



Harefield Infant and Nursery School and Harefield Junior School Behaviour Management Policy

Happiness

Independence

Solid Foundation

Ethos

At Harefield Infant and Nursery School and Harefield Junior School we believe that it is our responsibility to work in partnership with parent and carers to promote the highest standards of behaviour for learning. We understand that there is a direct link between children who achieve well and positive behaviour management. We want all our children to aim high and achieve well. We achieve this through engaging children in a stimulating environment and an excellent pastoral curriculum that promotes citizenship and responsibility.

We encourage children to develop their thinking skills and consider the philosophical implications of their actions through a structured and graduated response to behaviour management all adults and children are aware of and able to support school in promoting good behaviour with their child.

Aims

This policy sets out our expectations for behaviour and the way in which we achieve them.

The underlying principle of good behaviour management is that expectations are clear and applied consistently. We do recognise that for some children behaviour for learning is harder to achieve and we set out how we will support them.

Incentives to reward and encourage good behaviour will be:

- Verbal praise
- Stickers given by teachers in class
- Good as Gold book (children sent to the HT)
- Certificates in assembly (children chosen by their teacher)
- Letters home
- Golden time
- Rewards to children who never get a sanction

Types of Unacceptable Behaviour

Unacceptable behaviours will almost always fall into the following categories:

- A child physically hurting another child / adult.
- Swearing as a form of verbal abuse.
- A child saying hurtful things to another child
- Making a racist comment
- Stealing
- A child consistently refusing to do a task or follow instructions
- Damaging property

Types of behaviour

There could be a number of reasons why children behave in particular ways:

- Work is not matched to the child's ability (work is too demanding or not demanding enough)
- Ineffective classroom management
- Low self esteem on the part of the child
- Family problems
- Changed situation e.g. step parent, new baby etc
- Health/medical problems
- Specific diagnosis or learning difficulty

Codes of Conduct

(Please see appendix)

- We have agreed a common code of the expectations for behaviour in whole class teaching sessions. The code should be clearly displayed in every class and should be discussed with the children at the start of the year and referred to as necessary. It is important that all members of staff apply the code consistently.
- Teachers should make their expectations for behaviour during group work clear to the children. Rules should encourage independence, consideration for each other, sharing and care of equipment.

Promoting Positive Behaviour

Through our Jigsaw curriculum children learn about how to behave. For some children there is additional work in small groups and lunch time clubs that enables them to practice skills in a safe environment.

Where children are experiencing on-going difficulties there is a Learning Mentor who can support them with learning and an Art Therapist who can support them emotionally.

In the Junior School coupled with the above there is a counselling service.

Sanctions

There is a clear structure for sanctions that all staff follows. (Please see appendix) The aims of the sanction structure are to enable staff and parent/carers to work closely together right from the start of any difficulties. It is envisaged that through partnership working we are able to bring about changes in behaviour quickly and engage the child back in learning.

Where difficulties persist we are able to engage with our partners in health and education to ensure that all needs are being met.

Special Educational Needs

Children who persistently experience difficulties following the rules may be identified as having a special educational need in the category of social, emotional and behavioural difficulties.

Staff can use the Raising the Concern form to document the areas of difficulties and share these with parents and/or carers and then the SENDCO. Where appropriate an IEP/ behaviour plan is written and a date for review recorded.

Outside Agencies

If there is still no improvement then the child may be referred to the Behaviour Support Team and/or the Educational Psychologist. We will work closely with parent/carers to support referrals to the Child Development Team or other agencies.

The child and family may be referred to the Child and Adolescent Mental Health Team.

Physical Restraint (Positive handling)

There are members of staff in school trained in the use of Positive handling. (Please see appendix)

Manually handling any child should only be undertaken under extreme circumstances, where the child is in danger or at risk of serious harm to themselves or others.

