



Positive behaviour policy

Behaviour Principles (*Written Statement - Governing Body*)

At the Federation of Hazel Wood Infant School and Lydlynch Infant School, we believe that children have the right to feel safe, secure and valued, thus enabling them to reach the aspirational standards expected of them. We believe children have the right to learn, the right to feel and be safe and the right to be respected by others in school. We want our children to behave in an increasingly responsible manner and take personal responsibility for their actions to be a valued and positive member of the school and in time the wider community. Through our core values of creativity, resilience, independently and team player we aim to ensure that all children are happy and confident, which enables them to achieve to their full potential.

We believe that our primary aims and values are supported by an ethos where:

- health, social and emotional development for all children is planned for.
- Children are encouraged to value and respect each other.
- positive praise and encouragement are used consistently across the school community.
- raising self-esteem and developing a sense of empowerment helps our children to take responsibility for their own actions and begin to understand their emotions.
- partnership with parents is of paramount importance. It is the responsibility of the school to keep parents informed and that of the parents to inform the school when the need arises.
- the creation of a calm, safe, purposeful, happy and inclusive learning environment within school ensures everyone feels safe and secure, thus creating a highly effective learning environment whereby children can achieve the aspirational standards expected of them.
- a consistent approach to behaviour is embedded throughout the school by all staff.
- all members of the school community behave in a considerate, cooperative way towards other and challenge appropriately if ever this is not the case
- children are encouraged to develop their self-discipline and personal responsibility to learn that they are responsible for their actions and that they can positively alter their behaviour.
- support, guidance and, when needed, additional and different support for children with specific needs is provided.

The school actively rewards and celebrates good behaviour, as we believe this will develop an ethos of kindness and co-operation.

How do we achieve this?

- Class, school and playground rules are based around our Whole School Charter and Learning Values and Behaviours. Our learning values are team player, creativity, resilience and independence. Our behaviour values are:

Being ready

Being kind

Being responsible

Being a team player

Being the best you can be

These skills will be taught and consolidated during whole school assemblies and circle time activities in the classroom setting.

- Children will be encouraged to take responsibility for their own actions and be involved with managing conflicts. This will be supported through the PSHE, curriculum and whole school assemblies.
- All staff are committed to working as a team and communicating at every level, wherever possible, to ensure that high standards of behaviour are always maintained. This also includes times when children are on educational visits and at lunchtimes.

Roles and Responsibilities

The Role of Governors:

Governors should:

- ensure they have a clear understanding of the policy and practices in the school.

- ensure the school has a policy which is communicated, implemented, published, monitored, evaluated and reviewed.

The Role of Headteachers and Staff:

The Headteachers and staff should:

- always act as positive role models.
- ensure they are fully aware of the policy and its implications, expectations and practices.
- ensure the school rules are enforced and maintain high expectations for conduct and behaviour, including times when children are moving around school and on the playground.
- have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- ensure that expectations in terms of rewards and sanctions are applied consistently and clearly understood by children and that the guidelines in this policy are adhered to.
- ensure all staff have the skills necessary for their role to provide a calm, caring, safe, purposeful and happy atmosphere.
- ensure that other colleagues are informed as necessary regarding behaviour
- keep parents informed of behaviour issues as they arise
- report any concerns re unusual behaviours to class teacher or senior staff or DSL
- ensure that where force is used it is reasonable and adheres to the agreed government advice and guidance.
- ensure cover staff are aware of the Policy and its implementation, and of any significant behavioural problems in the class.
- share the school's policy and expectations with parents.
- keep accurate and up to date records of incidents if a child constantly misbehaves or if the behaviour is very difficult to manage in class

The Role of Parents/Carers:

The school works together with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules newsletters and at induction meetings.

Parents/Carers should:

- encourage children to conform to high expectations of behaviour.
- act as positive role models
- ensure they support the expectation of a safe and secure school
- work with the school to encourage children to behave appropriately in and beyond the school
- support the school with the use of sanctions to reprimand unacceptable behaviour.
- inform school of any changes which may impact on their child's behaviour in school

Parents should contact their child's class teacher or the Headteacher if they have any concerns about any consequence their child has received.

The Role of Children:

Children should:

- always maintain a high standard of behaviour
- allow others to learn and play happily
- be kind and caring towards others
- be honest
- learn and follow our Hazel Wood or Lydlynch Star rules
- follow agreed class charters

Procedures

At the Federation of Hazel Wood Infant School and Lydlynch Infant School we value children for all round achievements and positive behaviour. By valuing and appreciating the activities they do and the behaviour they display we are raising self-esteem. Children with high self-esteem show greater confidence to try new skills and experiences.

To ensure consistency throughout the school, all staff are involved in implementing the behaviour policy. It is imperative that the adults in school are good role models.

The following strategies are used continually for raising self-esteem and celebrating green behaviours for learning

- Verbal praise (public and private).
- Non-verbal reinforcement e.g. smile, approving look, thumbs up.
- Displaying work in a professional way to celebrate effort and high standards.
- Showing work to class, other teachers and parents.
- Celebrating achievement and behaviour in class and in assemblies.
- Rewarding children using the school reward systems.

