrive on recognition, praise and rewards and use these to promote desired behaviours.

Children learn about themselves as they interact with our staff who always act as positive role models. We guide the children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and begin to look at the wider community.

We have high expectations relating to behaviour with developmentally appropriate strategies. These include praising and rewarding positive behaviour; adults modelling positive behaviour; using stories, songs and resources to encourage and support positive behaviour; teaching routines for activities such as tidying up, meal times, story time or dressing for PE or going outside; prompting children to follow our expectations and gradually reducing the prompts.

Hurtful Behaviour and Bullying

We take hurtful behaviour very seriously. We recognise that most children of five and under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This behaviour is not labelled as bullying because for young children hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. However we will act upon any concerns that may be raised. If a child hurts another child, staff will model compassionate behaviours, and encourage the other child to help and learn positive behaviour.

In a positive environment children are generally eager to please, and often they will feel remorseful and will want to apologise if they feel that their behaviour has hurt or disappointed someone. All discipline is geared towards having a positive effect upon a child's development and we are keen to model and promote a culture of positive behaviour to guide young children. For this reason, Norfolk House School Early Years Department does not have such measures as a naughty corner or use the word 'naughty' and we are mindful that it is the child's behaviour that we are addressing not the child him or herself.

Rewards – Promoting Positive Behaviour

Rewards are given by the form teachers and non-teaching staff for all aspects of effort, work, behaviour and manners, thoughtfulness etc. in the form of House points, stamps, stickers and verbal praise, relevant to the age of the child. Various rewards systems also are in place, within include merit charts and separate awards within individual year groups. This may include Class Dojo as a method of rewards which is being trialled in certain year groups and links to the school's values.

Within Lower School (Transition to Year 2) a certificate for the highest House point earner of the week (not in Transition) and a form 'Star of the Week' will be given weekly. The certificate for 'Star of the Week' will be awarded by the form tutor for reasons of excellent behaviour, work or attitude. In addition to these weekly certificates a 'Merit Certificate' may be awarded for a pupil who deserves it for any reason as decided by a member of staff.

When a child's work, behaviour or effort is exceptional, in that it reflects a high level of attainment or effort for a particular child, the class teacher nominates them for a Headmistress' Send Up which represents 10 extra House points. This may take many forms such as an act of kindness to another pupil. In this instance, a personal letter is written to the pupil to celebrate their achievement as well as a meeting with the Headmistress to show

their work and/or discuss their actions. Examples of good behaviour or supreme effort are recognised in the half-termly Celebration Assembly, where certificates are issued and notification shared with the parents in our newsletters.

Examples of Rewards (not in order of value or importance)

Lower School (Transition & Reception)

- Praise
- Giving reward stickers
- Awarding House points (Reception class only)
- Star of the Week certificate
- Top House Point earner of the week certificate (Reception only)
- Presenting certificates appropriate to each child
- Compiling a class reward chart
- Giving a 'High Five' to our youngest children if appropriate
- Giving a 'Thumbs Up' to our youngest children if appropriate
- Clapping or giving a cheer
- A smiling nod to indicate we are pleased
- Telling another adult how proud we are while the child is listening
- Award in half-termly Awards Assembly (Reception class only)
- Headmistress' Send Up'

Lower School (Years 1 & 2)

- Praise
- Giving reward stickers
- Awarding House points
- Star of the Week certificate
- Top House Point earner of the week certificate
- Presenting certificates appropriate to each child
- Compiling a class reward chart
- Collecting stone/marbles in a jar
- Award in half-termly Awards Assembly
- Headmistress' Send Up'

Upper School (Year 3, 4, 5 & 6)

- Praise
- Awarding House points
- Award in half-termly Awards Assembly
- Compiling a class reward chart
- Collecting stone/marbles in a jar
- Headmistress' Send Up'

Sanctions

The Behaviour Policy of the school excludes the use or threat of corporal punishment.

In the first instance and for basic disciplinary procedures, the incident is dealt with by the form teacher – by one or a combination of the following sanctions – verbal reprimand, loss of privileges or a missed playtime. The inappropriate behaviour is always discussed with the pupil and instances of missed playtime reported to the Deputy Head (Pastoral).

In the case of more serious incidents of inappropriate behaviour, pupils in Years 3 to 6 may be issued with a demerit. A warning will first be given to the pupil and, if their behaviour does not improve, a demerit should be

issued. A demerit may also be given outright in situations that demand it and, in such occasions, incidents are always referred to the Deputy Head (Pastoral).

In the instance of a demerit, the pupil should normally be told that their behaviour is unacceptable and given an opportunity to discuss the right path of behaviour. The demerit must be recorded on a demerit slip. The demerit slip will be sent home to be signed by the child's parent or guardian then returned to school. The signed demerit slip will then be given to the Deputy Head (Pastoral) who will keep a record of it. When a demerit is given, the Deputy Head (Pastoral) will liaise with the member of staff who gave the demerit to decide if any further sanctions need to be put in place. Demerits should not be given for work-related misdemeanours.

Repeated poor discipline and more serious matters are dealt with in the first instance by the Deputy Head (Pastoral) or Headmistress and parents are informed. Instances of serious incidents are recorded in a separate log as well as those where fixed term exclusion has been necessary as a result of continuous or one-off breaches of discipline. In exceptional circumstances, permanent exclusion, or discontinuation of the education at Norfolk House School may result. Please refer to the Exclusion Policy for further detail.

Sanctions within Early Years Foundation Stage (including 'Time Out for Thinking')

Staff working within the Early Years Foundation Stage emphasise that it is inappropriate behaviour that is disapproved of and not the child. Consequences are used as appropriate, are immediate and relatively short. Children will always be encouraged to make amends if their behaviour has upset or hurt another person. Often a stern/disapproving look and a reminder is all that is necessary, however if the behaviour is disrupting the class or threatening other children's safety, then removal from the group or activity will be actioned. Consequences are only appropriate as a last resort and the children are given a clear understanding of the consequence that may happen if they continue with the behaviour.

'Time Out for Thinking'

At Norfolk House School Early Years Department, we create space in difficult situations by asking any child engaged in challenging behaviour to sit in 'Time Out for Thinking'. This lasts for no longer than up to one minute for each year of their life (for example, a child of four years of age would have no longer than 4 minutes of 'thinking time'). The idea of the 'Time Out for Thinking' is for the child to reflect on their actions and how they would like to do something different in an age appropriate and developmentally pertinent way. During thinking time, a staff member will calmly talk to the child, providing a secure space for them to talk about their actions and behaviours. At all times, positive language will be used to help the children understand their negative behaviours and encourage positive ones.

Physical Intervention

A member of staff will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. The school will keep a written record of any occasion where physical intervention is used, and parents/carers will be informed on the same day or as soon as is reasonably practicable.

Pupils with Special Educational Needs

Consideration is taken of those pupils with special educational needs and/or disabilities in apportioning sanctions in line with the Equality Act (2010) and reasonable adjustments made as appropriate through discussion with the relevant members of staff and the parents as necessary. Where required, a range of support systems are offered and monitored and liaison may take the form of meetings with agencies as well as parents.

Signed : _____

Mrs Sarah Morris (Headmistress)

Signed : _____

Mr Jonathan Challinor (Chair of Directors)

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Date : _____