

## Ocker Hill Infant and Nursery School Behaviour Policy

### SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

S175/157 of the Education Act 2002 places a duty on schools to make arrangements to safeguard its pupils and states that :

*“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.”*

“Safeguarding Children and Safer Recruitment in Education” was issued to schools in 2006 detailing statutory guidance placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document “Working Together to Safeguard Children” to the following:

Protecting children from maltreatment  
Preventing impairment of children’s health or development  
Ensuring that children grow up in circumstances consistent with the provision of safe and effective care  
Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

Ocker Hill Infant and Nursery School strives to promote the welfare of our pupils by :

Creating and maintaining a safe learning environment  
Identifying child welfare concerns and taking appropriate action  
Using the curriculum to enable our children to develop keep safe strategies  
Operating safe recruitment and selection procedures to prevent unsuitable people working with our children  
The school has a suite of policies designed to meet these needs and which are available on request or via the school website.

This policy applies mostly to points 1 and 3 above and reflects current legislation, accepted best practice and complies with the government guidance : *Working together to Safeguard Children (2013) and Safeguarding Children and Safer Recruitment in Education (2006)*

Ocker Hill Infant and Nursery School  
Behaviour Policy

Introduction

Name of School	Ocker Hill Infant School
Date of Policy	July 2019
Co-ordinator	Heidi Faulkner
Policy Consultation	Curriculum
Review date	July 2021

Introduction

We believe that good behaviour and discipline within the school and nursery are essential if children are to learn and teachers teach effectively. As staff we work hard to create a supportive calm school environment, where pupils are encouraged to discuss and understand their feelings and in which the rights and responsibilities of everyone within the school community are understood, valued and upheld. The behaviour policy is also applicable when pupils are on school trips, pupils walking to and from school (anywhere where the pupil is representing the School). – This policy will still be applicable during these times and the same sanctions will be imposed if the incident had occurred on the School site, once the children return to school.

The policy will be placed upon the school website for all to access, a review of this is sent to parents each year in September and a child friendly version is shared with all children in September.

Our school approach to behaviour and discipline has been firmly established for many years now. We have a positive approach to behaviour management, pupils know the expectations of behaviour, these are shared each term.

Our Values

Everybody has the right to learn and teach in a welcoming, safe, caring, well organised and stimulating school environment.

All children, staff and school governors and parents will be aware of school procedures.

We will respect and value others.

Our Aims

Create a welcoming and co-operative school community based upon trust and respect.

Provide a secure and enriching learning environment where learning can take place with enjoyment

Our Approach

We believe in positive behaviour management ensuring that everyone in school has:

The right to respect from others;

The right to learn and teach;

The right to feel safe.

How Do We Do This?

We teach the children to solve their problems through discussion.

We offer support for the children to take responsibility for their actions.

We have a positive behaviour management style using praise and rewards.

We speak calmly to children at all times.

We offer Emotion Coaching to all.

We use Five to Thrive

We allow children to talk about how they are feeling, at key times in the day., every day

Behaviour management is positive and consistent.

Our School Ethos

To protect our rights and ensure that we all feel valued we have basic rules for our school community.

Classroom rules are discussed regularly in circle times and set with the children. All staff, children and parents know the expectation for behaviour.

We share the school rules with the school council and all children, staff, governors and parents.

### School Rules

We are gentle

We are honest

We are kind and helpful

We listen

We work hard

We look after toys and equipment.

### Expectations with regard to Pupils

Pupils will be expected to:

Conduct themselves round the building in a safe, sensible manner and show respect to others

Arrive on time for School and lessons

Follow instructions/expectations given by members of staff

Behave in a reasonable and polite manner to all staff and pupils

Treat pupils and staff how you would like to be treated

Show respect for the opinions and beliefs of others

Complete all class work in the manner required

Hand in homework at the time requested

To ask for help if it is needed

Show respect for the working environment & for school equipment

Follow the School rules

Expectations for moving around the school- devised with pupil's and staff

### Expectations with regard to Staff

Staff will be expected to:

Arrive on time for School and their lessons

Create a swift and purposeful start to the lessons

Reinforce clear expectations of behaviour

Deal with incidents of inappropriate behaviour by following the School's behaviour policy

