



BEHAVIOUR POLICY

This policy was approved by the Local Governing Body on:-	2018
The policy owner is:	Heather Avenue Infant School
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	2019/20
Policy Version:	V1.1 (2017)
Signed by the Chair of the Local Governing Body:-	Mrs Ruth Lilley
Ratified by the Board of Trustees	03.07.17
Signed by the Chair of Trustee Board	Mr John Smith

1. Philosophy

Heather Avenue Infant School promotes the values of mutual respect, self-discipline and social responsibility.

Children's behaviour is central to the learning process and is an intrinsic element of education.

We aim to provide a positive atmosphere and environment, where children feel safe and are able to achieve their full potential, in all areas of development.

2. School Ethos

The adults involved in the children's lives at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- Manage all areas, in which children operate effectively, considering the layout of furniture and resources, to provide an atmosphere conducive to on task behaviour.
- Make shared areas and classrooms as attractive and welcoming as possible.
- Show an appropriate, caring attitude to all children.
- Foster relationships with children in which they feel confident enough to confide in staff.
- Promote honesty and courtesy through example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect, and understanding of the needs of others.
- Ensure fair treatment for all including all those with "protected characteristics" as identified in our Equality Statement.
- Take complaints seriously.
- Treat unacceptable behaviour appropriately.
- Remind the children that they are ambassadors for the school at all times and should act and dress accordingly.

We use the Golden Rules to incorporate the above.

3. Expectations of Behaviour

In seeking to define acceptable standards of behaviour, there is an expectation that all children aim to follow the six Golden Rules.

Rules for Behaviour

The positive behaviour approach stresses the need for individuals to be responsible for their own behaviour, given their needs and the needs of those around them.

We have adopted the use of the Golden Rules throughout the school.

There are six specific Golden Rules:

- Do be gentle.
- Do be kind and helpful.
- Do work hard.
- Do listen to people.

- Do look after property.
- Do be honest.

Each class teacher will discuss the Golden Rules, and will illustrate them with the children at an appropriate level. The rules are displayed in the classrooms and the canteen.

During class time, at playtime and dinnertime the children will follow the Golden Rule system under the supervision of staff. Staff will give verbal warnings as well as 5 minutes time out (for reflection). Staff will always explain to the child why they have received a verbal warning/time out and spend some time discussing the right choice (in line with our Golden Rules) that could have been made. Staff at playtime and lunchtime will then inform the class teacher of the circumstances that led to the issue of a verbal warning/time out and the children will be moved as appropriate on the class Behaviour board.

If an incident of **rough play** is reported at either mid-morning play or lunch time, then the incident will be recorded in the head teacher's briefing book. The pupil will have 5 minutes' time out. If rough play incidents are recorded, guardians will be spoken to about the rough play behaviours being observed.

4. The Curriculum and Learning

- Classroom management and teaching methods have an important influence on children's behaviour.
- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop skills, knowledge, and understanding, which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work.
- Positive reinforcement is used to remind the children of the Golden Rules.

5. Classroom Management

The Golden Rules are based on the principles of movement, safety, speaking, and respect for people and property. The rules tell the children what behaviour is expected, and what values are important, in a positive way.

Each class has a "Golden Rule Board". These are attractive displays as they show photographs of all the children in the class. On the Golden Rule Board there are also four other pictures: a star, a sun, a cloud with a sun, and a sad cloud, (rain and a cloud with a sad face). The photos of the children are placed round the sun at the beginning of each day for all children.

Children are encouraged to keep to the Golden Rules, and are given special Golden passes for lunch-time, certificates, stickers or team points as appropriate. If they have shown particularly good behaviour they may move to the star on the class board.

Golden Rule Sanctions

Children receive verbal warnings, at the discretion of the class teacher based on the developmental needs of the child, if they break a Golden Rule. If they continue to break a Golden rule; they will have their photo moved from the sun to the 'cloud with a sun' and then the 'sad cloud'. Movement to the 'sad cloud' will also result in the child having 5 minutes 'Time out' at an appropriate time.

