



BEHAVIOUR POLICY

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Hadfield Infant School recognises that skilled and consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. We aim to provide this so that effective teaching and learning can take place so that each child has the chance to enjoy learning and to develop their full potential. We have a moral obligation to support every child and take into account individual circumstance that may be a contributing factor in their behaviour.

In order to promote good behaviour we will:

Provide a calm, purposeful, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn.

- Have a consistent whole school approach to behaviour and discipline
- Work in partnership with parents
- Promote respect for others and for the environment
- Develop self- esteem and confidence

We expect staff to promote good behaviour by:

- Being good role models showing respect, trust, co-operation courtesy and self- control.
- Encouraging all children to behave well by correcting appropriate behaviour when witnessed
- Being warm, welcoming, professional and courteous to all parents and visitors to the school
- Establishing clear boundaries of acceptable behaviour in classrooms and around the school environment
- Being fair and consistent at all times
- Being sensitive to the experience, maturity and feelings of the children
- Sharing strategies for dealing with children with particular problems

We have high expectations for our children and expect them to:-

- Be respectful, courteous, controlled and considerate of others
- Understand and follow our “Be the Best you can be” rules at all times
- Care for the school environment and property

OUR BE THE BEST YOU CAN BE RULES ARE

- **FOLLOW INSTRUCTIONS THE FIRST TIME THEY ARE GIVEN**
- **WALK AROUND SCHOOL**
- **KEEP YOUR HANDS, FEET AND UNKIND WORDS TO YOURSELF**
- **ALWAYS TRY YOUR BEST**
- **BE HONEST**

Class expectations to nurture a positive learning environment will be to create:-

- An atmosphere where children are praised and encouraged
- Organised staff in class ready to greet the children at the beginning of the day, after playtimes and after lunchtime.
- Work that is carefully differentiated and matched appropriately to the needs and ability of the child. Work that is motivational and engaging.
- Expectations of classroom behaviour and organisation made explicit to the children.

Moving around school

- Children will have 'walking feet' within the school building.
- Children will walk into and out of the hall for assembly, PE etc. in an orderly line
- Children will move around school quietly

Playtimes and lunchtimes

- Children are not allowed in the playground until an adult is present
- All adults on duty at playtimes will supervise all key areas in the playground including Positive Play area and Jungle Gym.
- Midday supervisors will interact and engage in playground activities showing encouragement and using positive praise.
- Children will be taught to use other equipment appropriately and be taught to tidy up when they have finished playing with it.
- Staff will use their discretion and intervene with any disagreements following our Behaviour Policy steps.
- Staff will praise and positively encourage co-operative and appropriate play rewarding in line with the Behaviour Policy.
- Children are not allowed in classrooms on their own at any time.
- When the first whistle blows children stand still in silence. When the second whistle blows children will walk to their lines.

Employed Staff Powers to Discipline Pupils

- All staff have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Education and inspection Act Dec 2017)
- The power applies to all paid staff with responsibility for pupils
- Staff can discipline pupils at any time that the pupil is in school or offsite.
- Staff can confiscate pupil's property.
- Staff can impose agreed sanctions.
- Staff have the power to impose loss of privileges or participation in certain activities.

Rewards

We use a "Good to be Green" system to encourage and reward good behaviour. The system works accordingly:-

- A green card as a reward and acknowledgement of good behaviour
- A second green card for another example of good behaviour.
- A silver card as an extension of rewarding good behaviour
- A crown card as a reward for exemplary behaviour.

"Pride not Prize"

We do however recognise and reward children for their behaviour both in their attitude to their learning and in their conduct. Every half term school will have a special assembly when a class will be chosen on a rotational basis and the children will be presented with the book for the class and a Good to be Green trophy, which will be kept until the end of the next half term.

Staff use the following as good practice to reward good behaviour and create a positive learning environment:-

Individual/Class

- Verbal Praise
- Stickers, stampers in books, awards home
- Sent to Headteacher or another teacher for praise and recognition etc.
- Work shared in "Be the Best You can Be" assembly
- Headteacher's award in Be the Best You Can Be assembly
- Special responsibility in class or around school
- Behaviour card system

Sanctions for unacceptable behaviour

For most children immediate intervention, by staff and other adults, stops inappropriate behaviour. The child should always be given the chance to explain and make amends and reminded of the school's expectations of them. The card system will also be used to deal with misbehaviour. All sanctions used must be reasonable and must not breach any other legislation (disability, SEND, race and other equality acts).

