HADLEIGH INFANT & NURSERY SCHOOL

Behaviour Policy

2020-2021

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Other related policies/documents	Complaints Policy Keeping Children Safe in Education 2020
Other paperwork attached	APPENDIX A - Example of Consistent Management Plan

Version History Log for this document

Version	Date Published	Details of key changes from previous version
5	September 2020	School rule 6 adapted to cover COVID 19 behaviours Changes in behaviour system to incorporate to introduction of Yellow and Red Cards Amendments made to the ongoing additional procedures linked to COVID-19
4	June2020	Amendments to include guidance for the COVID 19 pandemic
3	March 2020	Amendments to positive behaviour systems to include Zones of Regulation, individual class reward/behaviour systems
2	March 2019	Additional comments linked to CMP (Stage 5/Page 8) Reasonable force linked to children with SEND (Page 13) Reference made to Data Protection when transferring pupil information (Page 13)
1	June 2018	New Policy Created

Policy Overview

School's Ethos / Aims of the policy / Preferred practices - Page 4/5

- The school has outlined their ethos linked to behavior within the school. This section outlines what the school needs to do to ensure that children are safe and successful.

What does the Law say? - Page 5

- Extracts provided from The Education and Inspections Act 2006 and The Equality Act 2010.

School Rules - Page 6

- List of School Rules

How we encourage positive behaviour at Hadleigh Infants and Nursery School - Page 7/8

- The school has outlined the 4 strategies that are used to promote and reward positive behaviour within the school.

Reinforcing Positive Behaviour - Page 8/9/10

- The school has set out six stages they use when reinforcing positive behviour. These range from stage 1 (warnings) to stage 6 (exclusions). A brief description of each stage is also provided.

COVID 19 Guidance - Page 11

Bullying and Peer on Peer Abuse - Page 11/12

- The school has defined what bullying would look like and suggested strategies that are used to prevent bullying.

Racist Incidences - Page 13

- The policy outlines who to report racist incidents to and how they are handled.

Positive Handling/Use of reasonable force - Page 14/15/16

- The school has outlined what reasonable force is as well as who can use it. The policy also outlines and the situations when reasonable force could and will not be used.

Managing Pupil Transition - Page 16

- The policy outlines additional transition arrangements for children with behavioural difficulties. The school provides examples of strategies that may be used during transition.

Confiscation of inappropriate items - Page 16/17

- The school has outlined the procedure for confiscating inappropriate items a child may bring into school.

Our core values and ethos

At Hadleigh Infant and Nursery School we seek to develop good relationships between staff and children based upon respect, honesty, trust and high expectations. We believe in an approach that promotes self-esteem and supports positive behaviour in our children. We stress the importance of understanding and sensitivity in all our relationships within this community.

We want Hadleigh Infant and Nursery School to be a place where everyone respects, values and supports each other; a place that celebrates the diversity within our community. Above all, our school should be a place where we are all motivated to learn; where we achieve and enjoy coming to school every day.

Aims of the policy

For Hadleigh Infant and Nursery School to be able to:

- Promote self-esteem, self-discipline, respect for all and develop positive relationships;
- Promote a community where all feel happy, safe and secure;
- Be a school free from all aspects of bullying;
- Ensure we are clear and consistent in our approach;
- Personalise our approach to meet the needs of all members of our school community;
- Ensure that our values are embedded in everyday practice.

Preferred practices

Preferences are about the way in which we model positive behaviours. We always need to be aware that these preferences have a significant positive impact on the behaviour of others.

To enable all members of Hadleigh Infant and Nursery School to learn, we need to:

- Encourage each other;
- Work hard;
- Have clear expectations of each other.

To enable all members of Hadleigh Infant and Nursery School to be happy, we need to:

- Be positive;
- Always see the good in people;
- Communicate effectively;
- Communicate sensitively;
- Speak calmly and diffuse confrontation.

