



Tennyson Road Infant School

Highfield Road, Rushden, Northants, NN10 9QD

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www.tennysonroadinfants.org.uk

BEHAVIOUR POLICY

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads: Miss Hall and Mrs Hilbourne.

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1. INTRODUCTION

We expect high standards of behaviour from all our children. This is reflected in our Behaviour Policy, which acknowledges good behaviour and provides a structured system for responding to inappropriate behaviour. Our Code of Conduct and our Class Charter reflect our rights respecting approach (Unicef Charter of Children's Rights)

At Tennyson Road Infant School, all children, parents, carers, staff and visitors will treat each other in a fair and equal way.

2. WE WILL BE READY, RESPECTFUL AND SAFE

We will:

- Be good listeners
- Speak respectfully
- Follow instructions
- Work hard
- Look after things
- Be safe

3. HOUSEPOINTS

The House point system is an award system to enable good behaviour to be recognised and rewarded. House points will be awarded in Friday Assembly.

4. INAPPROPRIATE BEHAVIOUR AND SANCTIONS

Behaviour that breaks our Code of Conduct is considered inappropriate.

Response to inappropriate behaviour will be as follows;
 Children who behave inappropriately will initially receive warnings.

These will lead to

- loss of privileges,
- being required to write letters of apology/drawing a 'sorry' picture
- talking about 'what I should have been doing'

5. SERIOUS OR PERSISTENT INAPPROPRIATE BEHAVIOUR

Children whose behaviour is more serious, e.g bullying, violence, disrespect to adults, racist incidents, may be placed on report. The report system provides for a child to be monitored in both lesson and unstructured time for a week. Smiley face 'charts' are in each classroom.

6. EXCLUSION

Pupils whose behaviour causes persistent disruption or whose behaviour is a risk to the safety of themselves or others, may be given a fixed term exclusion. Pupils who have committed the same inappropriate behaviour within one month may be given a two day fixed term exclusion.

Where a child is excluded, a meeting with the parents and child should take place on the morning of the child's return. At that meeting, expectations of the child should be made clear. The child may also be asked to sign a Behaviour Contract. Where a child's behaviour presents a serious risk to the health and safety of self and/or other members of the school community, the Headteacher may decide to permanently exclude the child.

7. BEHAVIOUR CONTRACT

This contract between the school and the child is a statement, signed by child and Headteacher, in which the child agrees to abide by the Code of Conduct and recognises that failure to do so may result in further exclusion. Only the Headteacher can exclude a child, see e.g. The Offensive Weapons Policy.

8. PARENTAL INVOLVEMENT

Where there are concerns about a child's behaviour, parents should be involved. This can be through telephone calls, letters home (See appendix) or meetings with parents.

9. RECORDING SERIOUS INAPPROPRIATE BEHAVIOUR

Records of bullying, racism and other serious inappropriate behaviour will be kept electronically on the CPOMS system, and are overseen by the senior teacher responsible for pastoral care. Where appropriate, such incidents will be reported to the LA.

10. GUIDELINES ON BEHAVIOUR

The guidelines below provide strategies for the support and development of positive behaviour. They outline inappropriate behaviours and appropriate, effective responses.

Behaviour	Strategies	
<ul style="list-style-type: none"> ▸ To prevent behaviour problems from occurring. 	<ul style="list-style-type: none"> ▸ Good classroom organisation. ▸ Clear instructions ▸ Being aware of situations and taking action e.g. asking a child to do a job, spending 1:1 time during assembly etc. 	
<ul style="list-style-type: none"> ▸ Interrupting work time through aggravating behaviour e.g. wandering about; calling out ▸ Pushing in the line 	<ul style="list-style-type: none"> ▸ Reminders ▸ Non-verbal gestures (frown; surprised look etc.) ▸ Eye contact ▸ Change of seating 	
<ul style="list-style-type: none"> ▸ Continued interruption of work time ▸ Not following instructions ▸ Verbal/non-verbal gestures 	<ul style="list-style-type: none"> ▸ Complete unfinished work during playtime or at home ▸ Being made aware of actions and apologise ▸ Limited time out, in class ▸ 'Time in' with an adult 	

