



## Heatherside Infant School – Behaviour Policy

### A Positive Approach

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Statutory Safeguarding	Governors	Autumn 2023	Annual	Autumn 2024

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This document is a statement of the aims and strategies for ensuring positive behaviour within our school. It outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Heatherside Infant School.

This is a working document designed to enhance the development of positive relationships between children, staff, parents and other members of the wider school community.

### Aims

At Heatherside Infant School we aim for every member of the school community to feel valued and respected and for everyone to be treated fairly.

We are a caring community with values built upon an ethos of mutual trust and respect. This policy is designed to uphold these values and the way in which the members of the school can live and work together in a supportive way, providing a positive learning experience, which ensures all children make outstanding progress. It aims to create an environment where all feel

happy, safe and secure through promoting good behaviour and dealing promptly with unacceptable behaviour.

This policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At Heatherside Infant School we believe that the school plays a vital role in promoting the spiritual, cultural, social, emotional and physical development of the children. We believe that as a community we have a responsibility to lay firm foundations on which our children can build and learn, enabling them to participate and contribute to the wider society. This is embedded in our School and British Values. It is our belief that an effective behaviour policy is one that nurtures children towards self-belief, high self-esteem and self-discipline.

In school, the policy's fair and consistent implementation is the responsibility of all staff.

Associated policies - SEND, Child Protection, Single Equality, Physical Intervention, Equalities and Safeguarding

## **Ethos**

We believe that positive learning behaviour's will be fostered through:

- Our school values (see below) which are shared with the children and are embedded in day to day life at our school
- A consistent approach to managing behaviour from all staff, supported by a clearly defined set of procedures for recognising and promoting positive behaviour whilst also addressing unacceptable behaviour
- Positive, respectful, trusting and supportive relationships, with an understanding of children's individual needs
- High expectations of ourselves and everyone who is part of our community
- Opportunities for all children to contribute their views and ideas, encouraging responsibility and developing a sense of community whilst developing self-esteem

## **School values**

In our school we have six key values which we encourage the children to follow and uphold in order to demonstrate the appropriate positive behaviours in school and beyond.

<b>Respect</b>  <ul style="list-style-type: none"> <li>• Have good manners</li> <li>• Listen</li> <li>• Look after property</li> <li>• Follow school expectations</li> <li>• Appreciate different ideas</li> </ul>	<b>Kindness</b>  <ul style="list-style-type: none"> <li>• Show empathy</li> <li>• Include others</li> <li>• Be a good friend</li> <li>• Think of others</li> </ul>	<b>Integrity</b>  <ul style="list-style-type: none"> <li>• Be honest</li> <li>• Be my best self</li> <li>• Be proud of myself</li> <li>• Make the right choices</li> </ul>
<b>Togetherness</b>  <ul style="list-style-type: none"> <li>• Work as a team</li> <li>• Take turns and share</li> <li>• Get on with one another</li> <li>• Value each other</li> <li>• Diversity – celebrate uniqueness</li> </ul>	<b>Resilience</b>  <ul style="list-style-type: none"> <li>• Be independent</li> <li>• Don't give up</li> <li>• Solve problems</li> <li>• Don't worry if something goes wrong</li> <li>• Bounce back</li> </ul>	<b>Creativity</b>  <ul style="list-style-type: none"> <li>• Be imaginative</li> <li>• Be expressive</li> <li>• Have my own ideas</li> <li>• Explore different ideas</li> </ul>

## Expectations

The emphasis of the school behaviour policy is on praise and reward, which should be given whenever possible for both effort and behaviour. Maintaining high standards of behaviour is essential in helping all children to achieve the very best from their education; in their classroom learning, in their relationships and in social interaction with others. For most children, a small reminder or discussion about their actions is sufficient to ensure that our school values are being upheld. However, the following policies and procedures are in place to enable the school to take immediate and necessary steps, in partnership with parents, to address behaviours which breach our expected standard of conduct.

We expect children to:

- Work hard and to the best of their ability
- Show a positive attitude
- Talk to each other politely and show good manners
- Listen to others' points of view
- Move safely and sensibly around the school
- Show respect, care and kindness for others and care of belongings and surroundings
- Respond respectfully to any adult and each other
- Play safely and sensibly respecting others' games and space
- Refrain from rough behaviour, fighting, kicking, punching, name calling etc. and seek adult support if necessary
- Use phrases such as: 'Stop it I don't like it' to indicate to other children that they don't like the situation they are in and then talk to an adult

## Supporting children to behave well

Our approach to positive behaviour is based upon the understanding that positive actions are the most effective way of achieving it. Therefore we use the following methods of supporting children to earn, recognise and adopt behaviour that is positive and rewarding:

- Acknowledgement, praise and attention given to appropriate behaviour, manners and efforts, both collectively and individually

