

Hill View Infant Academy

HILL VIEW INFANT SCHOOL



Behaviour Policy

Person responsible: SLT

Date: September 2018

Review Date: September 2019

Hill View Infant Academy

Behaviour Policy – including use of reasonable force



Person responsible: SLT / Claire Smith
Review date: September 2018
Next review date: September 2019
Age range: Nursery to Year 2

Principles and expectations

Every child is unique at Hill View Infant Academy and celebrating good behaviour is central to making every child feel safe, valued and welcome.

The vast majority of children in our school are well behaved, hard working, thoughtful and polite. They are encouraged to be supportive and kind towards one another and to show respect for themselves, other children and all adults within the school community. Children are also encouraged to respect their own property and possessions and those of others.

The school is committed to the social and emotional aspects of learning. It is our intention to promote a sense of belonging; to understand and manage their feelings and the feelings of others and to develop their ability to make positive choices when faced with challenges.

This behaviour policy acknowledges the school's legal duties under the Equality Act of 2010, in respect of safeguarding and SEND. Any measures or sanctions applied will take into account individual needs of pupils and staff.

The policy is designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy safe and secure. The school acknowledges that children with SEND may be more vulnerable to the actions of others and aims to protect its pupils. The school follows rigorously Sunderland's safeguarding children board procedures (see child protection Policy) and this policy also supports the school's anti-bullying policy.

The school has a number of rules but the primary aim of the policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We believe that

- there should be a focus on the rights and responsibilities of the child;
- that boundaries should be clear and consistent

- positive classroom culture should be promoted
- children should be treated as individuals
- good behaviour should be modelled and taught
- staff and children should have high expectations
- everyone should show mutual respect

Aims

To ensure the safety and well being of all children, staff, helpers and visitors

To develop positive role models

To develop high self esteem

To develop self control in children and help them to take responsibility and be accountable for their actions

To ensure that every member of the school community feels valued and respected and each person is treated fairly and well.

How should we behave in school?

We aim to support children in creating a positive learning environment. In order to do this we highlight and use positive examples of good behaviour. In every class circle time and other activities planned within the PSHCE curriculum, are used to foster positive attitudes towards one another.

We use a set of Golden Rules to underpin the good behaviour of all children throughout the Foundation Stage and Key Stage 1.

GOLDEN RULES

- Be gentle and kind
- Be honest
- Listen carefully so you can learn
- Be polite
- Try your best
- Forgive and start again

In addition to the golden rules as a school we have specific rules for different areas of the school, e.g. toilets, playtimes, assembly etc. (see appendix 1)

Individual class teachers will have their own set of expectations for behaviour in class. These may reflect the differences in the physical environment and ages of the children. The School Council representatives will sign a copy of the Golden Rules on behalf of their peers and these will be copied and displayed in classes and around school.

Sanctions and Rewards- Assembly

Monday- School Assembly (Rules & school business)

Friday- Golden Assembly (am)

Every Monday the SLT will deliver an assembly which reflects the school's golden rules. Every Friday morning we have Golden Assembly which rewards individual class behaviour through use of a star system.

Golden Assembly

Golden assembly enables each class to collectively earn stars in relation to our golden rules. The purpose of this assembly is to celebrate the success of each class and discover how many stars each class has received in one week.

If a class receives **15 stars** they receive **golden time* on Friday afternoon for 30 minutes. Each class collects stars throughout the week, which are given by adults in school including lunch and office staff (not the Class teacher) for exemplary behaviour and following the golden rules.

In assembly, the class stars will be displayed on the projector in the school hall so that each class can see their own stars and celebrate their achievement.

In addition we will also keep a record of the amount of stars each class have won so far. The SLT will record the amount of stars over each half term.

We will hold a Golden Assembly at the end of each half term to celebrate the class with the most stars. This class will receive £50 to spend on a reward of their choice.

**Golden time ideas: big yard and games, movies and popcorn, mini disco, party games, games with Mr Donaldson- football, picnic, disco dancing, games, extra playtimes, computer ipad time, skipping, board games, visitor into school, trip out to local area.*

Rewards

In addition SLT, individual teachers and other staff also award stickers, certificates or small prizes to individual children for good behaviour, good attitude to learning, good work, acts of kindness and good effort. Children may also visit other members of staff to share their good work or other achievements.