All adults should use positive language to modify behaviour e.g. “Walk now please” rather than “Please don’t run”. Staff should also take care to talk to children in a positive and mutually respectful manner. Unless the circumstances are exceptional, staff will not raise their voices to children.

Rewards

Children are awarded dojo points for following the Hazel Wood/Lydlynch Star, these can be awarded by any adult. Children also receive stickers for demonstrating good behaviour.

1) Whole school

All classes participate in Friday Celebration assembly, where children receive a certificate for demonstrating the learning value of the week. Alongside of this is the children who have achieved the most dojo points are awarded the Hazel Wood/Lydlynch star certificate. There is also a monthly attendance award for the class with the highest attendance.

2) Whole class

All classes use dojo points. Children are awarded points individually or as a class. These then in turn are added up each week and if the class meets a certain number, they get to colour a spot on their class monster. This is particularly effective in establishing class collaboration and teamwork.

The reward for filling colouring all their spots on their monster will be negotiated by the children and class staff and will change from time to time. Staff use their discretion about the rewards, but they may include things like: - watching a DVD, extra play

2) Individual rewards

These are given for learning and achievement in all curriculum areas and for good behaviour.

- Adults and children regularly offer compliments to each other for achievement, behaviour and giving their best.
- A range of stickers are awarded and are celebrated.
- Good work and behaviour are celebrated by talking publicly about it in the class and by individual children going to the Headteacher or another member of staff for praise.
- In Year R rewards are ongoing every day and successes celebrated via the online learning journal.
- School Leaders use regular assemblies to celebrate the achievements of all children.

Sanctions

Children are taught consistent ways of managing their emotions and feelings and are positively encouraged to contribute and give their best. Staff should always seek for an explanation for what has happened with any problem behaviours before applying sanctions and children should not be publicly admonished. Children who choose to break the School Charter need full knowledge of the consequences. The consequences are the same throughout the federation. We expect children to show good behaviours, and the following steps are taken if these are not being demonstrated:

- Verbal warning in a quiet and measured way giving clear expectations of the right choice of behaviour and how the child can achieve this (Class teacher or TA) – this may be enough to support the child to get ‘back on track’.
- If behaviour occurs again the child should be given a formal warning, alongside a period of thinking time. This could be a timer for 3 minutes sitting out
- If the behaviour continues or they are not able to actively engage in the thinking time specified by the adult a clear consequence will be issued. A consequence may be a time out or missing a short session of a playtime. This time out can be “parked” for later in the day if the child is too agitated for this to be completed successfully at that point. (Class teacher or TA).
- If behaviour persists the child should be reminded of what is expected and taken to their reciprocal class with work to be completed for 10 minutes.

- If the child will not go with the Teacher or TA, then a Senior Leader is sent for.
- Headteacher and staff will monitor the child's response and subsequent behaviour and inform parents where appropriate.
- In extreme cases and persistent aggression, children may be suspended for a fixed term from school.

Parents should be kept informed about the behaviour of their children and where possible should be involved in discussion about sanctions. The school may also call on additional support and guidance from our EP and/or the Clifford Centre where it may be deemed that the individual child has a personalised behaviour plan.

Exclusion (Suspension or Permanent Exclusion)

The Federation of Hazel Wood School and Lydlynch Infant School will follow guidelines from Hampshire

In very extreme cases a decision may be taken to exclude a child:

- in response to serious breaches of the Behaviour Policy
- if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Before a child is excluded, in most cases, a range of alternative strategies will have been tried and appropriate sanctions established to discourage re-occurrence of the behaviour problems. Pastoral support in the form of in-house ELSA may have been provided for the child and parents kept informed of the situation. Upon recurrence, implementation of the exclusion process will begin, after a full investigation of the incident has been completed.

Only the Headteacher, or nominated teacher in the Head's absence, may suspend for a fixed period or on a permanent basis. In most cases, a fixed term exclusion (suspension) will be used.

When a decision is taken to exclude a child:

- The parent/guardian of the child is informed immediately (by telephone or in person) and told of the period of exclusion, the reason for exclusion, that representation can be made to the governing body about the exclusion and the way in which that representation can be made.
- The Headteacher writes to the parent within one school day of the decision confirming all the above information.
- The governing body and LEA are informed immediately.

Further information can be found - www.gov.uk/government/publications/school-exclusion

The use of physical intervention to control or restrain children

(The school will use the Advice from the Department of Education on the use of reasonable force).

Staff may use such force as is reasonable in all circumstances to prevent a child from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during teaching sessions or elsewhere.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare and intervention will only be used when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies. This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil

- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy to any specific requirements of certain cultural or religious groups.

Breaktimes

It is unacceptable for a child to hurt another child in any circumstances. We have adopted a zero-tolerance attitude to any child hurting another, including through retaliation. If a child is involved in an incident in the playground, through physically hurting others including hurting them back or rough play then they will be given an internal detention. This means that they will spend the next playtime or lunchtime play supervised inside.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

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

EACH DAY INDICATES A FRESH START