To enable all members of Hadleigh Infant and Nursery School to be looked after and feel safe, we need to:

- Be fair, respectful and dignified;
- Be kind;
- Always listen to others.

What does the Law say?

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils,

provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

School Rules

Our school rules are reviewed annually by the school council (Hadleigh Leaders) and the Head Teacher amendments are made accordingly.

Our current school rules are:

1. Treat everyone with respect

2. Be an effective learner

3. Attend school every day

4. Do as you are asked by grown-ups straight away

5. Look after equipment and tidy up

6. Move and act sensibly around the school to keep everyone safe

Class teachers will discuss these rules in detail at the start of each academic year so that children have a clear understanding of the expectations for each rule.

How we encourage positive behaviour at Hadleigh Infant and Nursery School

Core Values

At Hadleigh Infant and Nursery we celebrate our Core Values. We are:

- Independent
- Inquisitive
- Respectful
- Resilient
- Collaborative

These will be clearly displayed and celebrated in every classroom.

All staff are encouraged to use the language of these values to promote positive behaviour, learning and work-based outcomes when rewarding pupils. This will enable pupils to have a clear understanding of why and what they are being praised for.

Positive Behaviour systems

The expectation is that all children will behave well in school at all times. The intrinsic reward of knowing that they have behaved well and thus been able to participate fully in school life is promoted as a reward in itself. In addition to this, several explicit reward systems are in place.

The school's sliding-scale behaviour system will be displayed in every classroom. The behavior system involves a picture of a Rainbow and a Sunshine as well as the use of Yellow and Red cards. Children in EYFS and Key Stage One keep their name on the Sunshine. This assumes that all children are making good behaviour choices and are engaged in learning activities. If a child shows an exceptional aptitude of a skill or stands out for their interpersonal skills, they can move higher and onto the Rainbow. However, if the child behaves inappropriately after being warned, they will be given a Yellow Card. Many children will only have this Yellow Card for a short period of time as it is removed and they are moved back into the Sunshine as soon as they return to making good behvaiour choices. If the child's behavior does not improve they can be given a further Yellow Card which could result in a Red Card if their behaviour fails to improve. Further information linked to this procedure can be found on Page 8.

Any child that has been placed on the Rainbow will receive a Rainbow certificate immediately. When the children receive the certificate, either the adult or child should explain to the class the reason why the Rainbow certificate was rewarded.

All staff are encouraged to verbally praise children for making good choices. Children may also be given stickers to indicate when they have made positive behaviour choices. Teachers may decide that the whole class have made good or better behaviour choices and reward them with an additional class treat. Teachers may have additional reward/incentives in place, based on the individual class needs. These may be in the form of tokens, class rewards and visual charts. These are used within each class in order to meet the needs of the specific children involved.

Zones of Regulation

Specific children may require additional behavior/emotional support in the form of Zones of Regulation. The Zones of Regulation is a curriculum designed to help children to gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving

abilities. It is a future goal to implement the Zones of Regulation across the whole school to support all children.

Weekly Star of the week

Each class teacher will name a star of the week and display their name in class along with the reason for the award. It is important that this reward is based on social as well as academic success over the week linking into the core values where appropriate. These awards will be given out on a Friday - the Head Teacher will complete a short presentation in each class when the star of the week award is given out.

For each Star of the week their name is published in the School Newsletter.

In addition to this, children may receive the Head Teacher's award for exceptional learning based on children's progress and effort in a specific area of learning or demonstrating outstanding behaviour choices. Staff can inform the Head Teacher of this type of behaviour and request a Golden Sticker. This can be asked during the session, using a radio, or after the session in person.

Reinforcing Positive Behaviour

The staged approach to behaviour management provides guidance when dealing with inappropriate behaviour both in class and around the school. This structure highlights three stages: Preventative, Warning and Sanctions.

Stages of response

At times, some children will not behave in line with expectations. To help remedy this behaviour a robust and graduated response is given by all members of the school staff.

