

Market Drayton Infant School &  
Nursery

# BEHAVIOUR POLICY

**"An excellent, happy school where  
we all enjoy learning."**

## **1. The Aim of Our Behaviour Policy**

### **1.1 At Market Drayton Infant School and Nursery we aim to:**

- Provide a safe and enabling environment which nurtures the whole child
- Provide enjoyable, exciting and challenging learning opportunities which support each child to achieve his or her full potential, now and for the future
- Value each child as a unique individual, actively at the centre of his or her learning
- Ensure positive relationships between everyone in the school and wider community, based on good communication and mutual respect
- Continuously improve as a learning community, valuing the ideas and contributions of all

### **1.2 Our shared values are:**

- Respect
- Independence
- Good Communication
- Enjoyment

### **1.3 The behaviour policy aims to support these by:**

- enabling the children to learn and develop with minimal interruption;
- enabling our children to take their place in society as responsible people;
- encouraging children to exercise self control and self discipline when confronted with situations that require choices to be made;
- ensuring that parents/guardians/carers have a clear understanding of the expectations of behaviour in our school, as reflected by this Policy Document;
- developing our children's understanding of the value and need for a code of conduct within the school and the rationale upon which it is based;
- having a Behaviour Policy that is fully inclusive

### **1.4 Other important policies**

- This policy needs to be read in conjunction with the 'Good to be Green' behavioural scheme which is at the back of this document.
- The lunchtime Rights and Responsibilities Charter.
- These aims go hand in hand with those listed in the school's Anti-bullying and Equal Opportunities Policies. This policy works hand in hand with the aims of 'Every Child

Matters'; all children have a right to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution

## **2. Code of Conduct at Market Drayton Infant School and Nursery**

**2.1** All members of Market Drayton Infant School and Nursery are asked to:

- show respect and consideration for each other and anyone who comes into school as a visitor or guest;
- be polite;
- show respect for their own and other people's property; equipment; the school building and its environment;
- accept the school/social rules and take responsibility for their actions;
- show a responsible attitude towards their work, behaviour, dress and appearance;
- have an appreciation of the needs of others and show tolerance towards their ideas and beliefs;
- be honest;
- report any incidence of abusive or bullying behaviour so that it can be dealt with as soon as possible.

**2.2** At Market Drayton Infant School and Nursery we will not tolerate any kind of physical violence (including retaliation), persistent teasing, verbal or emotional abuse or any behaviour that is deemed to be bullying.  
Foul or abusive language will not be tolerated.

A breach of this Code of Conduct may lead to action being taken. (See: action to be taken following unacceptable behaviour).

### **3. The means by which the school promotes these shared values**

#### **3.1 Positive Strategies to Encourage Good Behaviour**

At Market Drayton Infant School and Nursery we believe in positive reinforcement of good behaviour and apply the following strategies to encourage it:

- By example;
- By highlighting and rewarding examples of good behaviour;
- Praise;
- Stickers and stamps;
- Certificate of achievement - given for good behaviour, effort in work, kindness or thoughtfulness or any other positive aspect that the teacher wishes to recognise;
- Recognition in good work/behaviour Assemblies;
- Inform parents of Achievement Awards or good behaviour informally through a mention at the end of the day or formally through a certificate sent home or on a written school report;
- Giving privileges or responsibility;
- Through the 'Good to be Green' scheme the children can receive a privilege card for good behaviour which enters them in to a weekly class raffle to win a prize.

#### **3.2 Teaching good behaviour:**

Teachers discuss behavioural expectations with their classes at the beginning of each half term and more often if necessary. The class 'Rights and Responsibilities' (Linking with the Rights Respecting Schools Award) are established at the beginning of the year. The school Rules are displayed around the school and are discussed regularly with the children. Children are acknowledged when they are acknowledged when they are respecting the 'Rights' of others by being responsible citizens so that their importance is constantly reinforced.

Through the SEAL and Citizenship work that the children do throughout the year they have opportunities to explore behavioural issues and how they can develop themselves personally and how to respond in different situations. Adults from outside agencies such

as the police and the local churches will be used where possible to reinforce the promotion of the school's shared values.