All children's photos will return to the sun at the end of the day ready for a new start on the next day.

Depending on the age and maturity of the child, children identify, or are told, the Golden Rule that they have broken, and are encouraged to choose to change their behaviour.

If necessary children's parents are informed at the end of each day if their child has been moved to the sad cloud and missed some of their busy time.

Golden Time

Golden Time is a special time, where children can choose what they want to do for Ten minutes. Popular choices have included dancing, extra play, co-operative games, drawing, colouring, construction kits and playing with wet play toys.

Sanctions

Sanctions are sometimes needed to register the disapproval of unacceptable behaviour, and to protect the safety, security and stability of the school community. It is important that children understand that it is the behaviour that has a consequence and that he/she is still valued.

It must be made clear why the sanction is being applied and what changes in behaviour are needed to avoid future sanctions.

In addition to the Golden Rule system the following are some examples of sanctions that may be used at the discretion of the teacher.

- Use of a five-minute timer to encourage children to remain on task or to conform to a behaviour pattern, such as sitting on the carpet or speeding up getting ready for P.E.
- Removing shoes if kicking. If kicking occurs during play time or lunchtime children are sent indoors. They sit outside the staff-room for time out (5 minutes) on a safe spot and the child is asked to remove his/her own shoes.
- Behaviour/Communication Books- which display sad, straight or happy faces are given -again a certain number results in particular sanctions e.g. missing playtime or a visit to the head teacher.
- Time out.
- Being sent to a different class for a specific period of time.
- Mediation by way of the Restorative Approach is used consistently by all members of staff. See appendix A

Praise is demonstrated by a variety of the following:

- Words of approval.

- Stickers.
- Individual certificates – children receive certificates in the Friday assembly, where they are congratulated in front of the whole school.
- Whole class certificates.
- Letting better behaved rows or groups go first, or giving points to the best row or group.
- Happy faces.
- Team points.
- Golden Passes.
- Effort charts- e.g. reading or attendance.
- Good Work.
- Use of stamps
- Visits to other classes/head teacher for praise
- Small prize (usually the result of competition)

Team Points

There are four teams in the school. These are Oak (yellow), Willow, (blue) Silver Birch (white) and Scot's Pine (purple). All children in the school are in one of the teams. The teams consist of a mixed year group of boys and girls.

Team points are awarded for good work, good behaviour, or for following the Golden Rules. Each class teacher collects the points for their own class. Points are collected on a Wednesday each week.

Every Friday the children are told the number of points that each team has earned during the week, and points are added to the totals on the scoreboard in the hall. The team point cup can be found in the main corridor. Each term the winning team's coloured ribbon is tied to the cup.

Noise

Noise can be controlled by:

- **Hand up signal for silence** (this is our favoured method)
- "Freeze/ Stop"
- Ring a chime/bell.
- Clapping rhythms for the children to clap back.
- Hand movements for the children to copy.
- A rhyme for the children to join in and do the actions.
- Countdown.
- Use of singing known rhymes
- Different volumes of speech
- Calming music

The above are not exhaustive lists, but clearly demonstrate the kind of classroom management that is appropriate.

6. Bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Main Types of Bullying

1. Physical, (e.g. hitting, kicking, theft)
2. Verbal (e.g. name calling, racist remarks, threatening violence)
3. Indirect, (e.g. spreading rumours, excluding someone from social groups).
4. Cyber bullying (E-mails and text messages)

All reports of bullying, including racial and sexual, will be treated seriously.

Signs of Bullying:

- Being easily upset.
- Not wanting to play.
- Having frequent illness.
- Being reluctant to come to school.
- Deterioration in schoolwork.
- Becoming withdrawn.
- Refusing to say what's wrong.