Good behaviour / Good Work Certificates

Head teacher/ Deputy Head Teacher/ AHT awards are given for good behaviour and work, and any work that children are proud of is displayed in the entrance to school.

The class teacher completes the certificate and sends this with the child to the SLT.

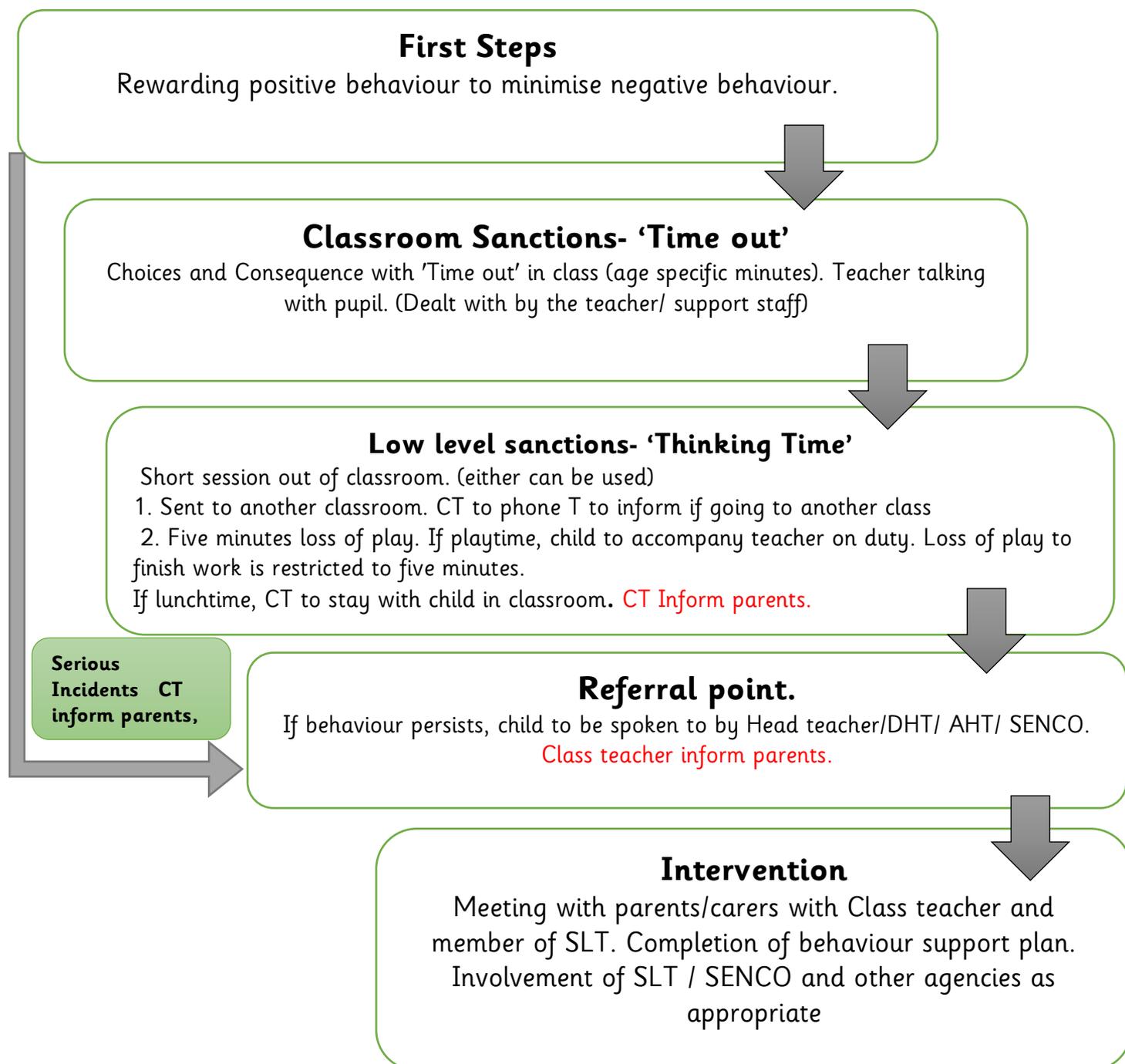
The SLT sign the certificate and this is sent home with the child that day.

