



Behaviour Policy

PERSON RESPONSIBLE FOR POLICY:	MRs LOUISE PONSONBY/ MISS ANDREA TUNNEY
APPROVED:	FEBRUARY 2020
SIGNED:	ROLE: CHAIR OF GOVERNORS
TO BE REVIEWED:	FEBRUARY 2021

OVERVIEW:

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them. The school rules will be followed by all and the Good Behaviour strategies will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of children. Home School Agreements will promote this policy.

OBJECTIVES:

- To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion and British Values

Promoting Good Behaviour in school

Each member of staff is held to be responsible for the good behaviour of the children in their care.

The Golden Rules

The Golden rules will be promoted at all times by staff and children.

The Golden Rules are an important part of our Behaviour Policy and are displayed around school and in classrooms. They are important to us because they explain to the children why the way we as a school want them to behave and the kind of people we want them to be.

The Golden Rules

- | | |
|--------------------------|------------------------------|
| ● Do be gentle | Don't hurt anybody |
| ● Do be kind and helpful | Don't hurt others' feelings |
| ● Do be honest | Don't cover up the truth |
| ● Do work hard | * Don't waste time |
| ● Do look after property | Don't waste or damage things |

* In the playground this one is changed to

- Do play co-operatively Don't spoil others' games

The Class Promise

The Class Promise promotes team work and positive behaviour and expectations which are developed by the children. Children are encouraged to take responsibility for their actions.

Positive behaviour management

- Establish a friendly, positive supportive relationship with the children in your care.
- Make sure, wherever possible, that the pupils are doing purposeful activities that they enjoy.
- Reward positive behaviour with attention and praise. Catch them being good.
- Where possible, identify when behaviour problems are likely to arise and try to divert to modify the children's behaviour before discipline is needed.
- Be clear, firm and polite about the behaviour boundaries.
- Always remain calm when you speak to children. This will help you to maintain your authority and confidence and keep your relationships with them positive.

Crew meetings

Crew is a coming together of the school community. It offers a consistent and supportive group, where character development and team building assure success for all children. Its structure offers a sense of belonging and a place where they can be their best selves while supporting their peers to achieve more than they think they can. Crew leaders are adults within school who lead the Crew sessions and support children. Crew meetings will often be used for team building, support or to discuss topical issues that are important to our children. These help establish Crew identity and a positive school culture.

Class Dojo

Class Dojo is used to create a positive classroom culture. Teachers use Class Dojo to encourage children for any skill or value either academic or character building. Class Dojo also engages parents through shared photos, videos and messages.

Managing inappropriate behaviour

Occasionally, young children may forget our aims of good behaviour and be inconsiderate towards each other. Everyone here has agreed to try to prevent this from happening by:
Following the School Behaviour Policy March 2017

1. Reminding pupils individually of the Golden Rules.
2. Noticing good behaviour as it occurs.
3. Targeting specific children for positive comment on arrival and dismissal from school
- 4 Intervention Techniques including Positive Handling as a last resort by Team Teach trained staff members. (Please see Positive Handling section for further information)

Ignoring

Where practical ignore inappropriate behaviour, praise appropriate behaviour. Role models.

Positive questioning

What are you doing? What should you be doing? Good you know what to do so you can do it.

Positive choices

If you do this, then this will happen (positive outcome)

If you choose to do this, then this will happen. (negative outcome)

Now you choose what you are going to do.

Compliance Training

Provide practise in following instructions in settings where praise can be given. Use of games- follow My Leader, Simon Says, singing and action songs.

Golden Rules

Take the rule and provide positive examples. Use praise for positive actions.

Modelling

Indicate role models displaying appropriate behaviour. Adults to be good role models.

Time Out

Eg Sit by the class teacher

Sit/stand away from the group

Sit at a desk away from the group

Sit at a desk outside the classroom in sight of a member of staff

Send to another class/group

Support from other members of staff

Child sent to another appropriate adult to explain their misbehaviour

Eg Teaching Assistant to send to class teacher

Support from Senior leaders

Referral to Senior Management/Head Teacher

The above strategies are a suggested order and will be used sensitively and sensibly by staff to encourage and promote good behaviour.

Exclusion

In very serious cases it may be necessary to exclude a pupil in accordance with Local Authority Children's Services guidelines. This will only be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. Each child will be encouraged to develop their full potential in a safe, happy, caring and stimulating environment.

Support

Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher who will agree an appropriate strategy of help and support.

The class teacher and / or Headteacher will involve parents at an early stage where a child is experiencing problems with behaviour.

