Biscovey Nursery & Infants' Academy
Behaviour and Achievement Policy

Aim of the School:
At Biscovey Infants' our aim is to promote a fully inclusive partnership (staff, parents and child) where there is true equality of opportunity in all aspects of life-long learning.

In order to achieve our aim, we will raise:

- Self-esteem and wellbeing;
- Academic achievement;
- Awareness of personal responsibility and behaviour for learning;
- An appreciation and understanding of difference, developing compassion and respect for other people.

Behaviour and Achievement
Our intention is to encourage all pupils to make the best of themselves, by empowering our pupils to be responsible and use their individual talents to the full, whatever they may be. We expect pupils to take a pride in their work, their personal appearance and their school. By displaying the proper consideration to our pupils, we anticipate that they will learn consideration for others and develop a sense of responsibility and achieve high standards.

Code of Behaviour
Our expectations are that all pupils will:

- Always be polite, listen carefully, be responsible and considerate to each other, to staff and any visitors.
- Look after and care for our school and equipment.
- Produce work to the best of their ability.
- Promote the good name of the school and feel secure as a valued member of a team.
- Take full advantage of the opportunities to learn.
- Be punctual and walk quietly around the buildings and grounds.
- Always be kind and helpful to each other, keep our hands and feet to ourselves.
- Always use kind words.
- Always wear the correct school uniform.
- Respect themselves and other people as we are all special.

Always show **RESPECT:**
Respect yourself and others.
Everyone matters.
Speak politely to all.
Persevere.
Enjoy your learning.
Can you make someone Smile today?
Take pride in everything you do.

Rewards and Sanctions

We believe that rewards are more effective than sanctions in promoting good behaviour and high achievement. We try to make the sanction reflect the nature of the unacceptable behaviour. We ensure that the children know exactly what unacceptable behaviour they have displayed and why the sanction is taking place. We will support them to develop strategies to adapt their behaviour positively.



Rainbow Chart

Rewards

- All children will start on purple at the beginning of the Rainbow every day ensuring a fresh start daily.
- They will move their names up the rainbow colours for displaying positive behaviours for learning, with the aim to reach the red.
- When they reach Blue/Green verbal praise will be given and positive behaviour reinforced by adults in class.
- When they reach Orange/Yellow they will receive a sticker and positive behaviour reinforced from adults in class.
- When they reach Red they will receive a Rainbow Reward card to take home.
- If they reach the Sun, a postcard will be posted home. This needs to be for an amazing piece of work, act of kindness, something above and beyond. Pupils will be asked to stand up in the achievement assembly on Friday to receive a clap alongside the other children in the school who have reached the sun that week for a collective round of applause from the whole school.

Consequences

- For low level disruption adults will give a verbal warning and reminder of positive behaviour expectations.
- If a second warning is given your child will be asked to move their name card to the thinking cloud. They will be given thinking time on how they can turn their behaviour around.
- If the negative behaviour continues they will move their name to the raindrop and thinking time will be again given (with adult support). They may be asked to work in another classroom for a short period of time.
- If negative behaviour continues they will move their name to the rain puddle and miss break time/lunchtime play. The behaviour will be logged onto the pupil's profile on Arbor and the behaviour will be discussed with a parent.
- At each step the adults will be looking to move the child's name back up the Rainbow chart for showing positive behaviour.

Every child will have the opportunity to turn their behaviour around. Children will have the opportunity to choose their path for the day.

Each week, at the Achievement Assembly, we celebrate the success of individuals or groups who have worked particularly hard. Certificates are awarded to these children.

Daily rewards

In class rewards for good work/perseverance/trying our best/team work/acts of kindness etc.
Verbal praise daily.
Stickers daily.
Postcards home for reaching the sun.

If all the class remain on the rainbow for the day the class will earn 5 minutes reward time. A class can earn up to 25 minutes a week, an activity of choice can be chosen for reward time eg extra playtime, choosing activities, watching a film. Reward time can be banked to so that the class could have a reward afternoon or even a day for a special visit or activity chosen by the class.

Sanctions

The Code of Behaviour provides the framework required to maintain a secure and stable learning environment at all times.

Pupils, staff and parents should clearly understand the consequences of pupils breaking the Code of Behaviour.
There are a range of sanctions that may be invoked if the Code of Behaviour is broken.

- Child receives a verbal warning to remind them of behaviour expectations.
- Child will be given 2nd warning and move their name to the thinking cloud for "thinking time". They will be asked to sit and think about their behaviour and what they can do to turn their behaviour around in the classroom. An adult with the child will discuss the behaviour and how to turn it around. This will be time limited, with the teacher deciding when the child is ready to return and learn. Teachers will all use the phrase "thinking time".
- This "thinking time" can be repeated.
- If behaviour persists then the child will move their name to the rain drop for 'thinking time' and may be asked to work in another classroom.
- If behaviour still persists then the child will move their name to the rain puddle and miss break time/lunch time play. This will be logged onto the pupil's profile on Arbor and parents will be informed.
- Parents may be required to see the class teacher if the behaviour continues.
- If a child shows a serious breach of the Behaviour Code they will automatically move their name to the rain puddle on the class behaviour chart and parents will be informed.
- A letter or phone call home to inform parents of the behaviour displayed.
- If these behaviours become consistent/ongoing, an Individual Behaviour Plan may then be agreed alongside the SENco and class teacher, implemented and reviewed.
- Fixed term exclusion – this can only be authorised by the Head of School following consultation with the strategic partner and Aspire Inclusion team.
- Permanent exclusion – this can only be authorised by the Head of School following consultation with the strategic partner and Aspire Inclusion team.
- If a child has moved their name to the thinking cloud, raindrop or puddle they can turn their behaviour around and show positive behaviours resulting in them moving their name back up the Rainbow chart.