Promote and reinforce positive behaviour in the classroom

To treat all pupils fairly and with respect

To communicate regularly with parent/carers

Remain calm, give confident commands

Offer a stimulating curriculum, with high quality active learning

Communicate with short clear instructions

Visually display rules and consequences

### Expectations with regard to Parents Carers

Parents and carers are expected to:

Work in partnership with staff to ensure good behaviour of the expected standard

Inform staff of any concerns

Respond to concerns raised by members of staff

Ensure pupils come to School in correct uniform and on time, ready to work

Pupils to attend all school days and if pupil is ill to inform the school immediately

### Rewards and Consequences

We teach the children about what is acceptable and unacceptable behaviour. Children are aware of the rewards and sanctions used within the school community.

Parents and carers accepting a place at Ocker Hill Infant and Nursery School are asked to adhere to our behaviour policy and code of conduct.

Good behaviour is always rewarded.

We place inappropriate behaviour into four categories

Abusive behaviour

Behaviour which prevents others from learning or teaching

Dangerous behaviour

Bullying

Each situation is treated with sensitivity by staff and governors. All points of view are taken into account. We wish to work with parents to support children with behavioural/emotional issues. We are prepared to listen.

We agree that all children need to be treated positively, we will support pupils moving from a negative to positive cycle by

Giving the children something to aim for

Discuss feelings, each incident requires a fresh start

Offer children jobs and responsibilities

Use praise and self-efficacy

Use Golden book for children to nominate others

Prove to the children they can do it, not just say it

Keep reminding children about the positives

We use Jenny Mosely stories, puppets, posters and badges

### Rewards

Verbal praise- gain attention first Jo, well done, you have

Badges and stickers

Star of the week

Certificates from lunchtime supervisors and head teacher

Success at School certificates

Extra play for lining up at dinnertime

Special responsibility job

Special privilege eg extra playtime

Golden box rewards

Sit at the Golden Table at dinnertime

Golden time

### Consequences

Before each sanction the children should have a warning about what will happen next and choices of behaviour discussed. The child will be told clearly what behaviour they need to change.

Warning

Move seat

Sit by teacher

Discussion with teacher- behave or miss 2 mins playtime/choice of activity

Emotion Coaching, change adult if needed

Adults takes child to a quiet area to work

If pupils misbehave at playtimes they walk with the adult for set minutes

### For acts of Vandalism, Swearing

Warning by teacher

Reflective discussion by Teacher

Reflective discussion by Key Stage Lead

Reflective discussion by Dep/Head

### For acts of Assault

Send for Member of Leadership Team

Write incident up in Red Behaviour Book

Inform Parents/carers

In extreme cases of inappropriate behaviour removal to Head or Deputy will be necessary. We will sit and talk to the pupil to calm them down. This procedure will be implemented following the Non Violent Crisis Intervention Policy displayed on the school website.

Ultimately if a pupil continues to seriously violate the rights of others then the following options will be considered.

## Exclusions

### Lunchtime Exclusions

Lunchtime exclusion is used for pupils who find it difficult to behave during unstructured times. Schools may find it necessary to impose a lunchtime exclusion which means that the pupil will not be allowed on School site during lunch times. This lunchtime exclusion will be for a specific period of time. (Guidance suggests that it should not be longer than a week). The School will take into account the pupil's age and vulnerability and the Head Teacher will need to make sure that the parent / carer has been informed and is available to collect the pupil during lunchtimes and return the pupil after lunchtime for their afternoon session. If a pupil receives free school meals – the School will honour this entitlement.

### Fixed term Exclusions

Only the Head Teacher (or Acting Head Teacher) may impose a fixed term exclusion in response to breaches of the school's behaviour policy. The Head Teacher may exclude a pupil for a maximum of 45 school days in an academic year. On return to school the Head Teacher may request the parents / carers to attend a re-integration meeting with a member of School staff in order to discuss the reason for the exclusion and to see if the pupil requires any additional support in order to prevent any further exclusions.