Stage 1- Preventative/Warning

If a child is not displaying the core values/positive behaviour either in class or around the school at any time they will be reminded by their teacher or other adult by a non-verbal cue. If the child continues to display inappropriate behaviour then a verbal cue is provided with a positive reminder of how to correct the behaviour. The child's name will then be moved out of the sunshine, and a Yellow Card will be issued and placed on their desk. It may also be necessary to remind the child of

the consequence of not changing their behaviour; this is at the discretion of the adult working with the child.

Stage 2-Sunshine/Yellow Cards

If a child continues to display inappropriate behaviour, then a second Yellow Card will be issued and the child will also receive a 5 minute timeout. This time out will take place in their own classroom, and may be of immediate effect, or during playtime or lunchtime so as not to impact on teaching and learning time.

Following this timeout, children will be reminded of the values and rules and will be encouraged/supported to have their name moved back into the sunshine. Once the child changes their behaviour, they will have one of their cards removed until they have no Yellow Cards. At this point the children will be placed back into the Sunshine.

Stage 3 – Red card

If a child continues to display inappropriate behaviour then they will be issued with a Red Card. When a child receives a Red Card they will be sent to the Head Teacher or member of SLT where they will have timeout and continue their learning out of the classroom.

Stage 4 – Parents informed

Parents will always be contacted in the following circumstances:

- If a child has been sent to a member of the SLT
- If a child intentionally hurts another child or adult
- If a child intentionally disregards adults or school property
- If a child receives a red card

Stage 5 – Consistent Management Plan

Should a child consistently continue to behave outside the school core value system and the step 4 has been implemented, it may be deemed necessary to implement a consistent management plan (CMP) and for the child to be made known to the SENCO and school's SLT. The procedures on the CMP will be based on promoting the core values/positive behaviour and will be bespoke to the child possibly deviating from the Behaviour Policy. Therefore, standard rewards and sanctions are personalised to enable more vulnerable children to have clear targets to improve their behaviour. (See appendix A) The CMP will be shared with all adults who come into contact with the child to ensure that strategies and sanctions are understood by all.

Stage 6 - Exclusion

Types of Exclusion -

Internal Exclusion

A child is retained in school but will work away from their classroom, supervised and supported by an appropriate adult at all times. Breaks and lunch for an internally excluded pupil will be taken separately from other children. Appropriate work is expected to be completed by the child during an internal exclusion, supported by the supervising adult as necessary. Internal exclusion can only be authorised by the Head Teacher or the Assistant Head Teachers.

This type of exclusion is not recorded on a child's permanent school record.

Fixed-term Exclusion (including lunchtime exclusion)

A child is excluded from the school for a fixed period of time. Work will be provided by the school. This work must be completed by the child and returned to school, where it will be marked in the usual manner.

Upon return to school, an official reintegration meeting must take place to maximise the likelihood of a successful reintegration for the child. Fixed-term exclusion can only be authorised by the Head Teacher.

This type of exclusion is recorded on a child's permanent school record.

Permanent Exclusion

A child is permanently excluded from the school. Permanent exclusion can only be authorised by the Head Teacher.

This type of exclusion is recorded on a child's permanent school record.

All staff will be pro-active in ensuring that children at risk of exclusion are supported appropriately and exclusion is a last resort. It will only be used in extreme cases, particularly when children threaten the safety and welfare of themselves or others.

For further information please refer to the school's Exclusion Policy. This can be found on the school's website. If you would like to request a paper copy of this policy please contact Mrs. J. Reader in the main office.

COVID 19 – Guidance

All staff will ensure that children understand and follow school rules regarding health and safety during the COVID 19 pandemic. Children will be taught that these rules will help to keep children and adults safe and will ensure that children have an understanding of the pandemic whilst managing well-being and maintaining the ethos and values of the school.

