



## Hartford Infant School Behaviour Policy

Reviewed and updated January 2015

Updated October 2015

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This policy should be read in conjunction with the 'General Principles for Behaviour and Discipline' created by the Governing Body in March 2012 which can be found in Appendix 1, and the DfE documents 'Behaviour and Discipline in Schools: Guidance for Teachers and School Staff' [2011], 'Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing Bodies' [2011], 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' [2011].

Please note: it is a statutory requirement for all schools to include 'use of reasonable force' and 'screening, searching and confiscation' in their behaviour policy, regardless of the age range the school specialises in. This does not reflect the typical behaviour and/or procedures occurring in our school.

### **1. Introduction**

This policy is based upon the principles and values Hartford Infant School seeks to promote, including the expectation of good behaviour and the development of positive relationships within a secure, caring environment. This is reflective of our mission statement.

#### **Our Mission Statement**

*'Our aim is to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve his or her potential'.*

We emphasise the ways in which we can foster a positive atmosphere stressing the need for mutual respect, tolerance and understanding of all members of our school community. Our approach will centre upon praise and encouragement, although we address and deal with inappropriate behaviour if it arises. This policy is shared with all new members of staff.

All children will be treated equally whatever their behaviour needs. See Multicultural and Equal Opportunities Policy and Special Educational Needs policy.

### **2. Developing and using rules**

We believe our school will be an effective social community if all members of the community – that is, pupils, teaching and non-teaching staff, governors, parent/carers and the wider community - can share the same common values and approach to behaviour. Therefore the whole school has been involved in formulating the school's golden rules. These rules underpin all behaviour strategies in school. These are displayed and used in behaviour management. We revisit these rules on a regular basis in assembly and in the classrooms.

#### **Our Golden Rules**

	Do...	Don't...
1	Be gentle	Hurt anyone
2	Be kind and helpful	Hurt other people's feelings
3	Be honest	Cover up the truth
4	Work hard	Waste time
5	Look after property	Waste or damage things
6	Listen to people	Interrupt
7	Have good manners	Be rude

### **3. Whole school strategies for praising good behaviour**

If good behaviour is observed anywhere, both inside or outside school, then any member of staff can award a 'number in a box' to show recognition of the child's efforts in following the golden rules. The number in a box awarded should link to the number of the golden rule observed, for example, a number one in a box would be awarded if a child was seen being gentle as it is golden rule number one.

'Numbers in boxes' will be recorded on each child's good behaviour sheet which is stored within a file in their classroom. When thirty numbers in boxes are collected this sheet is sent home in recognition of their excellent effort. Parents and carers should celebrate this achievement to reinforce the positive work of the school.

Whilst awarding 'numbers in boxes' is our primary strategy to encouraging positive behaviour, the following list represents a range of rewards and incentives that can also be used to recognise good behaviour (and work in some instances).

- Smiles, other positive facial expressions, body language and gestures
- Verbal praise – to individuals, groups, and the whole class
- Children praising positive achievement in each other – verbal, clapping
- Send to other adults for praise – in class, parallel class, previous teacher, Headteacher, secretary
- Giving extra responsibilities/privileges – e.g. taking register, front of line for lunch
- Written comments on work, linking to a golden rule
- Displaying work where the child has followed a golden rule
- Reporting positive achievements to parents if appropriate – verbally, using diaries, using charts.
- Certificates given out in celebration assemblies
- **Positive behaviour charts celebrating Aiming High and Persevering in learning**

Teachers will need to check on a regular basis that they are applying these fairly and consistently, and that no child is missed out.

#### **4. Whole school strategies for dealing with unacceptable behaviour**

##### **4.1 A definition of unacceptable behaviour**

Some unacceptable behaviour may involve a one-off minor incident, which can be dealt with gently at the time. Persistent and more serious misbehaviour may include the following examples, taken from 'Discipline in Schools' (Elton Report):

- a) Bullying and racial harassment (further details in 'bullying' section)
- b) Continual disregard for requests for reasonable behaviour
- c) Continual disruption of class or group activities
- d) Continual disregard for other's property
- e) Abusive behaviour or language to other pupils or adults
- f) Being in possession of any item that could be used as a weapon.

