

Girnhill Infant School



Positive Behaviour Policy

This policy has been revised to consider the DfE guidance - February 2014 'Behaviour and Discipline in Schools' and complies with the Education and Inspections Act 2006 – Section 89. This document states that 'Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. It states that teachers have the power to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils.

Reviewed and revised September 2015
Next review due: September 2016

Positive Behaviour Policy

School is a place where learning is paramount and children are encouraged to develop intellectually, socially, physically, spiritually and culturally. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members.

Our Aim:

- Is to help prepare all children for adult life by providing a caring environment where children feel happy and secure, learning to live and work with others. It is hoped that children will develop self-respect, self-discipline and a high self-esteem. Children are helped to achieve confidence and success in all aspects of school life.
- Is to develop each child's full potential by offering a broad, balanced range of topics in line with the National Curriculum.
- Is to always expect and appreciate good behaviour. We hope that the children will feel secure in any situation and realise that everyone's contribution is valued.
- Is to support each child's education by working in partnership with home. We hope to work together to gain success and enjoyment in learning. Parent's support of school life is very important and any contribution you feel able to make will be greatly valued.

NB: This Positive Behaviour Policy includes our policy and approach to bullying. Bullying is considered an extreme unacceptable behaviour and treated as such.

The definition of bullying we acknowledge is taken from the SEAL (Social and Emotional Aspects of Learning) resources produced by the DfES as part of the Primary National Strategy:

'that bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.' Page 5; Say no to bullying – SEAL theme overview PNS (DfES) 2005.

At Girnhill Infant School all the children in every year group are taught the work covered within this SEAL theme – Say No to Bullying. The theme covers what bullying means, including the above definition. Children learn how bullying can affect people both physically and emotionally. The theme places great emphasis on how we can learn strategies and life skills to deal with this kind of behaviour if or when it happens to us or other people we know.

The behaviour policy also includes our commitment to e-safety and should be read in conjunction with the E-Safety Policy, updated March 2015.

Bullying and Cyberbullying

We would always work with the definition of bullying given at the beginning of this policy. We believe that our school has a duty to ensure all children are able to come to school and learn in a safe, healthy environment. Any instances of bullying will be taken seriously and dealt with quickly and firmly.

We would expect children to report any incidents that make them feel uncomfortable to an adult. Within school this could be the class teacher or a member of the support team. Initially this member of staff would investigate the situation. The staff member would then bring this to the attention of the headteacher who may need to investigate further and contact parents. By everyone working together it would ensure the situation would be resolved. Any actions, sanctions or support, would be put in place for all the parties involved.

Cyber-bullying would be treated in a similar way. However we would also investigate, to such an extent as is reasonable, any incidences of cyber-bullying that occur offsite that affected any of our pupils. Appropriate action would be taken and parents informed. Children in school will be taught how to respond to instances of cyber-bullying. An Acceptable Use Policy will outline the rules that children have to follow when using technology in school. The Acceptable Use Policy will be shared with parents so that this guidance can be followed outside of school also.

Racist Incidents

The Steven Lawrence enquiry defined racism as 'any incident which is perceived to be racist by the victim or any other person'.

This definition has been adopted by many public agencies and is the definition we would use in school. Any racist incidents would be recorded, following the advice in the DfES document 'The Code of Practice on Reporting and Recording Racist Incidents (April 2000)'. Any racist incident would be reported to the local authority and the governing body.

Isolated racist incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Racist bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and racism was evident then appropriate sanctions would be applied. This would be recorded in a racist log.

Homophobic Incidents

Homophobic bullying is defined as 'any incident where people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type because of their appearance, behaviour, and other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender, or just because they are seen as 'being different'.

Isolated homophobic incidents will be treated and investigated in accordance with the escalations on the behaviour pyramid. Parties of both parties would be informed.

Homophobic bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and racism was evident then appropriate sanctions would be applied. This would be recorded in a homophobic log.

Ensure completion of assigned work – staff are required to make learning engaging
Regulate the Code of Conduct – see below

School Rules

We have three school rules that underpin everything we do:

LOOK AFTER YOURSELVES
LOOK AFTER EACH OTHER
LOOK AFTER THIS PLACE

Code of Conduct

The children have helped to draw up a Code of Conduct. This outlines the way everyone, including adults, is expected to behave in school. The Code of Conduct has been discussed in Assemblies and we all accept what it says.