Children will be taught to follow

- Any altered routines for arrival or departure
- School instructions on hygiene, such as handwashing and sanitising
- Instructions on who pupils can socialise with at school
- Expectations about moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Rules about telling an adult if they are experiencing symptoms of coronavirus
- Rules about sharing any equipment or other items including drinking bottles
- Amended expectations about breaks or play times, including where children may or may not play
- Rules around use of toilets
- Clear rules about coughing or spitting at or towards any other person
- Clear rules for pupils at home about conduct in relation to remote education (when applicable)

Positive behaviour strategies will be used at all times to support children in following these rules and the stages of response stated previously will be followed of children to not adhere to them.

Bullying

At Hadleigh Infant and Nursery we agree with a local authority definition of bullying, which states that:

Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation

Issues around bullying are best dealt with in partnership with parents and children must always tell their class teacher or other adults in school if they are concerned with the behaviour of others. Our learning mentor works closely with children and their families if a child has a particular issue they are concerned about.

We try to prevent bullying in the following ways:

1. Our personal, social and health education curriculum;
2. Regular assemblies;
3. Teach children about Anti-bullying each year through our scheme for PSHE;
4. Staff training;
5. Teaching our children how to resolve conflicts appropriately;
6. Work closely with families to prevent situations escalating over time.

Peer on Peer Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy but the Child Protection and will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence

- Could put pupils in the school at risk

- Is violent

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

- Involves pupils being forced to use drugs or alcohol

If a pupil makes an allegation of abuse against another pupil:

- Concerns/disclosures must be recorded on CPOMS and the DSL team notified, but do not investigate it;
- A member of the DSL team will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;

- If required a member of the DSL team will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- A member of the DSL team will contact the children and adolescent mental health services (CAMHS), if appropriate.

The school will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

- We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.

- Ensuring pupils know they can talk to staff confidentially by discussing the people in the circle of trust. The children are regularly talked to about the adults in school they can talk to if they feel unsafe.

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

Racist incidences

In accordance with local authority procedures all racist incidents are reported to the Head Teacher. Records of these incidents are logged in the folder held in the Head Teacher's office. These incidents are then reported to the local authority and the parents of victims and perpetrators.

Staff Development and Support

Staff, including teaching, support and midday assistants, will be updated on the current behaviour policy annually to ensure that the behaviour policy is clear, well understood and consistently applied. Mrs. S. Davison will be the Behaviour Leader within the school and will provide updates and training for all groups of staff on a regular basis.

Positive Handling/Use of reasonable force

What is 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.

Who can use reasonable force?

All members of Hadleigh Infants and Nursery School staff have a legal power to use reasonable force.

When could reasonable force be used?

Reasonable force could be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. At Hadleigh Infants and Nursery 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.

The following lists are not exhaustive but provides some examples of situations where reasonable force could and will not be used in school.

We could use reasonable force to:

- Remove disruptive children 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;
- Restrain a pupil at risk of harming themselves through physical outbursts.

We will not use reasonable force to:

- Punish children – it is always unlawful to use force as a punishment.

Where reasonable force is likely to be regularly required, some staff will be professionally developed in positive behaviour management strategies including positive handling techniques. This will be a direct response to the specialist requirements of working with specific children and be part of their Statutory Assessment/Education, Health and Care Plan or Consistent Management Plan.

In the very unlikely event of a member of staff using reasonable force, records will be kept of the incident and the parents/carers of the child immediately informed. A log of positive handling incidents is kept in the Head Teacher's office and is available upon request. The Head Teacher will also inform Governors of any positive handling incidents during appropriate governing body meetings.

Using reasonable force when dealing with children with SEND:

The school is committed to planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans (CMP) for more vulnerable children, and agreeing them with parents and carers. These plans will be designed to reduce the occurrence of challenging behaviour and the need to use reasonable force. However, if a child (with SEND) is hurting themselves or others or damaging property that could lead to significant harm to themselves or another member of the school community a member of staff will use reasonable force. If any instances of this nature arise, further planning will need to take place to ensure that the likelihood of a repetition of this action is reduced.