##### **4.2 Sanctions/Consequences**

The following list represents the agreed progression of sanctions or consequences available to adults in our school. For minor misbehaviour the sanctions should be used progressively, however for more serious/persistent situations, such as purposefully injuring another child, it may be appropriate to begin on Step 4 or above.

1. A '**look**', **non-verbal gesture** or facial expressions (e.g. frowning) to show you have noticed
2. A **verbal warning**, reminding the child of the rule you expect them to follow, e.g. Susan, I have noticed you are not working hard. This is your first warning, please work hard so you can do your best work. [This is best given quietly in a one-to-one discussion]
3. A **second verbal warning**, as above. Reminding the child that if they do not improve their behaviour you will progress to the next sanction.
4. If the above sanctions are still ignored the child's **name is written on the board**.
5. If the child's **name is then underlined**, the child misses five minutes of their golden time and a disappointed number in a box is given, which is recorded on their disappointing behaviour sheet, with the date for monitoring purposes.

Other consequences for persistent/serious misbehaviour only are as follows:

6. **Time out** within classroom/separation from activity or group for limited time.
7. **Sending to another adult/the Headteacher**, for more serious behaviour or lesser consequences have not successfully deterred the child from repeating the inappropriate behaviour.
8. **Involvement of parents** by telephone, letter, or appointment, which may include formulating a **Risk Reduction Plan**.

We feel that the following principles must be considered when dealing with unacceptable behaviour:

- The sanction/consequence must
  - i) be appropriate to the individual and the incident
  - ii) be immediate, fair and consistent

- iii) take into account the individual needs of every child in relation to disability, SEN, age, race, religion, gender and vulnerable pupils.

### 4.3 Records of behaviour

Each teacher has a behaviour book in which they (or other staff) will record all serious/persistent incidents where the golden rules have not been followed and notes from any meetings with the child's parent/carer as a direct result. Notes should be factual, dated, and include any dialogue had with the child/ren concerned and any agreed outcome or further action. This allows, alongside the records of disappointed numbers in boxes, trends in behaviour to be carefully monitored and accurate records to be kept in case they need to be referred back to in the future. The Headteacher will also keep a record of incidents where he/she has dealt with behaviour.

Parent/carers are consulted and informed throughout if their child's behaviour is a cause for concern.

### 4.4. Persistently concerning behaviour

A few children in school may display persistently challenging behaviour that requires particular strategies to address it. All the above consequences will apply if appropriate, but extra strategies may also include:

- i) **Opening a Common Assessment Form [CAF] to enable:**
- ii) Referral to and/or advice and support from agencies such as the Primary/Behaviour Support Service, Education Welfare, Educational Psychology, Exclusions Manager and the school's Family Inclusion Worker
- iii) **Risk Reduction Plan [RRP]**
- iv) Home/School contracts/agreements
- v) Individual record books
- vi) Regular meetings with parents working together in partnership to support the child/home schoolbook.
- vii) Moving a child from one class to another, or creating a special timetable.
- viii) Different lunchtime/playtime arrangements to ensure everyone has a happy break

It is likely a child displaying persistently challenging behaviour will be considered as having a special educational need and an **Individual Learning Plan [ILP] and/or a RRP** written, as set out in the school's Special Educational Needs policy. This allows for his/her behaviour to be monitored and modified, using small, achievable targets for improvement. **There might be the need to also open a CAF depending on the child's circumstances.**

### 4.5. Extreme Misbehaviour

In cases of extreme misbehaviour, which put the child's, other children's or a member of staff's safety at risk, exclusions may be enforced if necessary. The County exclusion guidelines will be followed carefully, including a thorough investigation of triggers and written communication with parents/carers. The governing body will be informed in a termly Headteacher report, although individual children will not be identifiable.

## 5. Behaviour Management during Lunch Times, Play Times and Off-Site Activities

### 5.1. Consistency

It is very important that our approaches to behaviour management are seen to be consistent throughout the day. Both strategies for praising desirable behaviour and dealing with unacceptable behaviour should be followed as outlined above and applied as appropriate to the situation.

