

# Holtsmere End Infant and Nursery School



## Behaviour Policy February 2018



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The behaviour policy at Holtsmere End Infant and Nursery School, inclusive of social, emotional and mental health, is central to our vision and ethos. It runs through every element of school life, it underpins every interaction within our school; it is reflected in the positive relationships of trust and defines how our school aims to teach and learn. In addition, our ethos and therapeutic approaches reach beyond the school grounds; working in collaboration with families.

This policy is a document that should be shared, understood and used by the whole school community.

Key principles underpinning this policy:

- \* Systematic approaches to behaviour – this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health
- \* Humanistic approaches to behaviour – that we not only consider behaviour from an observer but also through the eyes of the person behaving
- \* That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.
- \* Developing children’s emotional literacy through the promotion of positive values is an integral part of children’s learning
- \* A Whole-school positive ethos which develops co-operation, self-respect and consideration
- \* All relationships within the school are respectful and the role of the different staff are understood
- \* Children know how to behave positively in school and beyond
- \* Children are encouraged to take responsibility for their own behaviour and their impact on others
- \* That parents are involved in all aspects of their children’s learning and are supported by staff as and when necessary

\* That at all available points, children’s emotional needs are provided for and that we promote positive behaviours for learning appropriate to age.

Additional provision for emotional wellbeing is available as and when necessary.

\* Reward and sanctions systems, if needed, are clear and personally designed

\* There is a system to combat bullying

\* The school has a system for working with outside agencies for support

\* Exclusion is only used as a last resort

### **Holtsmere End Infant and Nursery School and ‘Hertfordshire Steps’**

Hertfordshire Steps is a therapeutic approach to positive behaviour management and is already well established in many of Hertfordshire’s education settings and services. The Steps approach has been adopted and embraced by Holtsmere End Infant and Nursery School and is based on the following principles:

Shared focus on inclusion of all children and young people within their educational setting

- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All of our staff have received ‘Step On’ training and 2 staff members have been trained to deliver training to new staff members and provide refresher training and ongoing advice.

‘Step On’ – Step On is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

## **Benefits of implementing the Hertfordshire Steps approach:**

- Improves staff confidence and safety
- Reduces the risk of exclusion
- Supports the inclusion and management of SEND and children who may present challenging behaviour
- Develops consistent working practices
- Supports senior leadership teams in the development of policy, planning and reporting

## **Roles and Responsibilities**

All adults have a role and a responsibility for promoting a high standard of behaviour. Even within creative and differentiated lessons, where high levels of engagement are fostered, there can be circumstances of poor behaviour.

Classroom staff (teachers and Learning Support Assistants) are responsible as a first measure for acknowledging positive behaviour as well as identifying poor behaviour. Positive behaviour is praised and can be rewarded with 'dojos' as part of the 'Class dojo' which is a visual tool to reward hard work, kindness and effort. 'Dojos' contribute to House points. All children are part of a 'House' which encourages and promotes team work and is rewarded during our celebration assembly each Friday. At various points throughout the year children take part in 'house' events.

High expectations of behaviour are key to a positive and effective learning environment. The children have been consulted and have generated our new school rules, which are:

### **At Holtsmere End Infant and Nursery School**

- **We are polite**
- **We are kind to ourselves and each other**
- **We listen**
- **We respect ourselves, others and school property**

However, we recognise that at times, despite high expectations of behaviour and for various reasons, there will be incidents of poor behaviour. In response to this, children will recognise that there will be consequences for that poor behaviour.

## Consequences

It is vitally important to discuss what has happened with the child, to be clear about why the behaviour is unacceptable and to offer the child opportunities to redeem her/himself.

Children will first be given a 'Reminder' to allow them to correct their behaviour. The child's name will be recorded by the teacher who will explain to the child that if their behaviour continues they will receive a 'Level 1'.

<p><b>Level 1</b> Example behaviour – Talking when asked not to do so, repeatedly calling out</p>	<p>The child will miss 5 minutes playtime in a designated place</p>
<p><b>Level 2</b> Example behaviour – Refusal to carry out instructions Hurting others Rudeness</p>	<p>The child will miss 10 minutes playtime and complete a reflection activity with an adult.</p> <p>If the inappropriate behaviour continues the child will spend 10 minutes in Miss Murphy's classroom for EYFS children and Miss Razzaque's classroom for KS1 children. Parents to be informed at the end of the day.</p>
<p><b>Level 3</b> Example behaviour – Hurting others including staff Swearing Disrespecting school property or that of other children</p>	<p>If the behaviour continues the child will be sent to the Headteacher and parents will be informed. The incident will be recorded.</p>

Our main aim is to focus on positive behaviour, which the vast majority of our children display at all times.

We reward this in a variety of ways.

<b>Examples of classroom positive systems</b>	<b>Examples of classroom sanctions</b>
<ul style="list-style-type: none"> <li>• Positive praise</li> <li>• Class dojo</li> <li>• House points</li> <li>• Celebration assembly each Friday – Stars of the week</li> <li>• Star writers</li> <li>• Reading rewards</li> <li>• Positive comments and 'smiley faces' in their books</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders</li> <li>• Missing playtime</li> <li>• Children are moved to different tables to avoid distraction</li> <li>• Recurrent problems discussed with parent Home/school link book/chart</li> <li>• Individual Behaviour Plan</li> </ul>

Whole school positive systems	Whole school sanctions
<ul style="list-style-type: none"> <li>• Stars of the week</li> <li>• Star Writers</li> <li>• Playground Champion</li> <li>• House winners- weekly winning house prize</li> <li>• Class dojos</li> </ul>	<ul style="list-style-type: none"> <li>• Missing playtimes</li> <li>• Time in phase-leader’s classroom</li> <li>• Parental involvement</li> <li>• Senior leadership involvement</li> <li>• Fixed term exclusion, either internal or external</li> <li>• Permanent exclusion</li> </ul>

### **Pastoral Support**

At Holtsmere End Infant and Nursery School, we are aware that many of our children have experiences during their young lives which may affect their behaviour and mental wellbeing. These events, beyond their control require an extra level of nurture and support. These include:

- Nurture support with a specialist Nurture teacher- permanent staff member
- Higher level teaching assistants (HLTA)
- Intensive Families First Support
- Links Family Support
- School Nurse
- Child counsellor/Therapeutic services
- Play Therapy
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)

### **Individual Behaviour Plan (IBP)**

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice.

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

On these occasions an Individual Behaviour Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with a member of the SENCo. Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented.

External specialist support, such as DESC (Dacorum Education Support Centre) and Woodfield Outreach and advice will be sought and staff training provided if necessary.

### **Exclusions**

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re-induction plan will be put in place and explained to the child at the first possible opportunity on their return to school. Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

### **Bullying**

Bullying is often misunderstood by children and parents, but the school is adamant that it is never tolerated and always acted upon. For further information please refer to the School Anti-Bullying Policy.

This policy should be considered in conjunction with the following policies:

- Anti-bullying
- E-Safety.