

# Hunter's Bar Infant School



## Behaviour Policy

**February 2017**

## **BEHAVIOUR POLICY**

### **Hunter's Bar Infant School**

Hunter's Bar Infant School aims to create a caring and supportive environment in which all members of the school community feel valued and respected. Our Behaviour Policy aims to promote an environment in which everyone feels happy, safe and secure. It is a means of promoting excellent relationships to ensure for effective learning and teaching. This policy supports the school community in aiming to enable everyone to work together in a considerate way.

#### **Aims and expectations**

- To spread awareness of and apply the Behaviour Policy in a consistent way
- To have clear expectations that everyone in the school community behave considerately
- To treat everyone with respect
- To treat all children fairly
- To value all achievement
- To promote and reward good behaviour

#### **School Rules**

All school rules are based upon 'High Five.' (see Appendix 1).  
School curriculum drivers are 'Respect', 'Resilience' and 'Good Emotional and Physical Health'.

#### **Rewards and Incentives for Good Behaviour** (See Appendix 2)

We understand the importance of having a reward system in place that recognises all forms of social and academic achievement and effort based upon our High Five rules. In order to ensure that every child has the opportunity to experience success there are a variety of systems in place.

Glossary to Appendix 2:

- \*Non-Verbal: This could be a smile or thumbs up.
- \*Verbal: Praise
- \*Class Incentives: These can vary from class to class and year group to year group. See also our approach to Investors in Pupils and the Class Targets.
- \*Stickers/Wrist bands: Each classroom has its own supply of positive behaviour praise stickers and wristbands
- \*Praise Pads – Each classroom has its own supply of positive behaviour Praise Pads so that notes can be sent home to acknowledge good behaviour.
- \* Golden Time: Individual classes can earn the opportunity for Golden Time when appropriate
- \*Sharing: In recognition of a particular task or behaviour ie. a piece of work, completed target chart etc children may be offered the chance to share their work with others. It may be their own class, another class, an adult in school, another child, the Head Teacher or parents.

\*Certificates: These are awarded to individual children nominated by school staff in a weekly Celebration Assembly

\*Marking Policy: Marking is used by all adults working with children to encourage and build upon success with the use of 'Yippee Yellow', positive comments, stickers, or stamps. (see Marking Policy)

\*Display: Work is presented in such a way that it shows pride in the success and achievements of our children and is a high profile celebration of learning and our school drivers.

### **Sanctions** (see Appendix 2)

Children feel secure and valued in an environment that clearly sets out expected standards of behaviour and applies these consistently. High Five lays the foundation of expected behaviour in school. Appropriate sanctions can therefore be used as a means of promoting good behaviour at Hunter's Bar Infant School.

### Glossary to Appendix 2:

\*Non-Verbal: Ignore child or behaviour, distraction, loss of eye contact, frown or modelling of the appropriate behaviour.

\*Verbal: A reminder of acceptable behaviour and reference to the appropriate High Five rule.

\*Positive reinforcement i.e. 'I can see ....is listening so well' or 'Look at ....she is waiting very patiently.' Give simple direction or instruction.

\*Re-organisation: This may mean seating child away from a distraction, an activity, another child, near to adult etc.

\*Loss of privilege: May include loss of some or all of playtime, an activity the child enjoys or a restricted free flow session. See the sun and cloud reward system as an example.

\*Time-out: This will depend upon the child and the situation. It will usually last no more than a five-minute sand timer or until the child is calm. During this 'time-out' the adult will make no eye contact and will not speak, reason or negotiate with the child. Once over, the school adults will adopt a 'fresh start' approach.

\*Time-out from playtime: The High Five is displayed in the playground and children are encouraged to follow it during outdoor sessions and playtimes. Children who break a rule are removed from the playground to the office for a period of five minutes and their name recorded for the attention of their own class teacher. This results in the loss of some or all privilege during that week.

\*Communication with parents and carers: The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The teacher may inform a parent or carer about their child's behaviour, the sanction given, information about ways in which the school is supporting their child and suggestions for ways in which they as parents can help.

\*Individual Education Plan: Modification of behaviour for some children is more long-term. In this case the teacher will liaise with the SENDCO and individual targets will be drawn up and closely monitored using this IEP.

\*Involvement of the Learning Mentor to support the child through monitoring and social emotional interventions. The Learning Mentor will liaise with the class teacher and parents.

\*Formal meeting with parents and carers: Parents and carers must be informed of the focused targets in their child's IEP and liaise closely with the teacher and SENDCO on the review of these targets. Parental agreement must also be sought before the school can link with external agencies in order to support a child.

\*External Agencies: After close liaison with home and school and the implementation of an IEP, the class teacher and SENDCO liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the MAST team.

\*Fast Track~ The Red Card System: The red card is used for serious incidents requiring additional adult support. Examples include:

- A child exhibiting violent, dangerous, challenging or threatening behaviour
- A situation that endangers any child, including the perpetrator

The school adult will send two children to the office with the red card. The red card alerts the office staff who will notify the Head Teacher/available staff member. Response is immediate and appropriate action taken.

The Pods have 'panic' alarms which can be used in extreme emergencies.

### **The Role of Adults in School**

The power to reward or sanction also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as Learning Support Assistants and Lunchtime Supervisors.

Adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They treat each child fairly and enforce the High Five consistently. The school staff treat all our children with respect and understanding.

All adults working in school take responsibility for ensuring the school's Behaviour Policy is carried out consistently and all times of the school day and including incidents that happen which involve children other than those in their own class. It is important that class teachers are informed of incidents which may have occurred at a point in the day when they themselves were not present (see Making a Record and Keeping Track). Those involved must therefore ensure they keep a record of these.