Examples of behaviour types that warrant a fixed term exclusion:

Continued disruption in lesson and School
Persistent Defiance
Verbal abuse to staff / pupils / others
Racial abuse to staff / pupils / others
Bullying – physical / verbal
Physical abuse to staff / pupils / others
Sexually inappropriate behaviour
Theft
Vandalism
Extortion
Threatening behaviour
Setting off the fire alarm

This table is a guide only, the number of days given to the pupil is at the discretion of the Head Teacher (or Acting Head Teacher). The days illustrated above are a guideline only and longer exclusions may be implemented depending on the severity of the offence. The Head Teacher or Acting Head Teacher may also impose a five day fixed term exclusion pending investigations and once investigations have been completed the Head Teacher may then decide to permanently exclude the pupil.

If a pupil exhibits challenging behaviour then the School will try the following strategies:

Placing a pupil on special education needs register

Involving Inclusion Support

Suggest a "managed transfer" with parental support

Pastoral Support Programme (PSP) / Individual Learning Plan (ILP)

Behaviour and Learning Trail (Tracker)

Reduced timetable

Request parent's consent in order to implement an Early Help Assessment  
Intervention place at Primrose Primary Centre  
Other interventions strategies from recognised providers  
Final warning from Governors and pupil to be asked to sign a Behaviour Promise (Contract)

### Permanent Exclusions

The decision to permanently exclude a pupil is a very serious decision and will not be done in the heat of the moment. Only the Head Teacher (or Acting Teacher if Head Teacher is not on site) can make the decision to permanently exclude. A Head Teacher can permanently exclude for the following reasons:  
Serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In some cases the Head Teacher may decide to impose a five day fixed term exclusion pending investigations and once these investigations have been completed the Head Teacher may then decide that the incident/disruptive behaviours warrants a permanent exclusion. This will include persistent disruptive behaviour over a six months period.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a "one off" incident – these could be:

Serious actual or threatened violence against another pupil or member of staff

Sexual assault / abuse

Supplying an illegal drug

Carrying an offensive weapon

When a pupil is involved in a criminal activity the Head Teacher will consider whether or not to inform the police.

### Disability discrimination (DDA) and Special Educational Needs (SEN)

Under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Regulations 2014, The Children's and Family Act 2014 and The Code of Practice 2014) schools must not treat disabled students less favourably without justification and must make reasonable adjustment to ensure that they are not disadvantaged compared to their peers.

If a School feel that a pupil requires additional help and support they can contact Inclusion Support for further advice and pupils may be placed on special education needs register.

### Screening, searching and confiscation

Head Teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The school will inform the parents and gain permission to do this. Examples of items as follows:

Knives or weapons

BB guns

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any item that the member of staff suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage the property of any person or pupil

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For further information please see the following guidance from Department of Education :



## **Ocker Hill Infant and Nursery School Policy for Non Violent Crisis Intervention**

### **Introduction**

<b>Name of School</b>	<b>Ocker Hill Infant School</b>
<b>Date of Policy</b>	<b>July 2019</b>
<b>Co-ordinator</b>	<b>Heidi Faulkner</b>
<b>Policy Consultation</b>	<b>Curriculum</b>
<b>Review date</b>	<b>July 2021</b>

**This policy is displayed on the website for all stakeholders to access.**

**Section 550A Education Act 1997 and the Education and Inspection Act 2006 allows teachers and other persons authorized by the head teacher to use such force as is reasonable to prevent a child from:**

- Committing a criminal offence**
- Injuring themselves or leaving school**
- Prevent a pupil from attacking a child or member of staff**
- Remove a disruptive child from a classroom**
- Causing damage to property**
- Stop a child from disrupting a school event/trip.**

**Reasonable Force may take several forms**

- Physically interposing between pupils**
- Blocking a pupils path**
- Leading a pupil by the hand/arm**

**Physical Intervention will follow the MAPA holds.**

### **Policy**

**By following the Behaviour Management policy the use of physical intervention should be minimised. However we do recognise that isolated incidents may require physical intervention. School follows a restorative approach linked to the MAPA process.**

### **The Core Values**

**There is a consistent approach, calm adult behavior promoting a positive proactive approach. Staff behavior links to positive pupil behavior, however some pupils will need extra support. Body language and facial clues are very important.**

**Restraint Plan- it is the last resort, health needs to be recorded, interventions written on the plan, staff trained, consider safety and wellbeing of all, ensure staff are trained in emergency first aid, child in hold for the shortest amount of time.**

**Records must be completed dated and signed.**

### **Restorative Conversation**

**What happened?**

**What were your thoughts at the time?**

**What have your thoughts since?**

**Who has been affected?**

**What do you need to happen now?**

## **Whole School Approach**

**Proactive Measures-** classroom management, school based interventions.

**Behaviour Plan-** Individual risk assessment completed

**Crisis Intervention-** follow pupil positive handling plan

**Post Crisis-** restorative debrief and incident reporting.

The degree of force must be in proportion to incident and seriousness of the behaviour. Any force used will be the minimum needed to achieve the desired result. Staff must use their professional judgement.