### 5.2. Application of rewards and sanctions

Great consideration has been given to how our behaviour strategies can be applied outside of the classroom. It has been agreed with midday supervisors that when positive behaviour management strategies are ineffective at lunchtimes the hierarchy of sanctions, in line with the whole school policy, will be:

1. **1st warning** e.g. 'I have noticed you are not being gentle to other children, this is your 1st warning, please be gentle'
2. **2nd warning** e.g. 'This is your second warning, you must be gentle. If you continue to play rough games you will miss 5 minutes of your playtime'
3. **Disappointed number in a box and missing 5 minutes of play** e.g. 'I have already given you two warnings for not being gentle and you chose to ignore them. You must now miss 5 minutes of your play and I will tell your teacher you have a disappointed number in a box.'
4. **If this continues, or the incident is serious, the child/ren should be sent to see the Headteacher or her representative**
5. **Seek immediate assistance of Headteacher or Deputy if any major difficulties arise.**
6. **Record in incident book any significant problems or incidents and the action taken.**

The following principles are consistent with our behaviour policy and apply at lunch and play times as appropriate.

- i) Maintain a high profile – be visible, move around a lot and be approachable to children
- ii) Seek out children who may experience difficulty and talk to them positively about your expectations
- iii) Be aware of potential ‘hot spots’ and try to diffuse them before they start
- iv) Class teachers to tell teachers on duty/supervisors of any pupils who have caused concern during session prior to play/lunch time, so that a special ‘eye’ can be kept on them
- v) Deal with problems as they arise – to ignore them is to condone them.

### **5.3. Communication**

Communication between lunchtime supervisors and teaching staff, those on playground duty and other staff, and between children and adults is a key area to address. As in point 6 above, incidents of unacceptable/inappropriate behaviour are to be drawn to the attention of the class teacher verbally, or if this is not possible by recording incidents in the relevant ‘Behaviour Book’. These records should be factual, signed, dated and have a clear description of the incident and adults response. In persistent or more serious cases the Headteacher should also be spoken to at the end of lunchtime/playtime. Class teachers will need to check these records regularly, especially when making class reports, referrals, IBP’s or talking with parent/carers.

### **6. Physical Intervention and Power to Use Reasonable Force**

The school is committed to ensuring that all staff and adults with responsibility for children’s safety and welfare will deal professionally with all incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with DfE and LA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil, following the necessary training for named staff. We will always aim to ensure minimal risk of injury to pupils and staff.

In line with government guidance, reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Guidance states that ‘In a school force is used for two purposes, to restrain pupils [that is to hold back physically or to bring a pupil under control or control a pupil, for example of two pupils are fighting and refuse to separate] or to control them [that is 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]. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.’

At Hartford Infant School, where all other measures have failed, reasonable force can only be used to:

- i) remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ii) prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- iii) 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;
- iv) prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- v) restrain a pupil at risk of harming themselves through physical outbursts.

**We will not** use force as a punishment and reasonable adjustments will be made for disabled children and children with SEN. We will tell parents if force has been used on their child in a serious incident and full details will be recorded.

For full guidance please refer to the ‘Use of Reasonable Force’ document referenced at the beginning of this document [this includes a section on complaints about reasonable force and other appropriate physical contact].

### **7. Searching and confiscating pupil’s property**

#### **7.1. Banned Items**

Items which are banned are:

- i) knives or weapons;
- ii) alcohol;
- iii) illegal drugs;
- iv) stolen items;
- v) any other items which could be deemed to be a hazard.

## **7.2 Searching with consent**

In line with Government advice, if a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy. The Headteacher or her representative will decide when and if to return, retain or dispose of the confiscated item when found through searching with consent.

## **7.2. Searching without consent**

A search can be authorised by the Headteacher or her representative, without consent if the suspected item is a weapon, knife, alcohol, illegal drug or a stolen item. This power extends even if the pupil is found after the search not to have the item. Such searches can only be carried out on school premises, or off-site activities where the member of staff has charge, e.g. on a school trip. The power of search without consent enables a *personal search*, involving removal of outer clothing and searching of pockets, but not an *intimate search*.