### **The Role of Teachers**

Teachers have a statutory authority to discipline pupils for misbehaving which occurs in school and, in some circumstances, outside of school. (section 91 of The Education and Inspections Act 2006). Teachers can confiscate pupil's property.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour (see Making a Record and Keeping Track).

Those involving an incident of racism or bullying are logged and feed back to the Governing Body in the Head Teacher's termly report.

Exclusion, whether temporary or permanent is an extreme step. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour and ensuring the school and parents support the child through the implementation of a Pastoral Support Plan. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are taken only after the school governors have been notified.

### **Making a Record and Keeping Track**

Each classroom has a carbonated duplicate book made easily available for use. Lunchtime supervisors record details of any incidents in the lunchtime duplicate books.

All incidents which have seriously broken the rules of the High Five must be recorded and should include

1. The date and time of the incident
2. The name of adults and other children present/involved
3. What happened
4. What action (if any) was taken
5. Name and signature

For those involving suspected racism or bullying the adult recording the incident must place an 'R' or 'B' in the top right-hand corner of the page.

In the case of all recorded incidents the carbonated copy must then be given to the Head Teacher immediately and at the latest before 3.20pm on the same day.

Recording incidents in this way not only provides an immediate record but enables the school to build a full picture of the child and to look for patterns of behaviour, assessing risks and pre-empting repetition or escalation.

Examples of severe behaviour include:

- ❖ Deliberately injuring another child
- ❖ Deliberately damaging school property
- ❖ Aggressive actions towards an adult

### **Power to Use Reasonable Force**

All staff members are aware of the regulations regarding the use of force as set out in Section 93 of the Education and Inspections Act 2006. This enables school staff to use reasonable force to prevent or stop children:

\*Committing a criminal offence

\*Injuring themselves or others

\*Causing damage to property, including their own.

\*Engaging in any behaviour prejudicial to maintaining good order in class, or elsewhere (this applies on school premises or elsewhere when in lawful charge of children).

School refers to the DfE 'Use of Reasonable Force' advice for Head Teachers, staff and governing bodies, July 2013 document for clarification.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf).

### **Fixed-term and Permanent Exclusions**

Only the Head Teacher (or the 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 in 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 into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs 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 the parents how to make any such 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 which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

### **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

For parents whose child is about to enter school, a copy of the High Five is given as part of the 'Welcome Pack', alongside the Home-School Agreement. The High Five is also discussed at the Foundation Stage Information Meeting and parents are encouraged to support the school rules and to talk about them at home with their child. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to promote good behaviour, the school will expect parents to support its actions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher or school governors.

### **The Role of Governors**

Heads and Governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour policy.

### **Monitoring**

The Head Teacher along with the Leadership and Management Team monitors the effectiveness of this policy on an annual basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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

### **Review and update**

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Ratified by the Governing Body: February 2017**

**Due for review and update on: February 2020**

**Appendix 1**

**High Five**



**We agree that at Hunter's Bar Infant School we will follow the High**

**Five rules:**

- ❖ Kind hands
- ❖ Kind words
- ❖ Share be fair
- ❖ Respect
- ❖ Believe and achieve

Signed:

On behalf of Class \_\_\_\_\_.

Appendix 2

**Rewards**

**Verbal/Non-verbal**

**Individual  
incentives/Targets**

**Class  
Incentives/Targets**

**Lunchtime reward  
stickers**

**Stickers**

**Wrist bands**

**Notes to parents**

**Golden Book**

**Golden/Privilege Time**

**Sharing with Head  
Teacher/Learning  
Mentor**

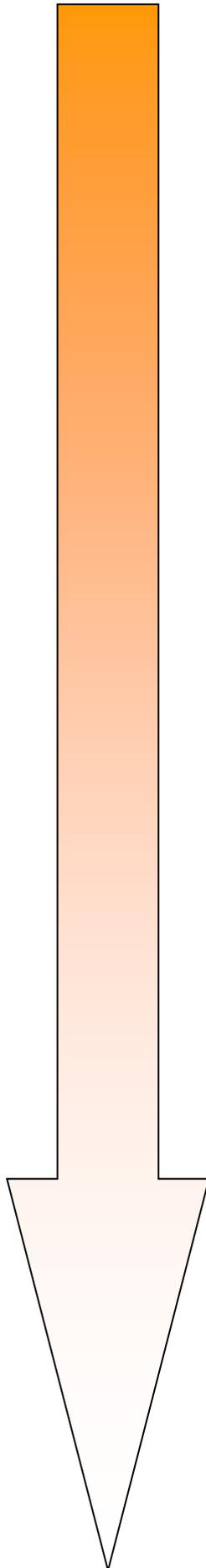
**Marking Policy**

**Certificates**

**Star Awards**

**Celebration Assembly**

**Display – including  
photographs of Star  
Pupils on the school  
noticeboard/Twitter  
and Facebook**



**Sanctions**

**Verbal/Non-verbal**

**Reorganising/ moving**

**Time-out (from playtime)**

**Loss of privilege**

**Removing to another  
space**

**Head Teacher/Learning  
Mentor involved**

**Communication with  
parents**

**Target chart**

**Individual Education Plan**

**Internal Exclusion**

**Formal meeting with  
parents**

**External agencies**

**Time out from school eg  
home each lunchtime**

**Temporary exclusion**

**Pastoral Support  
Programme**

**Permanent exclusion**