

The venue Infant School

BEHAVIOUR POLICY

Adopted: _____

Signed on behalf of the Governing Body: Mr Stewart Miller

Position: Chair of Governors

Date: 13th October 2022

Review date: _____

Behaviour Policy

September 2022

At The Avenue Infant School our values of Respect, Confidence, Kindness, Responsibility and Perseverance are embedded through all aspects of school life. We believe that values are learnt through the way that adults and children respect and behave towards each other. To achieve a positive atmosphere we need shared values. We seek agreed standards of behaviour from staff, parents and pupils as stated in the Home-School Agreement. Our rules are based on principles of respect and tolerance towards others, self-discipline, consistency and safety. The central aim of our policy is to promote, encourage and nurture good behaviours rather than just to punish unacceptable behaviours.

The school has agreed three Golden Rules which are underpinned by these values. Our Golden Rules are:

Be ready

Be respectful

Be safe

All adults in school model the behaviour encouraged by the Behaviour Policy and will incorporate the language of these Golden Rules into interactions with pupils, particularly when highlighting positive behaviour so pupils learn what each rule looks like.

Our Expectations

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school. We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

All adults in the school share these 5 pillars of practice;

1. Consistent, calm adult behaviour.
2. Listen with respect and provide systems which promote positive behaviour.
3. Develop positive relationships, which promote self-esteem, self-discipline
4. Establish clear expectations of all members of the school community
5. Restorative follow up.

We praise in public, we reprimand in private.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

Pupils have Golden time on a Friday for demonstrating the three Golden Rules.

Other rewards for following the Golden Rules:

- ~ 100 ticks class reward
- ~ Class toy to take home for visit
- ~ Values tokens for showing Avenue Values
- ~ Whole school values rewards
- ~ Termly year group values winners- certificate
- ~ Special Awards – in Celebration Assembly
- ~ Year group rewards:
 - o Reception- stickers and individual certificates home
 - o Year 1- Star charts
 - o Year 2- Avenue pounds to spend in the Avenue shop

If Golden Rules are broken

Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Rules include those that children must follow regarding anti-bullying and remaining safe online, behaving in a responsible way when using technology, in and out of school. These follow a set procedure to be followed at all times during the school day (including playtime outside, wet playtimes, lunchtime). All staff will use this progression:

1. **Reminder - Script:** *'I know you will... (show me you are ready by looking at me and listening carefully / be respectful by taking care of that book / show me you are safe by keeping your feet still...)*
2. **Warning- Script:** *'Remember if you can't show me you are... (ready / being respectful / safe)...you will lose a playtime minute'*
3. **Lose a playtime minute-** this is recorded in the class Playtime Minutes Lost Log (name- time of day lost – Golden rule no. broken). At playtimes / lunchtimes this will be by standing by the wall or with an adult. (Where playtime minutes are lost after the last playtime of the day, the minute will take place in class during learning time.)
4. **Reflection time with an adult-** an adult will spend time with the child and, when appropriate and always after they have deescalated, briefly discuss their behaviour and what to do next time instead (using emotion coaching language, e.g. *'I can see you're sad / cross / upset, I want to help you...)*. Repair and Restore conversations: *What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?*
5. **Parents or carers told**

Sometimes, if the child does something like hurting someone really badly or keeps on doing something we have been asked to stop, then we will have to go to number 3 or 5 straightaway. The adults will decide which point we have to go to.

Where point 3 or beyond is reached this is recorded in the class Playtime Minutes Lost Log book with the child's name, time of day and golden rule broken. If a child has several occasions of Lost Playtime

minutes, the class teacher will keep that child for a few minutes to discuss this at the start of Golden time on Friday for reflection (also recorded in the Lost Minutes Log)

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter/ leave the hall and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

The playground

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the SENCO, Deputy Head teacher and the Head teacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

Play/lunchtimes

Within lessons playground behaviour is discussed. Staff work with children on their understanding of the consequences of their own actions and games. Work is also done with the children to enable them to differentiate between accidental and deliberate hurting. We encourage parents/carers to support us in this difficult task.

- ~ Children are encouraged to report difficulties to an adult immediately so that they can be dealt with in situ. Staff endeavour to ensure that all children involved in an incident feel they have been listened to by an adult. (Severe disagreements or those that have not been resolved will be reported to the class teacher to be dealt with at an appropriate time. Sometimes the child's parent or carer may be informed.)
- ~ Staff model games that children can take part in so that they do not become involved in less desirable activities that may lead to confrontation and upset.
- ~ Some children are observed during play by an identified adult to avoid incidents arising or being misreported.
- ~ Some children are supported with their behaviour in the playground by one identified adult.
- ~ Calm Lunchtimes space will be available for a small group of children who may struggle with the extended time outside at lunchtime or maybe if they are feeling unsettled / in need of quieter time.
- ~ We recognise that good and calm communication between staff and children is essential. Confrontation needs to be avoided where at all possible.
- ~ Please refer to the Anti-Bullying policy for guidance on behaviours that are considered to be 'bullying'.