<ul style="list-style-type: none"> ▸ Harming others (e.g. by name calling) ▸ Damaging property by e.g. deliberately throwing object ▸ Repeated refusal to follow instructions ▸ Swearing 	<ul style="list-style-type: none"> ▸ Use time outside work time to hear both sides of the story ▸ Explain seriousness of incident ▸ Reference to the Code of Conduct 	
<ul style="list-style-type: none"> ▸ Intentional harm to others and/or property by e.g. fighting, bullying;vandalism;throwing dangerous objects ▸ Stealing ▸ Persistent (less serious) incidents over time 	<ul style="list-style-type: none"> ▸ Remove self and others from situation ▸ Ensure incident is recorded on CPOMS ▸ Involvement of other adults e.g. SLT, SEN ▸ Social Skills Training ▸ Playground buddy ▸ PSP (Pastoral Support Plan) 	<ul style="list-style-type: none"> ▸ Trigger, contact parents
<ul style="list-style-type: none"> ▸ Violent or dangerous behaviour ▸ Verbal abuse or physical abuse to staff ▸ Running out of school 	<ul style="list-style-type: none"> ▸ Remove self and others from the situation ▸ Immediately report to the Headteacher 	<ul style="list-style-type: none"> ▸ Trigger, contact parents

11. PROCEDURES FOR RESPONDING TO INAPPROPRIATE BEHAVIOUR

The following provide guidance on how to respond to children whose behaviour is inappropriate.

Procedures
<ul style="list-style-type: none"> ▸ Praise children who are doing the right thing ▸ Use positive praise when child is applying independent behaviour management ▸ Reward e.g. give House Points
Lesson Time and Break Time
<ul style="list-style-type: none"> ▸ Remind children to be Ready, Respectful and safe ▸ Warning ▸ Withdraw privileges ▸ Require pupil to write Sorry Letter/Draw sorry picture and discuss “what I should have been doing” ▸ Place child on ‘Smiley face’ chart and contact parents
At all times
<ul style="list-style-type: none"> ▸ Serious violence, extreme disobedience, actual abuse, serious bullying – will result in child being placed on chart and immediate contact with parents.
Lunch
<ul style="list-style-type: none"> ▸ 1st offence – verbal warning ▸ Send in for 10 minutes to discuss “what I should have been doing” with Senior Teacher ▸ Re-offending or refusing – sent to Head/Senior Teacher ▸ Repeated offence – remove for a period of time i.e one or more lunchtimes ▸ Continued Offences – inform parents ▸ Re-offending over a period of time – Parents asked to meet to review school rules and sign contract of behaviour or asked to take child out of school at lunchtimes. ▸ Continued offences – temporary exclusion

12. ORGANISATION AT PLAYTIME AND LUNCHTIME

- It is important that there is consistency and boundaries are reinforced by all adults.
- Incidents should be managed calmly as they arise by the adult involved and not be taken into the following work sessionnew start etc.
- If the children know that we are giving out the same message, it is more likely that they will follow the rules.

- Serious incidents at lunchtime should be referred to the Senior Teacher.
- If a teacher needs to keep a child or group into the lunchtime, the teacher must supervise them and ensure they have their lunch.
- During lunchtime, children should ask permission to go into the building and should be given a permission card. They should not be given permission to be in a classroom unsupervised. If a child needs to be in for a medical reason this should be cleared with the Senior Teacher. Children needing the toilet should use the toilets opposite red class.

13. PERMISSION AND SUPERVISION

Children must have permission from an adult to leave a classroom for any reason. It is important that all adults challenge any child who is not in their classroom during lesson time and any child who is not outside during break or lunch time.

13.1 Toilet

Children should be reminded to go during break and lunch time. If a child needs to go during lesson time, they must be given permission.