Following the SENDco's attendance at some training by Jenny Mosely - 'Promoting Positive Lunchtimes', Lunchtime supervisors undertook two intensive training sessions with the SENDco to develop new practices and procedures to ensure continued high standards of behaviour and consistency in terms of expectations from all staff. The impact of this training is monitored regularly by the SLT.

Sanctions

The steps on this flow chart are designed to be hierarchical in nature but in extreme cases the teacher may, in consultation with the head teacher, decide to implement a sanction they consider the most appropriate to the individual child and the situation.

Managing in-class incidents flowchart.



*Class teacher to complete a log for repeated incidents to identify flash points and triggers.

Exemplars for each focus area on the flow chart are listed below.

First Steps

These are actions which may be taken to deal with disruptive behaviour from the least to the most disruptive:

Use proximal praise (use a positive comment on the behaviour of another (compliant) pupils nearby instead of a negative comment to the child whose behaviour is of concern.)

Use 'confident' ignoring (where it is safe to do so). To be aware and observe action which might be self-corrected. No action is required if this happens.

Simple brief direction – to quietly return the child to task.

Simple use of 'Stop' may be effective.

Use a simple countdown – this is effective for some children e.g. 5..4..3..

Keep language simple – use the language of positive learning behaviours.

Rule reminders e.g. remember to make the right choice.

Give the child a warning, making them aware of the consequence of not making a good choice.

If the child refuses to do as an adult asks, give them a 'Choice or Consequence'.

A motivator may be implemented where key issues are identified and pupils begin to take control over whether they have achieved them.

Classroom Sanctions- time out.

Low level sanctions 'Thinking time'

Referral point

Examples provided by staff and recorded in separate document.

Lunchtimes

At lunchtimes if a child's behaviour is of concern the above flow chart should be followed.

The member of lunch staff dealing with the behaviour would:

Give time out of *5 minutes* (max) holding the member of staff's hand outside (or in class if wet playtime)

The member of staff should inform the class teacher or the lunch time assistant allocated to the class of this child.

No child should be put on the wall or sat on the stage.

Serious incidents

Should the incident be of a particularly serious nature then it should be reported immediately to the head teacher who will take the most appropriate course of action.

In very rare and serious cases, physical intervention may be required to ensure the safety of the child, staff and other children. As a school we have named staff members trained in the Team Teach approach, and this is what we have adopted if

the need for reasonable force is required. It is acknowledged that such techniques can result in accidental injury, however only trained staff may apply such techniques. Such intervention would be in line with current legislation and LA guidance.

The trained staff members are:
Nicola Stockley – Nursery Manager
Genevieve Jones – Nursery Nurse
Alex Earl – SENDCo

Intervention

In some cases parents may be asked to come to school to discuss the child's unacceptable behaviour. Where appropriate and in consultation with the SENDCo the child may be set specific targets as part of a behaviour plan, which is signed by parents and reviewed regularly.

The Senior Leadership Team will become involved in very serious individual incidents or persistent unacceptable behaviour.

Any incident needing to be reported to the LA should be reported to the Head Teacher or Deputy Head immediately, and school will also keep internal records.

In developing a positive approach to discipline, to prevent or minimise unnecessary disruption to the class, all adults will:

- Be prepared.
- Promote positive learning behaviours.
- Have a safe and welcoming classroom.
- Arrive in class on time.
- Cater for all ability ranges and learning styles – differentiate.
- Plan appropriate seating arrangements where applicable.
- Establish clear class routines.
- Use a visual timetable if appropriate.
- Have clear behaviour management systems in the classroom which identify good learning behaviours and acts as a visual reminder to children who may not make good choices.
- Discuss good learning behaviours and high expectations with the class throughout the year.
- Ensure school rules are enforced
- Share all school rules at the beginning of every half term at a minimum. Good examples highlighted and praised during the day, as appropriate, to reinforce expectations and provide positive role models.
- Keep a record of major or persistent inappropriate behaviour for children in their class (whereby Leadership Team have been involved)
- Report persistent or major inappropriate behaviour or serious incidents to the head teacher

- Discuss the welfare or behaviour of a child with parents where appropriate
- Not label a child unfairly

The role of the head teacher

- To ensure the health, safety and welfare of all children in the school
- To implement the school's behaviour policy consistently throughout the school
- To report to governors when requested on the effectiveness of the policy
- To keep records of all reported serious incidents of inappropriate behaviour
- To report incidents to the LA when necessary
- To be responsible for giving fixed term suspensions to individual children for serious acts of inappropriate behaviour
- To be responsible for permanently excluding a child for repeated or very serious acts of inappropriate behaviour
- To be responsible for taking disciplinary action against pupils who are found to have made malicious accusations against school staff. This will include a risk assessment and from this appropriate sanctions will be applied.