- Offering clear expectations and carefully considered routines
- Making sure all children are well cared for, secure and safe in school
- A curriculum that teaches children values, knowledge and skills, in order to promote responsible behaviours', self-discipline and respect for self and others'
- Assemblies focusing on the school values
- Marking and responding to children's work in a positive and encouraging way
- Sharing children's work with other staff and children to celebrate effort and achievements
- Sharing children's exceptional achievements and efforts with the Headteacher where they will be written in the special mentions book, receive a 'Headteachers' Award' sticker and be celebrated in assembly
- Agreement of a reward system accessible to all and used appropriately by all members of the school community e.g stickers, stamps, reward certificates
- Recognising and celebrating children's efforts, achievements and contributions through awards in celebration assembly as well as other certificates of personal achievements
- Celebrating national Anti-Bullying Week
- Support from our qualified Emotional Literacy Support Assistant (ELSA), if appropriate
- Careful investigation as to why a child may be behaving the way they are and what could be causing/triggering their behavior

As well as those stated above, all staff support the development of the children's understanding of intrinsic rewards enabling the children to learn that a positive reward can be a feeling such as: having pride in their work, feeling good because they are learning and accomplishing new skills or the satisfaction of making good choices.

### **Disruptive, unacceptable and serious behaviour**

It is essential that all children are able to learn in an environment free from disruption caused by the poor behaviour of others. All staff have high expectations of behaviour and conduct in lessons and use a range of teaching techniques, organisational procedures and systems to help achieve this. We will ensure the sanctions used protect the children's self-esteem and do not jeopardise a healthy relationship with the teacher, for example;

- Whole class work on school values
- Using non-verbal cues
- Quiet reminder of expectation, followed by praise for compliance
- Speaking calmly but firmly to the child
- Logical consequence which fits the unacceptable behaviour - The first step is to stop the behaviour. The second step is to provide an action that recalls children to the rules and teaches alternative behaviours
- Mutually negotiated time out and discussion with a member of the senior leadership team
- Fresh Start – although persistent or serious misbehaviour needs to be dealt with and recorded, every child must feel that every day is a new and fresh start

This encourages children to make positive choices and modify their behaviour through reminders and sanctions. We aim to create a healthy balance between rewards and sanctions where children should learn to expect fair and consistently applied sanctions and rewards. All systems are flexible to take account of individual circumstances and needs.

At Heatherside Infant School we give high priority to a positive partnership with parents as this is crucial in promoting and maintaining high standards of behaviour. Where behaviour is causing concern parents will be informed at an early stage so that we can work together on creating and implementing solutions. This will be dealt with in a confidential, professional and open minded way. This positive partnership with parents is valuable in building trust and developing a common approach to behaviour expectations and strategies.

### **Expectations at playtimes and around the school**

Our school values are embedded in everything we do and applies at all times, including at playtimes and when children are moving around the building. If a child's behaviour upsets another child, we encourage the child to take the first step in dealing with the situation by speaking to the child, saying a phrase such as, "Stop it, I don't like it". If the behaviour persists or the child continues to be upset, this should then be reported to a member of staff on duty who will support the children dealing with the situation.

### **Low-level misbehaviour**

Our rules and expectations are in place to ensure that all children can enjoy their breaks. Any child who is seen to be playing without regard to the school values or specific rules relating to safety will be spoken to by an adult on duty. They may be given a reminder of the expected standard of behaviour or asked to have a few minutes "time out"; this enables the child to calm down before they resume play. They may also miss some/all of a subsequent playtime.

### **Unacceptable or persistent misbehaviour**

Any serious incidents should be dealt with in accordance to the procedures outlined in this policy (see below). All serious incidents must be reported to the Headteacher / Deputy Headteacher immediately.

### **When children fall out**

Inevitably, children will fall out with their friends and peers and this is part of all children's development. Our approach is to intervene, to listen and to encourage the children to talk through the situation and to agree to resolve the matter together. Where children have been deliberately unkind towards others, sanctions will be applied and this may include loss of break, referral to the class teacher, and a senior member of staff or contact with parents. This is monitored to ensure that there are no persistent/repeated behaviours which would constitute bullying.

### **Games and equipment**

Children playing games are expected to demonstrate good sporting behaviour and fair play. Aggressive play, arguing, using bad language or damaging play equipment will result in sanctions being applied.

### **Managing Extreme Cases of Difficult Behaviour**

We recognise that for some children behaviour can be a problem for themselves and others. Any behaviours which present as a safeguarding concern will also be dealt with as a matter of urgency and in line with school policy and national guidance. All staff should be aware of children who have been identified with particular needs and the strategies to be used.