Attachment

Some children need us to recognise and begin to understand their own behaviour. They will need support to;

- Think about feelings while having them
- Problem solve
- Think about the consequences of their actions
- Be able to express views
- Feel, think, stop, choose, behave

Strategies to support Attachment

- Intervention using the arts will be used to develop a health sense of self. This includes Sunbeams.
- Small group Circle time Nurture groups

Positive Handling

We aim to;

- create a calm, purposeful environment where staff and pupils feel secure
- encourage positive behaviour
- have consistent strategies to manage unacceptable behaviour
- set in the context of the ages and abilities of the children in school

This policy is a statement of the arrangements for Control and Restraints at Norton Infant School.

Rationale

- This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in their and others interests and safety. Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption.
- Norton Infant School recognises the importance of placing its policy on physical restraint within the context of its whole-school approach to behaviour and discipline. This school's behaviour policy sets out the steps taken within school to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps which staff might feel it becomes necessary to apply.
- The school also recognises the very real difficulties which staff can sometimes be faced with in their day to day dealings with pupils on matters involving behaviour and discipline. The school's approach to the issue of physical restraint is that:

Aims & Objectives

- Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others.
- Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation.

Training

All staff may physically restrain pupils to protect the pupils or themselves without having received formal training according to LA documentation. However, the school will undertake to train all relevant staff and to update that training formally. As a staff team we will work according to the training we receive from the LA representatives and Team Teach.

Implementation

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may

conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

Physical restraint will **only** be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm.
- There is a risk of physical injury to a member of staff or a member of the public.
- Damage to property is being caused.
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.
- The child is engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school.

Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered, for example, discussion, persuasion, a brief period of withdrawal from the main group. Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied.
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease.
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness.
- Other staff may need to swap in as needed.
- Use only the minimum force necessary to prevent injury or damage, and apply for the minimum amount of time.
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
- Reassure the pupil that no harm will follow.

Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, with due consideration given to the safety of other staff and pupils and the good order and discipline in school, staff involved will be given the opportunity to take time out.

Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property
- Work according to the training received from the LA representatives

The role of the Headteacher is to:

- Ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate.
- Ensure training for all staff is kept up to date.
- The appropriateness of physical intervention
- Ensure that in the case of a looked after child, a copy should be forwarded to the key social worker in order to be placed on a child's case file.

- Arrange for reports monitoring and evaluating the use of restraint to be prepared on a regular basis for the Governors.
- Monitor the use of restraint, including consideration of:
 1. The attempts at defusing situations
 2. Correct post-restraint procedures have been carried out
 3. The need for individual behaviour management plans
 4. The need for INSET/training for staff

The role of the Governing Body is to:

- Ensure that the policy is administered fairly and consistently
- Review this policy every two years

Monitoring and Review

The Headteacher will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the Local Governing Body on the effectiveness of the policy
- If necessary, make recommendations for further improvements

Recording incidents

All serious incidents, which result in a physical intervention taking place, will be recorded Positive Handling forms held in each year group bay and will be passed to the Headteacher to be securely stored in the Positive Handling File. It is also recorded on CPOMS.

Reporting incidents

Following a physical intervention taking place, the parents/carers of the pupil involved will be informed by either telephone or by letter.

Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenaline levels subside.

The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour.

A further meeting will be facilitated if necessary between the member[s] of staff and the pupil to enable them to rebuild relationships.

Complaints

Norton Infant School has a complaints procedure in place. Should a complaint arise following an intervention this will be activated and the procedures followed.

However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the child protection policy and procedures may require to be followed. The Head Teacher, in consultation with the Deputy, will make this decision. If the complaint is regarding the Head or Deputy then the chair of Governors will make this decision.

Alternatively, depending on the nature of the alleged misconduct, the decision may be to follow the disciplinary policy and procedures.

This policy follows the non-statutory guidance published by the DCSF entitled 'The use of force to control or restrain pupils' [Circular 11/07].

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and

progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

Extracts of this policy are highlighted in the school prospectus.

Core values at Norton Infant School

REACH at Norton Infant School



Respect (attitude, manners, listening to others, honesty, looking after property)

Enthusiasm (determination, encouragement, not giving up, perseverance, peer support, self-challenge, self-discovery, engagement, personal best, being ready)

Acceptance (kindness, being sensitive to others, supporting, patience, selfless)

Community (understanding everyone's role, teamwork, sharing same goals, communication, collaboration, equality)

Happiness (laughter, smiles, togetherness, songs, love)

Louise Ponsonby/Andrea Tunney
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