<p style="text-align: center;">Girnhill Infant School We want our school to be a happy and safe place that looks attractive. This is how you can help:</p>
<p style="text-align: center;">Please:</p> <ul style="list-style-type: none">• Smile• Help people• Walk sensibly• Show visitors where to go• Remember to say "please" and "thank you"<ul style="list-style-type: none">• Listen to others• Be kind• Play with people
<p style="text-align: center;">In the Classroom, please:</p> <ul style="list-style-type: none">• Listen carefully• Work your best• Keep the room tidy
<p style="text-align: center;">In the Corridor, please:</p> <ul style="list-style-type: none">• Always walk• Take care of displays• Open doors for people (not the main door)
<p style="text-align: center;">In the Playground, please:</p> <ul style="list-style-type: none">• Play happily together• Stay on the playground• Share toys and equipment<ul style="list-style-type: none">• Put things away• Look after people when they are hurt
<p style="text-align: center;">Remember - If ANYONE hurts you, frightens you, calls you names or makes you unhappy in any way PLEASE TELL SOMEONE either at school or at home. You will get help.</p>

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Behaviour Modification Strategies.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for **all** children.

Rewards

- All members of staff celebrate children's positive behaviour through verbal praise and stickers.
- Each week a 'Star of the Week' is nominated from each class, who receive a sticker in assembly.
- Children are encouraged to display their achievements in and out of school in assemblies and within their classroom. Good behaviour is also shared and rewarded during assemblies.
- Each class has a system of rewarding good behaviour with a bead in the jar. A reward is decided upon by the children beforehand. All class members work towards filling the jar.
- Children who have been particularly good at lunchtime receive 'Golden Ticket' from the lunchtime staff which are deposited in a 'Golden Box', located in the entrance hall, then a winner is drawn each Friday.
- On a Friday, 2 children from each class are chosen, by the lunchtime staff, to sit and eat on the 'Special Table'. This is laid with a table cloth and is for pupils who have shown good manners.
- All classes have an opportunity to share achievements through a class assembly for parents and carers.
- Two 'Star Helpers' are chosen from each class each day to have extra responsibilities
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Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

What the law allows (Behaviour and Discipline in Schools, DFE 2014):

If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that child. To be lawful, the punishment must satisfy three conditions:

1. It must be made by a paid member of staff
2. The decision must be made on the school premises or while the pupil is under the charge of the school member of staff. This includes being at an organised event or educational visit off-site.
3. It must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all the circumstances.
 - A punishment must be proportionate (taken account of pupils age, any SEN or disability)
 - Corporal punishment is illegal in all circumstances

Children need to discover where the bounds of acceptable behaviour lie and a Behaviour Policy must state these boundaries firmly and clearly. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and if they chose to break the rules it will lead to a sanction.

Generic practice at Girnhill Infant School

At Girnhill most behaviour issues are dealt with by the adult responsible for supervising the child at the time of an incident of unacceptable behaviour. This may be the class teacher, teaching assistant or lunchtime supervisor. The class teacher has responsibility for the pastoral care and development for all children in their class and will be the initial person who is informed and expected to deal with behavioural issues. At lunchtime, behaviour issues are the responsibility of the lunchtime supervisor team and the senior leadership team. For incidents of a more serious or persistent nature the headteacher or deputy headteacher must be informed and involved. For serious or persistent unacceptable behaviour parents will be informed at the end of the school day. In extreme circumstances, a fixed term exclusion will take place.

The school follows the policy of Restorative Practice to resolve conflict (see Restorative Practice Policy) which is underpinned by a set of four restorative questions asked to both the harmer and the harmed. All adults follow this questioning, giving pupils the opportunity to reflect on the impact of their actions and the chance to put things right

Guidance to the level of unacceptable behaviour and the sanctions that may be imposed:

Category of Misbehaviour	Who is Responsible	Sanctions
Level 2 General unacceptable behaviour Eg: <ul style="list-style-type: none"> • Habitual chattering • Not following instructions • Inattention in classroom • Inappropriate behaviour in the playground • Inappropriate lunchtime behaviour Second incident of general unacceptable behaviour	Class teacher or Teaching Assistant or Lunchtime Supervisors As above	<ul style="list-style-type: none"> • Admonish • Isolate • Warn about consequences of further repetition. • If appropriate, close supervision at playtimes • Missed playtimes for one day (stand in isolation area or accompany teacher on duty)
Level 3 Recurrent incidents of general unacceptable behaviour	As above and Headteacher or Deputy Headteacher	<ul style="list-style-type: none"> • Time out in a designated space – thinking chair, + 1 minute timer, Green Room • Meeting with parent