This works accordingly:-

- If a child breaks a rule they must first be given a verbal warning,
- A red card can be immediately given if a child has displayed extreme behaviours.
- If they break the same or another rule they will be given a yellow card and lose five minutes of their Play Time.
- If the behaviour persists they will be given a second yellow card and again lose another five minutes of their Play Time.

- If the child continues to misbehave a red card will be given and result in a loss of the whole of a playtime.

The Headteacher should consider whether continuing disruptive behaviour might be as a result of unmet educational or other needs and whether the child and their circumstances need reporting to Starting Point.

Playground

Behaviour cards are verbally given to children on the playground, these will be added to their chart in the classroom. Should the child display extreme behaviour a red card will be given immediately and they will

walk with a teacher on duty holding their hand. This will also be the sanction for a child who has been given a red card in class resulting in a loss of playtime.

Recording behaviour

In extreme or persistent cases staff will record behaviour incidents in the behaviour log book, which is located in the Head's office.

A code of conduct for dealing with behaviour problems.

It is essential that school has a consistent approach used by all staff in dealing with behaviour problems.

Staff will therefore:-

- Allow the child to gain self-control
- Listen carefully
- Establish the facts
- Avoid confrontation
- Judge only when certain of facts
- Be fair

Staff will also respond appropriately taking into account any diverse needs which may include SEND, cultural and ethnic backgrounds or home background which may have had an adverse effect on the child. Class teachers will make sure that all adults in the room know how to respond to sensitive pupils with special needs and refer them to pupils One Page Profiles or specific individual behaviour management systems. Parental permission will be needed for the child to receive a place in Nurture Group.

For a child who persistently uses inappropriate behaviour the following actions will be taken:-

1. Initially follow the school behaviour policy i.e. verbal warning, 2 yellow cards and then a red card. A red card will always result in loss of a playtime.
2. Internal exclusion to another classroom with work to be completed. If the work is not completed it will be sent home at the end of the day.
3. If child refuses to go to another classroom send red card to Office or senior teacher.

This plan is to be used when all other strategies have failed and the inappropriate behaviour continues:

- If there is no other adult present immediately send a child with a red card to the Head Teacher or to a senior teacher. This may be AB, KF or BK when on site. Clearly common sense should be exercised as to the choice.
- Evacuate the classroom or other teaching space by taking the children out of the room for the safety of the other children and staff.
- The supporting adult/s will supervise the child in the class leaving the class teacher to supervise the rest of the class.
- The supervising adult will react calmly – “when you have calmed down we will.....” “I imagine you are feeling angry/upset and we can have a chat about it later...”
- If at any time the child is in danger of harming him/herself or wilfully damaging school property then the child will be restrained using the appropriate procedure e.g. forearm, “big bones”
- Remove shoes for the safety of other people if kicking is involved.
- Once the child is calm adults will take the child to a quiet and appropriate space to talk to him/her. This may be the Head’s office, Sunshine room – exercise judgement in this.
- If appropriate do an activity, read a book, draw etc. before discussing the outburst. This will help to calm the child further and consideration should be given to the fact that most children cannot talk about an incident in depth for at least an hour after the outburst.
- Consideration will be given to each individual case i.e. if the child is fit to return to class or if the outburst warrants an exclusion. The Headteacher or a member of the Senior Team will make that decision but an exclusion will only be made in extreme circumstances.
- If a child displays inappropriate behaviour at playtime or lunchtime the child may be asked to go home at lunchtime and be provided with a packed lunch.
- If it is considered that the child is ready to return to class they will be taken back. The teacher will not discuss the matter with the child on return neither repeat how disappointed they are.
- Parents will be informed by either a letter home, seeing them personally after school or by calling them to make an appointment to come into school.
- The class teacher and TA will be responsible for writing up the incident.
- Behaviour support may be contacted for advice and the completion of risk assessments.

There may be occasions when it is best to remove the child from the situation and the classroom. This may be for example in the Foundation Stage unit where it would cause severe disruption and upset to such small and so many children to evacuate the whole unit.

Staff will exercise their professional judgement in such cases always putting the priority of keeping **ALL** children and staff safe at **ALL TIMES**.

In the most extreme circumstances exclusion may be necessary, this will be carried out in accordance with Derbyshire County Council’s exclusion policy.

Further details and information can be found in the following documents:

Safeguarding Policy (Policy file in resource room)

Procedure for contacting Social Care

Guidance for Safer Working Practice for Adults who work with children and young people. (Headteacher's office)

Booklet 'What to do if you're worried a child is being abused'

Dealing with Allegations of Abuse against Teachers and other staff DfE 2011 (Head's office)

This policy will also form part of an induction programme for new staff.