For those children who are still learning how to be responsible for their behaviour, within a community, there is a system of warnings and consequences through the 'Good to be Green' scheme. These lead to sanctions that are made explicit and clear to everyone. The staff aim to make correction a positive experience where the appropriate behaviour is clearly stated and asked for. Children are challenged to think of their responsibilities and they will need to accept the previously spelt out consequences of not being responsible for their own behaviour. Alongside the warnings/consequences meted out to children who are not being responsible for their own behaviour, the teachers should make a particular effort to reward and encourage any evidence of good behaviour through the use of the privilege card. It is made clear to all children that, just as when learning a difficult new concept, those children who find it difficult may need some special attention, in this case extra praise when they are behaving well. We understand that for some children the whole school systems for managing behaviour and celebrating success will not be enough and in these cases a more individualised support package will be drawn up. This may include an individual behaviour plan.

Where children are having difficulty in behaving well their parents will be involved in the process early on - their support to any behavioural learning programmes is crucial.

### 3.3 Encouraging behaviour in the playground

- Use praise as much as possible.
- Scan the children and note those behaving well. Praise them. They can be rewarded with stickers which can get them a privilege card once back in the classroom.
- Keep the balance more to praise than criticism by:
  - Smiles and gestures
  - Engaging in enjoyable activities
  - Verbal comments
  - Giving special responsibilities
- Body language is important: see and be seen by:
  - Moving around the playground
  - Move towards trouble spots
  - Move as though you mean business
  - Use your eyes, face and voice (avoid shouting if possible)
  - Give warning looks, frowns etc. as reminders
  - Use hands to signal stop, quiet, walk, etc.

- Pay attention to the organisation of the playground by:
  - Reminding children how to use it
  - Organising quiet play away from noisy etc.
  - Lining children up nearest to their entrances
  - Ensuring blind spots (i.e. around corners of the school) are not used by children to play in.
  
- Involve the children by:
  - Asking them to help devise the rules, link this to rights and responsibilities charter
  - Discuss the rules at intervals
  - Communicate with them at all times
  - Tell them you will deal with bullying etc.
  - Chivvy them along and use humour
  - Always call them by their name
  - Tell them what you expect and insist upon it
  - Year 2 Buddies or the School Council may organise playground activities for younger children
  
- Golden rules:
  - Arrive on the playground at the appointed time
  - Do not run after a child who is not behaving responsibly - make him/her come to you
  - Communicate with teachers/Senior Supervisors/Headteacher on any concerns. If there is an incident at lunchtime which you think needs a yellow or red card, or further action, fill in the Lunchtime Incident Report (see appendix) and hand this to the class teacher.

#### **4. Actions to be taken following unacceptable behaviour**

The exact measures taken following inappropriate or unacceptable behaviour cannot be listed in detail as each incident will be judged taking into account; the seriousness of the incident; whether it is an isolated incident and the previous behaviour of child concerned. At Market Drayton Infant School and Nursery we believe that it is important to have consistency of approach when dealing with unacceptable behaviour and that it follows the guidelines below:

##### **4.1 Behaviour considered to be unacceptable:**

Below is a list of behaviours at an increasing degree of execution. The **GREEN** behaviours are low level behaviours, **BLUE** are an escalation in poor behaviour and **RED** behaviours are at the end of the spectrum.

These colour codes are used when completing the 'Individual Behaviour Frequency Record' (see Appendix). These are only to be used when a child is displaying ongoing poor

behaviour which is impacting on the learning of others. The results of this behaviour frequency assessment will inform the completion of an 'Individual Behaviour Management Plan' where targets are drawn up.

### **Low level - GREEN behaviours**

- Talking
- Swinging on the chair
- Shouting out
- Out of seat
- Distracting other children
- Work avoidance eg. sharpening pencils
- Fidgeting and fiddling
- Being careless with belongings
- Not listening

### **Escalating - BLUE behaviours**

- Continuation of **GREEN** behaviours
- Silly noises
- Being rude/disrespectful
- Answering back
- Teasing other children
- Poor attitude to work/refusal to complete the task
- Disruption of the lesson/learning for others
- Not following instructions
- Inappropriate language

### **High level - RED behaviours**

- Continuation of **BLUE** behaviours
- Total refusal to complete work
- Refusal to do as asked by a member of staff
- Exiting the classroom
- Leaving the school premises
- Throwing equipment
- Hurting another child or adult
- Destroying the environment
- Going under a table and refusing to come out
- Defiant behaviour
- Stealing
- Swearing

## **4.1 Supporting positive behaviour - A Whole School Approach -'Good to be Green'**

- How 'Good to be Green' will be displayed and used:



Each child will have a space on the card holder with 'Good to be Green' card and their name.