<p>Level 4 Continual or More Severe Misbehaviour Eg:</p> <ul style="list-style-type: none"> • Reluctance to complete work • Reluctance to comply with adult instruction • Series of incidents between children – physical or verbal • Mild swearing • Single incidents of racist or homophobic name calling • Fighting (low level) 	<p style="text-align: center;">Head teacher Or Deputy Head Teacher</p>	<ul style="list-style-type: none"> • Missed playtimes • Rewards for well-behaved children • Time out in another class • Meeting with parents • Behaviour chart
<p>Level 5 Extreme unacceptable behaviour</p> <ul style="list-style-type: none"> • Extrem swearing or repeated use of mild swear words • Physical assault • Vandalism • Stealing • Truancy/leaving school premises without permission • Repeated incidents of racist or homophobic name calling • Refusal to co-operate • Continued disruptive behaviour in class • Sexual abuse • Taking or selling drugs on school premises • Carrying offensive weapons • Bullying – including cyber-bullying, racist bullying and homophobic bullying <p>NB: Any incidents (observed or spoken) where a member of staff feels a child may be at risk (at school or at home), then the member of staff must inform the Headteacher or the Learning Mentor as soon as possible and fill in a pink concerns form, located in the office.</p>	<p style="text-align: center;">Head Teacher Or Deputy Headteacher</p>	<ul style="list-style-type: none"> • Green Room if time out is needed • Request immediate conversation with parents • Involvement of other professionals e.g. Child Protection, Social Services, Educational Psychologist • Withdrawal from class for rest of day supervised by senior staff • No contact with rest of their class/school • Exclusion for breach of contract • New contract agreed with further exclusion imposed if breached • CAF Meeting involving parents and staff from other agencies. <p>NB: WORST CASE SCENARIO = PERMANENT EXCLUSION WITH REFERRAL TO E.P.S.</p>

These lists are not exhaustive but give a comprehensive overview of types of incidents, which may occur.

NB: If a fixed term or permanent exclusion has to be imposed then the 2008 DCSF Guidance on Exclusions from Schools and PRU's will be followed whenever possible – copy in headteacher's office.

Communication

When a sanction involves a child being isolated, the staff involved must ensure that this is communicated effectively with other staff members. The classteacher must be informed. The headteacher must be informed of any serious incidents.

It is also essential that feedback be given as soon as possible to teachers and all other adults in school who may have been involved.

Parents will be informed by the classteacher of any serious or persistent behaviour that is unacceptable. Support from parents may be sought to help a child modify behaviour that is unacceptable in school. Occasionally it may be a member of the senior leadership team that contacts parents to discuss behaviour.

The classteachers, TA's, and Lunchtime Supervisors supported by the school's Learning Mentor and headteacher are available to provide pastoral support for children, parents and teachers. Appointments can be made to meet with any of these staff. For teachers this will often have to be outside normal teaching hours.

Parents

Parents can help:

- Reading and signing the Home –School agreement
- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parent functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff always try to deal with behaviour problems patiently and positively

Recording

All incidents will be recorded by the Learning Mentor and forms will be completed where necessary and sent to the Local Authority.

Intervention and Power to use Reasonable Force

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. The Law states that 'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'

It is our policy only to use Team Teach in extreme scenarios – where there is risk to an innocent pupil or a member of staff. 'Damaging Property' is not deemed to be a scenario requiring reasonable force.

Team Teach training is organised at regular intervals for staff to ensure appropriate procedures are followed.

In this circumstance the procedure will be:

- Send for support – an adult from another class or from the office
- Ensure all children and adults are safe
- Only make physical contact if the child is going to hurt himself or others – safe positive handle techniques will be used (see Positive Handling Policy)
- Remove the child from the scene or, if necessary, remove all the other children and supervise the child who is causing the problem
- Involve the headteacher or deputy headteacher
- Inform parents
- Contact appropriate outside agencies

A written report of the incident should be completed and given to the headteacher. A copy will be kept in the child's file. The report should be completed within 24 hours of the imposition of any disciplinary action taken.

The Headteacher or Deputy Headteacher will work with other colleagues and parents to devise an action plan to meet that child's needs and modify the behaviour. This may include the involvement of other agencies – social services, psychological service etc.

Use of Isolation

In extreme circumstances, school may legally use isolation as a disciplinary penalty.

Strategies for Reinforcing Positive Behaviour

- Using a Special Educational Needs Individual Programme (One Page Profile) when small steps are devised for each child (e.g. sitting on chair for given length of time, putting hand up to answer questions, etc.)
- Rewards of stars/smiley faces/comments on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- "Celebration" and Class Assemblies
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Girnhill Infant School



Behaviour Policy

Agreed on 06/10/15 _____ (date)

Signed _____ (Headteacher)

Signed K. I. B. _____ (Chair of Governors)

To be updated October 2016

Girnhill Infant School- Home Link Chart



Name:

What we are happy with

What we are not happy with

Date:

Date

Pupil's initials

Teacher's initials

Parent/carer's signature

Date	What we are happy with	What we are not happy with	Pupil's initials	Teacher's initials	Parent/carer's signature