(The last 3 actions are taken only after the school governors have been notified)

Any major incident(s), or behaviour plans will be passed to the receiving school on transfer. Parents will be informed of this prior to it happening.

The role of parents

Parents have a vital role to play in their child's education. It is important that they support their learning and cooperate with the school as set out in the home-school agreement which is part of the induction into school.

The school is very conscious of the importance of strong links between home and school and works collaboratively with parents, so children receive consistent messages about how to behave at home and in school.

The behaviour policy is published on the school website so that parents can support their child and the school in promoting positive behaviour.

We explain the school rules in the school prospectus and we expect parents to read these and support them. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. We follow the schools behaviour flow chart to ensure parents are informed when deemed necessary.

We expect parents to behave in a reasonable and civilised manner to all school staff. Incidents of verbal or physical aggression will be reported immediately to the head teacher and appropriate action will be taken. School follows the LA policy on violence at work, and persistent or vexatious behaviour will be addressed accordingly.

If the school has to use reasonable sanctions to deal with a child's inappropriate behaviour, we expect parents to support these actions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concerns remain, they should then contact the head teacher or deputy head teacher. The head teacher and deputy head teacher will then investigate the concerns and action any changes needed. These are all recorded in a parent communication log. If these discussions cannot resolve the problem parents should follow the schools complaints procedure.

The role of the governing body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in the implementation of these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the head teacher or acting head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days on any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion to a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs parents how to make such an appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

The named governors on the pupil discipline committee are Susie Turner, Jamie Kernan + 1 vacancy.

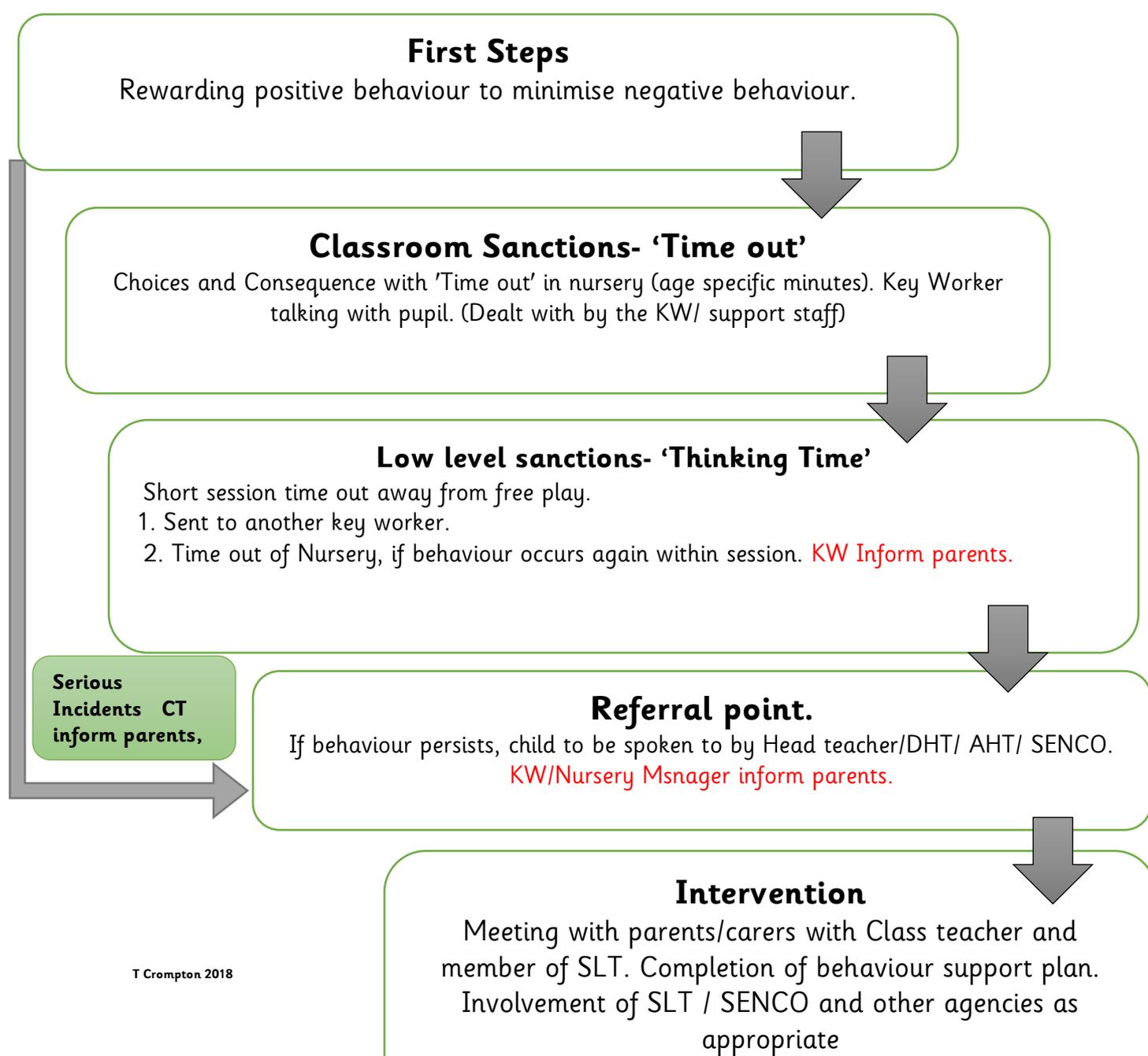
Sarah King is the link governor for Behaviour and Safety.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Nursery Behaviour Policy