Managing Pupil Transition

Where a child has been made known to the SENCO or the school's leadership team for issues regarding behaviour, is in receipt of a Consistent Management Plan or has returned to school after a temporary exclusion, transition arrangements will be put in place according to the individual needs of the child.

These may include:

- Completing a social story;
- Spending additional time with the new adults they may be working with;
- Additional time spent familiarising themselves with the new class/key stage prior to transition;
- Additional time to be spend at the receiving school;
- Additional meetings with the SENCO of the receiving school;
- Additional meetings with the parents of child.

All records concerning behaviour of children who fall under this banner will be duly passed on. Any personal information will be provided to the child's new school following the procedures set out in the school's Data Protection Policy.

Confiscation of inappropriate items

A staff member can confiscate an item of pupil's property as a sanction or for the safety of the pupil, so long as it is reasonable in the circumstances. The confiscated item will be safely stored and returned to the child or a responsible adult known to the child at the end of the school day. The child

will be advised that this item must not be returned to school. If the teacher deems it necessary, the parent will be informed, but this is not a requirement of the policy.

APPENDIX A

School Improvement and Early Years, Children's Support Service

Primary Behaviour Support

Consistent Management Plan

Name: Child A

DOB:

Strengths and Likes	
Child A is keen to join in with structured games and activities. He enjoys playing with cars and talking about cars. He enjoys activities where he works alongside adults. Child A also enjoys outdoor activities including running, climbing and jumping activities. **Child A's is able to play alongside other children in structured activities with support and explanation.**	

Key Behaviours and Triggers	Child A's behaviour will look like the following:
Child A's main triggers are: - **Too much noise** - **Feeling like he is being told off even if he is not** - **Wanting to choose what he wants to do rather than follow what he has been asked to do** - **Tidying up** - **Sitting on the carpet with the whole class (at times)** - **Playing with children and not understanding how to take turns** - **Playing inappropriate games (that involve pushing etc)** - **Non-structured activities (eg lunchtime)**	- **Refusing to join in** - **Walking around the classroom** - **Running in the classroom** - **Calling out at inappropriate times** - **Avoiding activities** - **Shouting** - **Pushing/grabbing at adults and children** - **Swearing** - **Making inappropriate noises**

General and Preventative Strategies
Child A will generally respond to the following strategies: - **Following the same routine** - **Ignoring any low level behaviour** - **Use of 'when and then' strategy e.g. 'when you have tidied up then you can ...'** - **Knowing if there are any changes well in advance of the change in routine** - **Whole class reward system (stamp chart)** - **Time out- warning and reminder of the rules provided first, if behaviour continues then a time out will be given**

- **Understanding time frames e.g. it is 5 minutes until tidying up**

- **Child A has to tidy away a specific amount/items during tidying up time**

- **Sensory activities – from his sensory box, using the gym trail/balancing equipment**

- **Discussing upcoming activities/events in front of Child A but not necessarily directly to him to allow him to hear and process the upcoming change/activity**

- **Allowing Child A time to process information/ask any questions**

- **Give an instruction then countdown from 5 (5-4-3-2-1)**

Specific and Reactive Strategies

- **If Child A displays high level behaviour two adults must be present at all times**

- **If Child A is displaying high level behaviour all adults must be consistent and use the Child Ae language and expectations at all times**

- **If Child A refuses to comply with the adult request he is given a choice "Child A when you have done...then you can...' and then give him 'take' up time. If he still refuses to comply repeat the choices again and say "Child A when you have... then you can ... if not....... (sanction), the choice is yours". This may be repeated up to three times. If he follows through with the request he gets praise and if he doesn't then a sanction follows e.g. being moved into the cloud, missing minutes from his playtime/lunchtime. All adults must ensure the sanction is followed through.**

Date:	**Class LSA:**
Signed by:	**Class MDA:**
Class Teacher:	**SENCO:**
Parent:	