Schools do not require parental consent to use reasonable force, but they will require it for physical intervention.

School has several members trained in the use of MAPA techniques. The training is renewed yearly.

The team leader is Mrs R Strange

Two members of staff trained in this process will be present if this is deemed necessary.

Emergency cards are available in all areas and staff know who they need to send for.

Before intervening physically staff will wherever possible calm the pupil down by talking to them using emotion coaching and de-escalation techniques. This must be the last resort, following guidelines from the Crisis Prevention Institute.

The pupil will be told what is going to happen and will spoken to and reassured at all times.

## **Restorative School Approach**

This is a shared set of values which promotes good behavior by managing problems fairly and positively. We will use conflict resolution skills to discuss any problems. This will lead to a respectful calm school.

The following are unacceptable:

- Holding a pupil around the neck/by the collar
- Slapping kicking punching a child
- Twisting limbs
- Tripping a pupil
- Pulling by the hair/ear
- Holding a pupil face down on the ground
- Holding a pupil in way that may be considered indecent

Staff can:

- Offer comfort to a child
- Congratulate and praise
- Demonstrate how to use a musical instrument/complete a sports activity
- Offer first aid

All incidents involving use of force will be recorded in the incident book kept in Head teacher's office. Staff involved should keep a copy of the report.

Parents will be informed of the incident by the Head Teacher.

Any complaints will be dealt with using guidelines from Education and Inspection Act 2006

Authorised Personnel for de-escalation and reasonable force

**All teaching staff  
All qualified support staff  
All lunch-time supervisory staff**

**Authorised personnel for physical intervention  
Staff that have completed the appropriate MAPA training only.**

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Inform staff of any concerns  
Respond to concerns raised by members of staff  
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Pupils to attend all school days and if pupil is ill to inform the school immediately

#### Rewards and Consequences

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Offer children jobs and responsibilities  
Use praise and self-efficacy  
Use Golden book for children to nominate others  
Prove to the children they can do it, not just say it  
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Success at School certificates  
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Special responsibility job  
Special privilege eg extra playtime  
Golden box rewards  
Sit at the Golden Table at dinnertime  
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Emotion Coaching, change adult if needed  
Adults takes child to a quiet area to work

For acts of Vandalism, Swearing,  
Warning by teacher  
Reflective discussion by Teacher  
Reflective discussion by Key Stage Lead

## Reflective discussion by Dep/Head

For acts of Assault

Send for Member of Leadership Team

Write incident up in Red Behaviour Book

Inform Parents/carers

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## Exclusions

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The Head Teacher or Acting Head Teacher may also impose a five day fixed term exclusion pending investigations and once investigations have been completed the Head Teacher may then decide to permanently exclude the pupil.

If a pupil exhibits challenging behaviour then the School will try the following strategies :

Placing a pupil on special education needs register

Involving Inclusion Support

Suggest a "managed transfer" with parental support

Pastoral Support Programme (PSP) / Individual Education Plan (IEP)

Behaviour and Learning Trail (Tracker)

Reduced timetable

Request parent's consent in order to implement a CAF (common assessment framework)

Intervention place at Primrose Primary Centre

Other interventions strategies from recognised providers

Final warning from Governors and pupil to be asked to sign a Behaviour Promise (Contract)

### Permanent Exclusions

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There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a "one off" incident – these could be:

Serious actual or threatened violence against another pupil or member of staff

Sexual assault / abuse

Supplying an illegal drug

Carrying an offensive weapon

When a pupil is involved in a criminal activity the Head Teacher will consider whether or not to inform the police.

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BB guns

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Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any item that the member of staff suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage the property of any person or pupil

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For further information please see the following guidance from Department of Education :

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20advice>.