If bullying is witnessed, or reported by staff, children, or guardians, **action** should be taken as follows:

- Listen to all accounts of the incident by all parties concerned.
- Invite all parties to express their views and wishes.
- Negotiate and agree behaviour expectations with all parties if possible.
- Notice and reinforce acceptable behaviour.
- Set the limits of unacceptable behaviour.
- If unacceptable behaviour continues, apply sanctions, such as those outlined in the section of this policy entitled "classroom management".
- The head teacher, SEN Co-ordinator and Senior Designated professional should be informed of all instances of bullying.
- The head teacher will involve the guardians of both victims and perpetrators at an early stage.
- The SEN Co-ordinator will support the class teacher in formulating Learning Plans and will involve the external agencies if appropriate.
- Contracts of behaviour may be formed, involving children, guardians and staff, if bullying persists.
- Where contracts are not adhered to children may be excluded from school for lunchtimes.
- Persistent bullying will result in fixed term exclusion.
- Refer to Equalities Statement if needed, to ensure completion of appropriate proforma.
- If there is no improvement, and bullying continues to be a threat to the safety or well-being of others in the school, then long-term exclusion will be considered, and in appropriate circumstances, applied.

- Where serious violence is involved perpetrators will be permanently excluded.
- All incidents of bullying should be recorded on a "class behaviour record sheet" and are included in the Daily Briefing book/notes
- The Head teacher will keep a record of all cases referred to her in a "School Bullying Book"
- Incidents of bullying that occur during playtimes and lunchtimes are recorded by the member of staff who observed the bullying in a bullying book kept in the medical room. The person recording the incident should also inform the class teacher.
- All children are taught this is a "Telling school" and would inform their class teacher in the first instance or other supervising adult.
- We annually complete an anti-bullying charter signed by governors, teachers and school council.
- Rules are prominently displayed in school.
- School is actively involved in anti-bullying week.
- SEAL resources including Family SEAL events (which are National resources that cover Social, Emotional Aspects of Learning) are used to support this area of the curriculum.

7. Exclusions

There are a number of situations in which the exclusion route will be followed.

- **Bullying**
The procedures to be followed are clearly outlined in the section entitled "Bullying", above.
- **Racial Discrimination**
Racial discrimination, racial remarks and racist attacks constitute racism and will be dealt in accordance with the principles of the Equality Statement.
- **Violence against Pupils or Members of Staff**
Verbal and physical violence constitutes bullying and will be dealt with under the section entitled "Bullying", above. The Norfolk County Council poster on Violence against Staff is displayed around the school. The victim of such an incidence must report the matter immediately to the Head teacher. Such incidents are reported to Norfolk County Council.
- **Drug related Offences**
Any child using, sharing, or selling drugs on school premises will be immediately excluded for a fixed term. A second offence will result in a permanent exclusion. Staff will refer to the drugs policy for guidance on action to be taken following drugs related incidents.
- **Dangerous Weapons**
If a child is found carrying an offensive weapon, the weapon will be confiscated and appropriate disciplinary action will be taken, which may result in the exclusion of the child.

- **Screening searching and confiscation**

Any item that our school deems to be inappropriate or one that causes a problem may be confiscated from a child.

8. Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

It is agreed at Heather Avenue Infant School that only those approaches identified through STEP's training should be used as reasonable force. Where possible any use of reasonable force should be completed with another member of staff present.

All acts of reasonable force will be recorded in a central log kept in the head teacher's office. Those Guardians of children concerned will be informed if there is an incidence involving reasonable force.

When Can Reasonable Force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;

Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

Restrain a pupil at risk of harming themselves or others through physical outbursts.

9. Malicious allegations against staff

Please refer to our 'Safeguarding Policy' for guidance in this area

10. Communication and Guardian Partnership

We give a high priority to clear communication and to positive partnership with guardians, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with guardians builds up trust and develops a common approach to behaviour expectations and strategies for dealing with problems. Where positive relationships are present, guardians are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Guardians are directed to the school's attendance policy to inform them of procedures which will be implemented when attendance is unacceptably low.

This policy was reviewed by teaching staff, classroom assistants and midday supervisory assistants.

If Guardians are concerned with their child's behaviour at home, consultations can be arranged and a Parent Support Advisor involved if necessary.

Appendix A

The Five Magic Restorative Questions

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been hurt or upset?
- What do we need to make this better?