## **7.3. Who can search?**

The Headteacher, or a senior teacher authorised by the Headteacher, can search but they must be the same sex as the pupil being searched and there must be a witness, who if at all possible, is the same gender as the pupil being searched. This is to safeguard both the child concerned and member of staff.

## **7.4. Confiscation, retention or disposal**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence. For specific details please refer to pages 6-7 of the DfE's 'Screening, Searching and Confiscation' advice.

Law dictates the member of staff will not be liable for damage to, or loss of, any confiscated items, provided they acted lawfully.

## **7.5. Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is also no legal requirement to make or keep a record of a search, although as a school we will. We will inform the individual pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found. Complaints about screening or searching will be dealt with following our usual complaints procedure.

## **8. The Contribution of the Environment**

As a school, we recognise that the environment, both indoor and outdoor, will affect the behaviour of our children.

The way in which the school is presented and work displayed is central to a positive working environment. We recognise the need for displays to be changed regularly and for the school environment to be kept tidy so that the children are encouraged by example to look after their classroom and the school. Our aim is that the children will ultimately take responsibility for much of the tidying.

We have developed the markings on our playground so as to encourage imaginative play. At playtimes both indoors and outdoors there will be an adequate supply of materials, games and toys to occupy the children in a profitable manner, including paid Play Pals, a trim trail and **Playground Heroes- these children play near the Friendship Bench in the playground.**

## **9. Conflict Resolution and Peer Mediation**

The management of peer relationships is fundamental to the development of children and young people's self esteem and mental and emotional health and wellbeing. Forming positive relationships promotes social inclusion and has a positive effect on children and young peoples behaviour and ultimately their achievement at school.

Conflict is a normal and unavoidable part of life and learning about the nature of conflict and successful ways of resolving conflict peacefully is a vital part of helping children maintain and foster positive relationships and an important part of their development.

Many children experience conflict on a daily basis but resolve their problems quickly and calmly without resorting to verbally or physically aggressive means. However, sometimes children will find it difficult to

resolve their conflicts peacefully. Since 2014 we have encouraged the children to become autonomous in when trying to solve their quarrels and problems with each other by using a conflict resolution script [see appendix 3]. This programme is designed to enable children to resolve interpersonal conflicts peacefully, confidently and independently. This approach has been adopted from the PSHE Wellbeing Programme and is embedded into school life whereby we expect all children to use this before they seek help from an adult. From July 2015 we have adapted the KS2 Peer Mediation programme. Peer mediation involves trained peer mediators assisting voluntary participants through a structured process where both disputants express their feelings and points of view and work together to find mutually agreed solutions to their conflict. These disputes may involve falling out with friends, being left out of games, being teased or called names or they may involve situations where children are unhappy because they feel something is unfair. This programme is being embedded into school life and children are keen to be volunteers.

#### **10. The Disciplining of Pupils for behaviour outside of school**

In line with Government advice, teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. A teacher of Hartford Infant School may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, children will be sanctioned in line with the hierarchical sanctions outlined in section 3 of this policy, after a full investigation.

#### **11. Expectations and accountability**

This policy should be read alongside the detailed expectations within Appendix 1.

#### **12. Policy Review**

This policy will be reviewed annually by the governing body and staff of Hartford Infant School.

To ensure access by everyone in the community this policy can be made available in large print and translated into languages as appropriate upon request.

**General Principles for Behaviour and Discipline**  
**[created by the Governing Body in March 2012]**

**General principles for the guidance of the Headteacher in determining measures to promote good behaviour and discipline amongst the pupils.**

1. The need to ensure a secure, safe and congenial environment for teaching and learning which is the main purpose of a school.
2. The expectation of good behaviour, mutual respect, tolerance and caring relationships from all in the school community, which includes children, staff, families/parents/carers and Governors.
3. The understanding that poor behaviour in whatever form will be managed firmly. This could include the use of sanctions (for the school to decide) in consultation with staff/parents/carers, governors and outside agencies as appropriate, and support offered if necessary.
4. The promotion of a whole-school approach to developing and implementing these values incorporating guidance for staff and families and providing clear rules for the children.
5. The clarification for parents and staff that it is now recognised that teachers are enabled by law, to search pupils, to use reasonable force, and to discipline children for misbehaviour outside school in certain circumstances, as set out in the Department of Education guidance.
6. The policy should make clear that the staff will have the support of the Governing Body providing that they have acted within the remit of the school's Behaviour and Discipline policy.