#### WARNING CARDS:

If any of the behaviour listed above are observed by a member of staff an initial verbal warning can be given.

This can be followed by two WARNING CARDS



(yellow).

This can lead to a CONSEQUENCE CARD (red) being given.

A child can receive a total of 3 CONSEQUENCE CARDS and move through the hierarchy of consequences.

However if a RED behaviour is displayed, without any prior behaviours, a CONSEQUENCE CARD (red) will be issued immediately - without any prior warning cards.

- Actions linked to CONSEQUENCE cards:

1. Lose 5 minutes playtime
2. Sent to work within another class within the year group for half an hour - or outside another class supervised
3. Head teacher to be called

Parents will be sent a prepared letter once a child receives a second consequence card and beyond. This letter will list the consequences with the heading 'Today your child received ..... consequence cards and as a result the following action was taken' (see appendix). This letter will be sent home for the parents to sign and return the slip to school to be filed in the class SEN file. If the letter is not signed and returned the class

teacher will telephone the parents.

Any work which is not completed in lesson time **MUST** be completed at another time.

At all stages of sanction, once the child has completed their sanction, they should return to the whole class setting as a 'fresh start'.

### Numeracy Lessons

As the children in Year 1 & 2 are set for Numeracy this makes the implementation of these ideas more difficult. Staff will use a prepared class list to record if children are presented with **PRIVILEGE**, **WARNING** or **CONSEQUENCE CARDS** and this will be taken back to the class teacher. The teacher of the Maths class will need to action the **CARDS** as appropriate eg. following up the consequences.

- **PRIVILEGE CARDS**



The **PRIVILEGE CARDS** are to acknowledge and reward good behaviour. These can be given out at the discretion of the teacher to children who consistently keep the rules and set a good example for behaviour or a child trying hard to improve their behaviour.

The child displays the **PRIVILEGE CARD** in the '**GOOD TO BE GREEN**' wallet and is presented with a raffle ticket.

At the end of the day, on a Friday, the class teacher will draw a ticket to decide on the Privilege Winner for the week.

- **Prizes may include:**

- Concrete prizes such as:
- pencils, rubbers, stickers, pencil sharpeners, jotters, rulers

OR

- Time/responsibility or additional play activities such as:
- Play with challenge box at break
- Play with 'Wet Play Games' at break
- Monitor position/Special Helper
- Extra playtime

- The prizes may differ in year groups/settings.

4.2 Other ways to support and deal with behaviour include:

In extreme cases other means to supporting behaviour may include:

Exclusion at lunch time

Involvement of outside agencies such as Behaviour Support Team and/or the Psychological Service. If a child is on the SEN register for behaviour a behaviour plan will be drawn up in association with the SENCO.

Implementation of LA guidelines on temporary or permanent exclusion

## 5. The Role of Parents

At Market Drayton Infant School and Nursery we believe that parents play a vital role in the upholding of values and standards of behaviour within the school community. We ask parents to support any action taken that was considered appropriate at the time and consistent with the terms of the School Behaviour Policy.

If a letter is sent home regarding your child's behaviour to return this signed to the school.

We also ask parents to abide by the guidelines laid down in the Home/school/child agreement i.e.

Attend Parents Evenings;

Inform the school of any occurrences that might affect the happiness of the child in school;

Adhere to the school uniform policy;

Support the school in its attempt to achieve a continuation of good behaviour in the school environment.

## 6. Physical Intervention

### 6.1 Principles of Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or

diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

- Acting in a way that is counter to maintaining good order and discipline at the school
- Injuring another child or adult
- Injuring themselves
- Exposing themselves to danger, including attempting to run out of school
- Damaging property
- Committing a criminal offence

If physical intervention is deemed to be necessary then:

- It should be an exceptional circumstance
- It must be used in ways that maintain the safety and dignity of all concerned
- It should be both reasonable and proportional to the circumstances and be the minimum necessary to avert injury or damage to property. In all cases there should be the minimum use of physical restraint. There should be no unnecessarily rough handling or shaking of the pupil.
- It should be sensitive to the cultural expectations of pupils and their attitude towards physical contact
- It should avoid any contact that might be misinterpreted as sexual
- It should be applied for the shortest period of time

Examples of acceptable forms of physical intervention are:

- A safe holding tactic by which a pupil is restrained until he/she calms down
- Physical removal of a pupil from one place to another
- Removing a weapon or dangerous object from a pupil