Behaviour of our youngest children is often dealt with differently due to their age. At Hill View we have devised a separate flow chart, rules and rewards for nursery children so that we can ensure their needs are met appropriately.

Managing incidents flowchart: Nursery



*Nursery Manager/ key worker to complete a log for repeated incidents to identify flash points and triggers.

Rewards in Nursery

Children are rewarded in Nursery for positive behaviour. This is behaviour that follows school rules as well as rules decided by children in each key worker group. Children receive a sticker stating what the behaviour is so parents are aware, i.e. I listened at group time, I tidied up, I was polite.

Each group in Nursery also has a group toy. At the end of the week a child who has displayed good behaviour all week and followed the rules is chosen to take the toy home for the weekend and it is brought back to nursery at the beginning of the following week.

Tickled Pink and Grumpy Green are used in nursery to highlight positive behaviour and help improve negative behaviour.

Rules in Nursery

Rules in nursery follow the school's golden rules, as well as rules thought of by the children in key work groups. Rules will be reinforced through circle times on a weekly basis and at the end of a week when a key worker explains why a child is receiving the group toy for the weekend.

- Be gentle and kind
- Be honest
- Listen carefully so you can learn
- Be polite
- Try your best
- Forgive and start again

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on its effectiveness and if necessary makes recommendations for further improvements.

The school keeps a variety of records of incidents of inappropriate behaviour and bullying. The class teacher records major or persistent classroom incidents and the head teacher records more serious incidents. Incidents that occur at lunchtime are reported to class or deputy / head teacher accordingly on a daily basis.

The head teacher keeps a record of fixed term and permanent exclusions.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is implemented fairly and consistently.

This policy will be reviewed annually by school staff and by the governing body (or earlier than this where necessary)

Toilets

- Flush the toilet. 
- Use one squirt of soap. 
- Wash your hands. 
- Turn the tap off. 
- Leave the bathroom. 
- Keep the toilets tidy. 

Classroom

Take care of equipment



Use an indoor voice



Keep your classroom tidy and put rubbish in the bins



Take care of your books



Follow your own classroom rules



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Moving around school

I will: Walk quietly and sensibly around school



Keep to the left hand side



Stop for an adult



Be polite at all times



Use an indoor voice



If you have a partner, hold their hand



Keep your hands off displays



Assembly Rules

Walk quietly into and out of the hall



Join in with singing



Sit with your legs crossed and hands on your knees



Say the school prayer sensibly



Play time and lunch time

Play sensibly and safely



Try to be friendly to everyone



Allow other children to join in your games



To take turns with school toys and equipment



Wipe your feet when you come in to school



Hang your coats and belongings on your peg



Tidy up



Our Golden Rules

Be gentle and kind

Be honest

Listen carefully so you can learn

Be polite

Try your best

Forgive and start again