After School Club

The behaviour expectations of the After School club will be in line with this policy. All children will be expected to follow the Golden Rules and positive reinforcement and rewards will be the central drive of

the policy implementation. Where sanctions are required, these will take place within the timeframe of the After School Club, for example, time out. More significant behaviour incidents will be shared with parents / carers and, if necessary, in the most severe cases, with the child's school / class teacher.

Restorative practices

It is paramount that incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- What do you think and feel about that? What each person was thinking and feeling at the time, before and since.
- Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
- What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

When should Behaviour Incidences be logged?

The child's class teacher (or HLTA if covering) should log the following incidents if they arise for a child in their class - During a lunch time all staff should log an incident causing concern but also inform the class teacher too.

Reminder/warning behaviours - these do not need to be recorded but may escalate. Use the intervention script to give a reminder / warning.

- Not following adult instruction when asked
- Distracting others from learning
- Poor listening shown
- Unsafe behaviour (eg Swinging on a chair)
- Bad manners towards an adult or other pupils (including through body language)
- Rough play
- Messing around in toilet area

- Not playing in the safe play areas
- Spoiling the games of others
- Clear defiance of an adult despite a warning
- Back chat or insulting body language towards an adult
- Continued episodes of poor listening
- Deliberately disrupting the lesson
- Continued rough play despite a warning
- Rough play resulting in another child being hurt
- One off incident of name calling
- Damaging school property

Recorded behaviours might include- (recorded on Playtime Minutes Lost Log) and are likely to start at point 3 on the sanctions progression:

- Repeated lower level behaviours despite reminders / warning
- Repeated clear defiance of an adult instruction
- Deliberately arguing with an adult
- Walking away from a conversation with an adult (remember the conversation should not be intimidating, use side to side stance rather than insisting on eye to eye contact)
- Intentional hitting, kicking, slapping, biting and spitting
- Grabbing other children by their clothes to cause harm
- Grabbing other children by the throat
- Persistent verbal abuse (Swearing and name calling)
- Deliberately damaging school property.

Significant Behaviour Incidents:

- ~ Deliberate, repeated physical harm is not acceptable and any incidents will be reported to the headteacher immediately. Records of any incidents will be kept, along with details of any action taken. Parents will be informed so that we can work together to prevent this type of behaviour. Repeated incidents could lead to removal from class or, in extreme cases, suspension from school.
- ~ Racial harassment, derogatory language and sexual violence / harassment will not be tolerated and any incidents will be reported to the headteacher immediately. Records of any incidents will be kept, along with details of any action taken. Parents will be informed so that we can work together to prevent this type of behaviour. Repeated or serious incidents could lead to suspension.
- ~ Threatening and violent behaviour towards an adult (should also be referred to the Headteacher)
- ~ Bullying - Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied (including cyber-bullying), and any incidents between them and the 'bully' should be logged. It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

Child-on-child incidents will be considered through a safeguarding lens, in line with our safeguarding policy.

When a child demonstrates threatening, violent or extreme behaviour, the school's Significant Behaviour Incident form must be completed as soon as possible after the event and shared with the SLT. Parents / carers will be informed. SLT together with the class teacher will consider what steps may be required to avoid this occurring again and to support the child with more positive behaviour. This plan would be shared with parents / carers.

On-going behaviour concerns

When a child repeatedly behaves inappropriately, adults in school keep track of patterns of these behaviours and try to investigate possible causes. Adults work together and communicate closely with each other in order that improvements can be made.

Working with Parents / carers

We aim to keep parents/carers informed of any concerns at an early stage and believe that working together in order to manage a concern is vital. We also believe that it is essential to maintain a consistent approach between home and school as a child's behaviour will not improve otherwise. Good communication is essential and we try to work collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school. Prompt action can often stop a problem developing and we try to be a very approachable staff and make ourselves available to spend time with parents/carers discussing worries/issues. At times we may direct parents/carers to outside agencies for additional support. We aim to support parents/carers when they request or seem in need of our help and are proud of the good relationships we develop and maintain.

Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- Behaviour Support
- Young Carers group
- Family Support Workers

Behaviour and Mental Health

Consideration will also be given as to whether behaviour could indicate a potential safeguarding or mental health concern and, if so, appropriate support will be provided or sought externally in line with the school's Child Protection and Safeguarding policy and / or the Mental Health policy, as appropriate. Staff will be vigilant to the possibility of peer-on-peer abuse and, where behaviour concerns can be defined as such, these concerns will be shared with the Designated Safeguarding Lead and reported in line with the Child Protection and Safeguarding policy. The DSL and deputy DSLs will consider the context of each case and the developmental stage of each child involved whilst taking appropriate action to mitigate risks for both parties (cf. Child Protection and Safeguarding policy).

Serious Incidences

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- any incidences of peer on peer abuse
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form -including cyber and online
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon
- using camera to take images of another individual without consent or 'up skirting'

Any of the incidents above will, in the first instance, result in an immediate removal. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. 2 removals may be logged before any external exclusions are used.

Each incident will be treated on individual merit with the final decision being made by the Headteacher and in his/her absence, the Deputy Head teacher.

Any exclusions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention.

The term 'physical contact' is used to describe the use of touch for many different purposes. It is not possible to list every situation where touch is appropriate but 'Use of Reasonable Force in Schools' (2013) gives examples of many situations where physical contact is appropriate and/or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school, when comforting a distressed pupil, when a pupil is being congratulated or praised, to demonstrate how to use a musical instrument, to demonstrate exercises or techniques during PE lessons or sports coaching, to give first aid, to aid with intimate care, to prevent injury, to prevent damage to property, to lead a pupil that is being disruptive out of the classroom or to search for prohibited items.

National guidance is clear on this subject; 'no school should have a no touch policy' (Use of Reasonable Force in Schools, 2013). The purpose of any physical contact, including restraint, is to safeguard and promote the welfare of the person being touched, along with anybody else whose welfare is threatened.

Control and restraint

Section 93 of the 'Education & Inspections Act' (2006) and 'Use of Reasonable Force in Schools' (2013) states that reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from committing an offence or from causing disorder by any member of school staff. It also states that parental consent is not required for this.

Physical restraint is a last resort. To manage behaviour in school we follow the guidelines outlined in our Physical Intervention Policy, which should be read in conjunction with this policy. Around 95% of our behaviour management is through positive behavioural support, 4% consists of risk reduction and only around 1% consists of physical restraint.

'Use of Reasonable Force in Schools' (2013) explains that 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 a student needing to be restrained to prevent violence or injury. 'Reasonable' means using no more force than is needed. 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.

Any member of school staff can use reasonable force. It is a safeguard, not a sanction. However, our Senior Leadership Team and some other staff are trained in the reduction of risk, restraint and restriction through regular 'Team Teach' training. These members of staff should be called upon wherever possible if restraint is necessary. However, in an emergency situation other members of staff may also use reasonable force if required. 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.

During a physical restraint staff should summon help from another member of staff where possible. They should continue to speak to the child in a calm manner and use simple and clear language. Staff should repeat to the child what they must do for the restraint to be removed and relax the restraint in response to a child's compliance.

After a restraint both the members of staff and the child should be debriefed by a member of the Senior Leadership Team. Physical restraints are recorded in the Bound Book. This record is completed by the staff members involved and is reviewed by a member of the Senior Leadership Team that was not involved in the incident. This record is held by the school for 75 years. Parents and/or carers will be informed verbally if a physical restraint is used on their child.

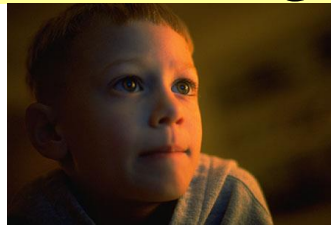
If the behaviour is part of a pattern of behaviour, the SENCO will work with the class teacher and parents to write a Positive Handling Plan and/or Behaviour Plan for the child. The following information will be recorded:

- strategies to be used prior to intervention
- triggers and ways of avoiding 'triggers' if these are known
- involvement of parents to ensure that they are clear about the specific action the school might need to take
- briefing of staff to ensure they know exactly what action they should be taking and identification of additional support that can be summoned if appropriate.

In addition to the general power to use reasonable force described above, staff can also use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. School staff cannot use force to search for items banned under the school rules.

3 GOLDEN RULES

Be ready



Be respectful



Be safe



If I do not follow the Golden Rules this is what will happen:



1.

Reminder



2.

Warning



3.

Lose a Playtime Minute



4.

Reflection time with an adult



5.

Parents or carers told.



Sometimes, if the child does something like hurting someone really badly or keeps **on** doing something we have been asked to stop, then we will have to go to number 3 or 5 straightaway. The adults will decide which point we have to go to.