## 6.2 Recording Instances of Physical Intervention (Appendix 2)

Often, the head teacher or deputy head teacher or SENCo will have been involved at an early stage in dealing with an incident of extreme behaviour and will have sanctioned the use of physical intervention. If not, a member of staff who has used physical intervention with a pupil must immediately report the incident to the Head or Deputy. The Head or Deputy will ask the member of staff to make a written report on the incident. This should include:

- The name of the pupil and the date of the incident
- The location and time of the incident
- The circumstances and significant factors leading up to the incident
- A description of the pupil's behaviour
- Strategies used to control the behaviour
- The reason for using physical intervention
- A description of the physical intervention used
- Whether the pupil, other pupils, or staff experienced any injury

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**MARKET DRAYTON INFANT & NURSERY SCHOOL**

**Longslow Road, Market Drayton,**

**Shropshire TF9 3BA**

*Headteacher: Mrs. S. Scott*

*Deputy Headteacher: Mrs. K. Simmons*

*Telephone: 01630 652909*

*Fax No. : 01630 656185*

*e.mail: admin@marketdraytoninfants.co.uk*



Date:

Dear

Today your child, ....., received ..... consequence cards.

As a result the following action was taken:

.....  
.....  
.....

In line with the behaviour policy we ask you to please complete and return the reply slip on the bottom of this letter. Thank you for your support.

Yours sincerely

Sam Scott  
Headteacher

.....

I/we confirm that we have received the letter regarding \_\_\_\_\_ (insert name of your child) behaviour in school yesterday.

Comments:

.....

Signed \_\_\_\_\_

# Market Drayton Infant & Nursery School

## Record of Positive Physical Handling or Intervention

PART A - To be completed for all incidents involving unruly or unacceptable behaviour by pupils.  
To be completed as soon as possible and within 24 hours of the incident by person(s) involved in the incident.

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

Incident date/time/place: \_\_\_\_\_

Is there a Behaviour Management Plan in place for the above named pupil? YES / NO

Nature of Incident: Vandalism Physical Control  
(Tick as appropriate)

Bullying	Absconding	Assault	Substance Abuse
Diversion	Non-compliance	Isolation	Serious Disruption
Time Out	Danger to self	Danger to others	Other (please state)

ANTECEDENTS: (events leading up to incident)

BEHAVIOUR: (how did the pupil respond, describe what actually happened)

CONSEQUENCES: (how did the staff intervene, how did the young person respond and how was the situation resolved)

NAMES OF THOSE INVOLVED: (staff and pupils)

NAMES OF WITNESSES: (staff and pupils)

SIGNATURE OF REPORT COMPILER: \_\_\_\_\_ Date: \_\_\_\_\_

(Please turn over)

PART B - To be completed if the use of 'restrictive physical controls has occurred

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(Tick as appropriate)

Verbal advice and support	Negotiation	Reassurance	Humour
Calm talking/stance	Contingent touch	Time out directed	Time out offered
Choices/limits/consequences	Transfer adult	Distraction (likes etc)	Success reminder
Planned ignoring	Others (please specify)		

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(Tick the appropriate box below)

To prevent/interrupt:

- A criminal offence
- Injury to pupil/staff/others
- Serious damage to property
- Disruptive behaviour
- Pupil absconding
- Others (please specify)

NATURE OF PHYSICAL CONTROLS USED: (include estimate of duration of use of physical controls)

(Please tick appropriate box)

<input type="checkbox"/> Holding arm/hand	<input type="checkbox"/> Guiding by shoulders	<input type="checkbox"/> Standing	<input type="checkbox"/> Sitting
<input type="checkbox"/> Kneeling	<input type="checkbox"/> Prone	<input type="checkbox"/> Other (specify)	

Duration \_\_\_\_\_

RESPONSE AND VIEW OF THE PUPIL: (this field must be completed)

DETAILS OF ANY RESULTING INJURY: (Injury to whom and action taken as a result, e.g. first aid, medical treatment)

ANY OTHER RELEVANT INFORMATION:

Parents MUST be notified:    Face to face                      By telephone                      In writing

NAME OF SENIOR PERSON NOTIFIED:

TIME/DATE:

HEAD TEACHER'S COMMENTS:

SIGNATURE OF HEADTEACHER: \_\_\_\_\_ TIME/DATE: \_\_\_\_\_

Place a copy in the pupil's file and a copy to Headteacher.