13.2 Break Time

Children should not be in the building during break. Children must be supervised in cloakroom areas at the beginning and end of break and at the end of the day. If a child needs to enter the building during break, they must be given permission by a member of staff.

13.3 Lunch Time

Children should ask permission to go into the building. They should not be given permission to be in a classroom unsupervised. If a child needs to be in for a medical reason this should be cleared with the Senior Teacher. Children needing the toilet should use the toilets opposite red class.

14. SPECIFIC INAPPROPRIATE BEHAVIOURS AND AGREED RESPONSES

Inappropriate behaviours identified are:

- Refusing to do what is asked by a member of staff
- Pulling faces at a member of staff
- Using insulting language to staff and other pupils
- Making derogatory comments or gestures
- Using threatening behaviour
- Physical assault
- Damaging school property
- Damaging the property of others
- Questioning adult authority

The consequences are listed in order of implementation

- Letter of apology/'sorry' picture – appropriately written/drawn during break time, or at home if the behaviour problem is during the last lesson of the day.
- Letter to parents reminding them of the Code/Conduct and Home-School Agreement and asking them to support the school. Possibly asking that the child writes a letter of apology or that the parents meet with the class teacher.
- Internal exclusion and missed break in order to complete work. Loss of privileges as appropriate.
- Meeting with parents to draw up a Pastoral Support Plan.
- Temporary Exclusion.
- Permanent Exclusion.

N.B. ASSAULT ON A MEMBER OF STAFF WIL RESULT IN EXCLUSION.

15. HOME SCHOOL AGREEMENT

The school will do its best to:

- Provide an environment which has been risk assessed in response to the COVID-19 infection;
- Adhere to the social distancing rules as set out by the government as much as we reasonably can. Please note we cannot expect all children to socially distance;
- Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs;
- Contact parents/carers if your child displays symptoms of COVID-19;
- Inform you if staff or children in your child's 'bubble' show symptoms of COVID-19 as this will mean you will all need to self-isolate for at least 14 days or until the test comes back negative;
- Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlines in this agreement;
- Communicate between home and school through notices, newsletters, schools Facebook page, email and the school website.

To help my child at school, I know and understand that:

- If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone;
- If my child, or another child in the group, shows symptoms of COVID-19 at school, I will collect my child from school immediately;
- On my commute, and when dropping my child off and picking them up, I will adhere to the 2 metre social distancing rules.
- When dropping off and picking up, I will strictly stick to the school timings for my child;
- My child must not bring any items into school with them or take items home from school;
- My child will have their temperature taken during the day if they feel or present as being unwell
- I will need to remind my child about social distancing rules but accept they are difficult to follow and that my child may not always do this successfully
- My child will need to use good respiratory and hand hygiene;
- I will not be allowed into the school without a pre-arranged appointment – make appointments via telephone or email;
- I need to support all staff in their efforts to create an 'as safe as possible' environment during this crisis;
- Read all letters/app messages/emails that are sent home;
- I need to inform the school immediately of any changes to parents/carer and emergency contacts details.
- Encourage my child to make good choices and behave safely at all times

I will do my best to:

- Adhere to the social distancing rules in class and in the playground;
- Tell an adult if I feel unwell;
- Not bring things into school from home, or take things home from school;
- Only use the equipment provided to me by school and no other;
- Not mix with any other children in the school who are not in my class bubble group;
- Only enter and exit the school building from the designated gate at the allocated times;
- Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);
- Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser;
- Only use public transport if absolutely necessary and ensure I socially distance and wear a face covering, if I do;
- Behave well at all times to maintain the safety of myself and others;
- Follow these expectations, make good choices and behave safely at all times.

Signed on behalf of the school C. Hall 01/09/2020

Signed by parent/carer.....
Date.....

Signed by child.....
Date.....

School

Tennyson Road Infant School

Parent

Parent/Carer.....

Child

Child's name..... Class.....

REVIEW AND UPDATE

Reviewed: February 2022

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mr M Kendall

Review date: February 2023