Every child will have the opportunity to turn their behaviour around. Children will have the opportunity to choose their path for the day.

Serious offences will be discussed with the teacher, Head of School and the child's parent(s). The school has high expectations with regard to behaviour and will not fail to act in the case of serious breaches of the Behaviour Code. There is always the possibility that a serious breach of the Behaviour Code could result in fixed term or permanent exclusion. Parents will always be consulted over behaviour issues, as it is they who are the child's first and enduring teachers. As parents you play a crucial role in helping your child learn. Children achieve more when schools and parents work together.

Behaviour Plans

Individual Behaviour Plans are for children who show behaviour which is beyond that which can be managed by our Behaviour Policy alone. This will be written with the SENCo, class teacher, parents and child and will most likely be based on the Trauma Informed Schools principles.

Trauma Informed Schools – TIS

Members of staff are fully trained in the principles of TIS, and all staff have had initial TIS training. TIS is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Trauma Informed Schools draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults, understand children's behaviour as communication. It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development.

If children have been emotionally thrown off track, either temporarily or over longer periods, TIS helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

Children who have been recognised as needing an Individual Behaviour Plan will go through a comprehensive snapshot, a TIS assessment tool. A report will be produced which will show all relevant members of staff the areas of emotional development that child needs help with. This report will also give practical steps to support this, and will feed into the Individual Behaviour Plan. TIS is a strategy we will also use with children we feel are in need of emotional development even though their classroom behaviour may not be an issue.

Lunchtime and playtime rewards

At lunchtime and playtime the whole school expectations are modified slightly to reflect the different situation and are:

1. We listen carefully and follow adult instructions.
2. We co-operate and behave in a safe manner.
3. We are kind and helpful towards each other.
4. We seek adult help when we need it.

The school has special praise cards, which will be given out by the lunchtime supervisors to children exhibiting the above behaviours. Lunchtime supervisors will give good descriptive feedback to the child as to the positive behaviours being rewarded, thereby reinforcing the desired behaviours. Supervisors try, over time, to ensure that all children earn a praise card and encouragement is given at the start of playtime to all children who are reminded of the behaviour code.

Sanctions

Any child who deliberately hurts another child or who is playing dangerously (e.g. throwing stones, pushing/hurting others) will be sent to see their class teacher and their behaviour will be logged by the lunchtime supervisor dealing with the incident. Children who are repeatedly annoying other children will spend time in 'walk and talk time' with the lunchtime supervisor (this is not a punishment but a time to think and reflect about behaviour expectations) The class teacher will be informed of any negative behaviour, injuries or problems that may occur at the end of lunchtime.

Restraint

The school is aware of the need to have staff who are trained in appropriate restraint procedures when a child is displaying behaviours that may harm themselves or others. Staff are trained through the Local Education Authorities' Team Teach Programme. Trained staff may hold a child for a short period of time to keep them or others safe. This will be followed by a debriefing process with the adult and child as to why holding was necessary and parents will be informed via a phone call and letter home.

Uniform



School Uniform

The school colours are burgundy and gold and we encourage all children to wear the school uniform detailed below:

Sweatshirt	Burgundy round neck with School crest
Polo shirt	Gold with school crest
Shorts	Grey or black
Trousers	Grey or black
Skirts/pinafore dress	Grey or black
Summer dress	Red and white checked
Tights/socks	Grey or white

P.E. Kit

Trainers (not plimsolls) are required from Nursery age for outside activities. It is Cornwall Council Policy that children have bare feet when taking part in indoor P.E.

P.E. shorts	Burgundy
T-shirt	White (with school crest)

School uniform is available to buy online through Tesco Embroidery Service
https://www.tesco.com/direct/ues/
We sometimes have second hand uniform which is available from the school office.
Book folders and P.E, bags are available from the school office.

PLEASE ENSURE THAT ALL CLOTHING IS NAMED. THE SCHOOL CANNOT TAKE RESPONSIBILITY FOR ANY MISSING ITEMS OF CLOTHING.

Our children come to school very smartly dressed, so please continue to encourage them to take pride in their school and particularly themselves. If your child is unable to wear the school uniform for whatever reason, please discuss with the class teacher. Jeans, track suits, flip flops or fashion shoes and clothing are not suitable.

Bullying

We believe it is a basic entitlement of all pupils at Biscovey Infants' to receive an education free from humiliation, oppression and abuse. Parents should feel entitled to feel confident that their children will be protected from bullying at school (see separate Anti-Bullying Policy, Aspire Website)

It is very important that all parents/adults on the school site behave appropriately. Any concerns or worries should be shared with the staff and not with individual pupils/parents or on social media.

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