**Reviewed: April 2016 by the Curriculum and Data Committee**

## Expectations

### **Expectations of all of us:**

1. Everyone should be treated with courtesy and consideration.
2. Everyone has a contribution to make by setting a personal example.
3. Everyone should give of his or her best in work and behaviour.
4. Everyone should give and receive respect.
5. Everyone is an individual and individuality must be seen as an essential and important part of each person.
6. The positive aspects of a person's personality should be praised and developed.
7. Any expectations of others will be reasonable and achievable.
8. Everyone should be treated with fairness and consistency of approach in all situations.
9. We will try to talk and listen to each other, and, work together to try and achieve our aims.

### **Expectations of adults throughout the school:**

1. Take the initiative in establishing a relationship with every child.
2. Greet and be greeted.
3. Speak and be spoken to.
4. Try to make them listen.
5. Smile.
6. Make eye contact (we need to be aware that what this means varies between children and adults and cultural backgrounds).
7. Comment on and praise pleasing behaviour of any children you meet around school.
8. Be responsible for all children, not just those in your class, as they move around school – remind them of rules/expectations if necessary.

### **Expectations of teachers and teaching assistants within the classroom and the whole school environment:**

1. Create and sustain a positive, supportive and secure environment.
2. Well-prepared, stimulating lessons generate good behaviour and earn respect.
3. Be in the classroom as the children come in.
4. Extend and motivate all pupils. Ensure that children know what extension activities are available when a task is completed.
5. Be constructive in the marking of children's work.
6. Share children's learning experiences with them.
7. Notice and praise positive behaviour patterns.
8. Encourage creative dialogue – confidence in discussion is important.
9. Set and maintain a high standard of order and organisation.
10. Set and maintain a high standard of presentation and care of surroundings: use displays as an example of the high standards expected.
11. Ensure that children know your expectations of them and maintain them.
12. Mean what you say.
13. Don't be afraid to say sorry.
14. Ask for support.
15. Give responsibility whenever possible.
16. Be firm, but fair and consistent.
17. Follow up problems to their conclusion.
18. Keep calm – it reduces tensions.
19. Know and talk with the pupils as individuals.
20. Use humour – it builds bridges.

### **All staff must avoid:**

1. Humiliating.
2. Shouting.
3. Over reacting – the problem will grow.
4. Blanket punishments.
5. Punishing what you can't prove.
6. Sarcasm.

### **Expectations of families:**

1. Ensure that children know they are loved and valued.



2. Encourage and praise good behaviour at home.
3. Treat children consistently and fairly, ensuring that reasonable rules are clear, known and kept.
4. Encourage a positive attitude towards school.
5. Keep children at home if they are unwell, but please let us know, and make sure they do not return until they are well again.
6. Help children to develop good habits such as regular attendance, good timekeeping, clean and tidy appearance.
7. Come and see us if there are any problems at school or at home which may be affecting the children.
8. Let us know if you are delayed at the end of the school day so that we can reassure the children and look after them safely until you arrive.
9. Once Hartford Infant children have been handed over at the end of the school day to the collecting adult it is this adult's responsibility to discipline their child. Within the school site parents/carers and children are expected to follow LA/school guidelines.
10. On school educational visits children are expected to follow school rules/guidelines. Any parent/carer participating in these visits must follow the same rules/guidelines.

Conflict Resolution Dialogue

Stop. Let's not fall out. Let's talk.

Your turn and I'll just listen. What's the matter?

Your turn and I'll just listen. What's the matter?

What would make it better for you?

What would make it better for you?

What shall we choose to make it better both of us?

Let's agree...