1. If a pupil demonstrates seriously difficult behaviour where he/she is endangering the health and /or safety of pupils or adults the red card found in each room should be sent to the office, who will ensure the Headteacher or other appropriate adult is sent to support.
2. As far as possible the points below should be followed for the safety of the child and other pupils:

- Remain calm
  - Isolate the child to avoid harm to self or others, either by guiding others away or guide the individual to a safe place
  - Encourage the child to participate or leave the classroom or playground with an adult
  - Praise and reward if the child does as he/she is asked
  - Parents to be informed by phone call of the child's behaviour and the actions taken. A meeting should be arranged to discuss future provision
  - Any incidents should be documented on CPOMs
  - SLT will work with the child and class teacher through restorative conversations
  - SLT to de-brief with staff involved to forward plan
  - Incidents will be dealt with on an individual basis
3. Children who run away when asked to come to the teacher or adult are to be monitored from a safe distance but not give chase unless the child is at risk of immediate harm. The office must be informed immediately to ensure the site is secure and the Headteacher alerted to support. Once the child has returned to the classroom or building an appropriate sanction will be put in place. The parents should be informed at the end of the school day. In the event of the child going off site the parents will be informed immediately.
  4. All incidents should be fully documented with details of the incident, actions taken and the outcome.
  5. A review of provision may be necessary once it is deemed that a child is unable to access the educational provision offered at the school. All arrangements should be established with an appropriate time scale for re-integration.
  6. In the extreme circumstances of continued misbehaviour or violence in the school the child may be excluded for a fixed term period. Such a decision will only be in the event of all other strategies failing to modify a child's behaviour and will adhere to guidelines from [DFE on exclusions](#) and [Hampshire County Council procedures on Exclusion](#).

### **Referrals to other agencies**

Concerns relating to pupil welfare and behaviour are discussed regularly with staff and with relevant outside agencies. Where appropriate, the school may seek advice and support from the Locality Team, Police, Education Psychology Service, Children's Services, School Health, Child and Family Guidance and the Primary Behaviour Service. Parents will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

### **Roles and responsibilities**

All staff take a collective responsibility for consistently and fairly implementing the agreed Behaviour Policy. We also expect that parents will support the school in its commitment to achieve high standards of behaviour at all times. The Headteacher and staff monitor behaviour regularly, through the application of the rewards and sanctions. Governors are notified of any exclusions or serious incidents. Staff will review the rules and procedures for behaviour regularly and any changes will be shared with Governors for ratification. Changes in procedure will also be shared with children and parents where relevant.

### **Physical Intervention**

At Heatherside Infant School we follow guidance on the [Use of reasonable force – DFE 2013](#) which states that:

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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.

At Heatherside Infant school de-escalation of a situation is always the first strategy.

- Remain calm.
- Send the red card to the Office this will ensure the Headteacher is informed and that additional adults can attend the location specified on the red card.
- Remove the rest of the class from the situation.
- Talk calmly to the child – listen to responses.
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate.
- Restraint of children is **only** used when a child is at immediate risk of:
  - hurting themselves
  - hurting others
  - damaging property

Records of the incident will be made and parents informed.

Hampshire guidance will be followed.

### **Strategies for supporting children who have Social, Emotional and Mental Health (SEMH) needs**

On some occasions it may be necessary to take specific action to help children learn more appropriate behaviour. This may include:

- Analysis of difficult behaviour and its context.
- Placement of the child on the SEND register to monitor progress against the strategies put in place and to work closely with his/her parents.
- Individual behaviour plans or interventions, such as ELSA.
- Referral to outside agencies such as the Educational Psychologist, Behaviour Support , Child and Adolescent Mental Health Services (CAMHS)

The SENDCO is responsible for advising on the suitability of a range of strategies for supporting children with SEMH.

### **Bullying**

(Referred to as child on child abuse in [Keeping Children Safe in Education, 2023](#))

At Heatherside Infant School all staff have a zero tolerance approach to bullying.

Although there is no legal definition of bullying, the [government states](#) that it is usually defined as behavior that is:

- Repeated
- Intended to hurt someone either physically or emotionally



- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

#### **It takes many forms and can include:**

- Physical assault
- Verbal teasing, name calling, making threats
- Social such as being excluded from a group
- Cyberbullying – bullying via mobile phone or online (for example, email, social networks and instant messenger)  
it can be planned and organised or it may be unintentional
- It may involve individuals or groups

#### **Procedure**

Action against bullying should occur within a framework which reminds all pupils that bullying behaviour is unacceptable and will not be tolerated.

If incidents of bullying occur the following steps are taken.

- All incidents that occur during break or lunchtime are reported to class teacher and SLT. The class teacher must log the incident and actions taken.
- The class teacher will speak in the first instance with the children and then the parents.
- If parental concerns are expressed initially to the class teacher he/she will attempt to address them and resolve the problem, reporting back to parents on actions taken.
- The Headteacher (DSL) or deputy DSL must be informed of any concerns by the teacher or parents.
- Any incidents of bullying will be discussed in staff briefing so that everyone is able to observe the children involved and implement any agreed strategies.
- If problems are not resolved immediately, all adults who come into contact with the child will be informed. The Headteacher and class teacher will discuss the problem with the parents of all parties involved and a plan will be created and regularly reviewed.

#### **Outcomes**

- The child who is the bully will be asked how they can put the situation right and apologise where possible.
- If possible the children will be reconciled.
- The child will be helped to appreciate how the victim feels because of their actions.
- Each case will be monitored to ensure repeated bullying does not take place.
- Sanctions will be used where bullying behaviour is proven.
- Parents will be informed of the outcome.
- Restorative practices – encouraging children to think through and understand their behaviour, its consequences and what they can do to make it better.

Parents - [a useful guide to Bullying](#) – advice and information for parents and carers.

#### **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)



- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online