Conclusion

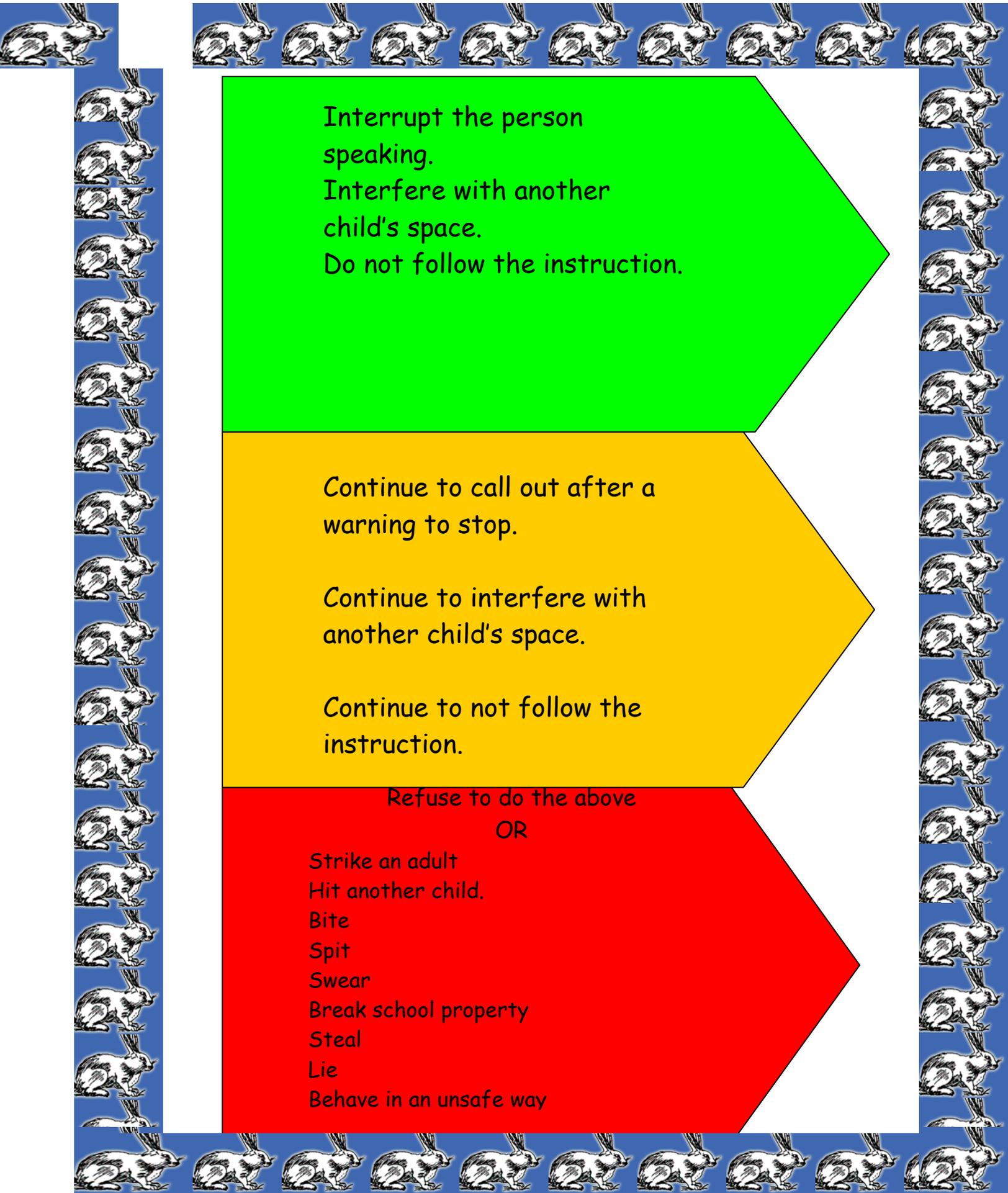
As a school we work tirelessly to ensure that children are happy and able to engage in their learning. We will use all resources available to ensure that we meet the needs of all our children. Where we cannot meet the needs of a child we work with parent/carers to secure an appropriate learning environment for the child.

APPENDIX

Hierarchy of persons to meet with parent/carers after sanctions

The child should always be present at the meetings. This is very important.

Level 1	Class teacher	To contact parent/carers the first 5 sanctions. Will meet with them after the 3 rd sanction	Golden Time
Level 2	Year group team leader / designated adult	To contact parent/carers on the 6 th sanction to arrange a meeting. Class teacher is responsible for passing all the paperwork on and alerting YGTL / designated adult that a meeting is needed	
Level 3	Learning Mentor	To contact parent/ carer on the 9 th sanction to arrange a meeting. Class teacher is responsible for passing all the paperwork on and alerting LM that a meeting is needed.	
Level 4	Head of School	To contact parent carer on the 12 th sanction to arrange a meeting. Class teacher is responsible for passing all the paperwork on and alerting HOS that a meeting is needed	
Level 5	Executive Head teacher	To contact parent carer on the 15 th sanction to arrange a meeting. Class teacher is responsible for passing all the paperwork on and alerting Exc HT that a meeting is needed	
<p>It is important that all the paperwork is available at each level. Each sanction will need to be written up and where other children are involved investigations carried out without divulging to the parent/carer in a meeting who the other children are.</p> <p>By level 3 the child should have a behaviour plan in place. The behaviour team may be contacted. Once a child has reached level 5 they could be at the risk of exclusion which is a very serious step to take. It is therefore very important that as a school we have records of events and the actions we have taken.</p> <p>In rare cases some children might get to level 5 because their behaviour is extreme.</p>			
<p>All children start each week with 30 minutes Golden Time. There is a chart in class where all children start the beginning of the week with this on display. It is recommended that when a child is in breach of the Code of Conduct in the Green and Amber behaviours the teacher takes a minute off their Golden time. If it reached 15 minutes in one week then that would be a sanction as the low level behaviour is becoming a concern and interfering with learning. No child should ever lose more than 15 minutes Golden Time so they get to enjoy some time with their peers.</p>			



Interrupt the person speaking.
Interfere with another child's space.
Do not follow the instruction.

Continue to call out after a warning to stop.
Continue to interfere with another child's space.
Continue to not follow the instruction.

Refuse to do the above
OR

Strike an adult
Hit another child.
Bite
Spit
Swear
Break school property
Steal
Lie
Behave in an unsafe way