

Hunter's Bar Infant School



Positive Behaviour Policy

<u>WRITTEN</u>	<u>SEPTEMBER 2021</u>
<u>RATIFIED</u>	<u>SEPTEMBER 2021</u>
<u>REVIEW DATE</u>	<u>SEPTEMBER 2023</u>

"We look for the positive and allow our children to grow with responsibility"

All children have the right to an education that offers them the best opportunities to work hard, be happy and make good progress. Teachers and support staff are here to create the right environment for this to happen. Many others contribute towards this process. Our behaviour policy is based on the principles and values that we seek to promote in our school.

Aims and expectations

- 🌈 To 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 7).

School curriculum drivers are 'Respect', 'Resilience' and 'Good Emotional and Physical Health'.

Rewards and Incentives for Good Behaviour (See Appendix 8)

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.
- 🌈 **Privilege Time:** Individual classes can earn the opportunity for Privilege Timepiece 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 'Yipee 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 celebration of learning.

Sanctions (see Appendix 8 + Waves Table)

Children feel secure and valued in an environment that clearly sets out expected standards of behaviour and applies these consistently. The High Five lays the foundation for 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** ie. 'I can seeis listening so well' or 'Look atshe is waiting very patiently.' 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 freeflow 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.
- 🌟 **Reflection (template Appendix 1):** 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 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.
- 🌟 **Behaviour Reports:** 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 a behaviour white, then red report.
- 🌟 **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 behaviour report by the SENDCo, the class teacher and SENDCo will 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 will be used in extreme emergencies.

The Role of Adults in School

The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as Learning Support Assistants.

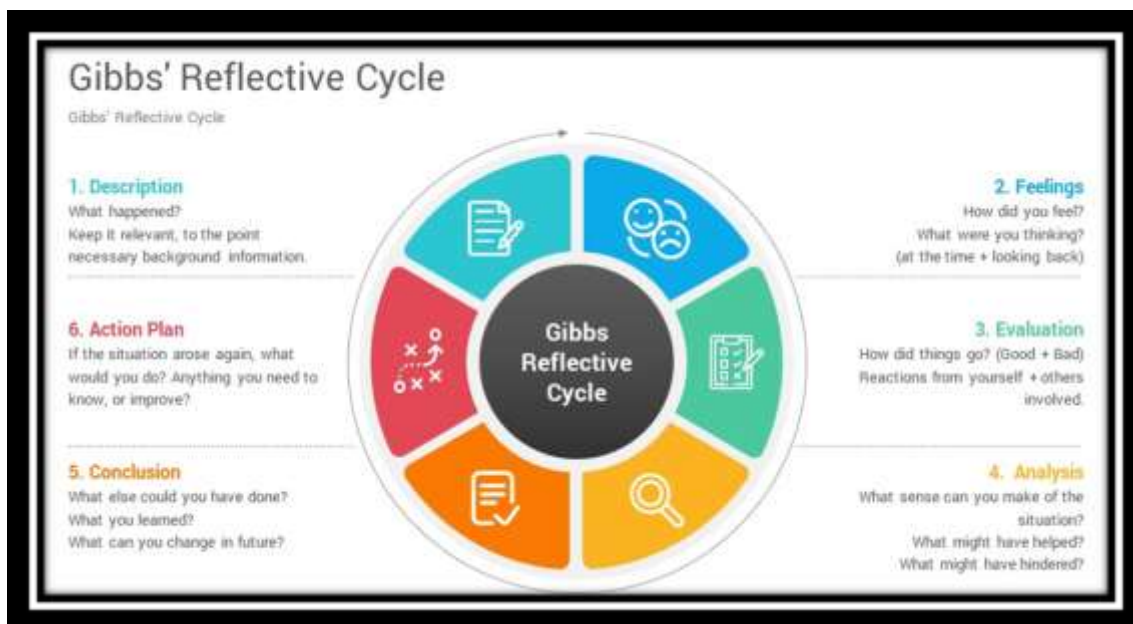
Adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They treat each child fairly and enforce the High Five consistently.

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. Those involved must therefore ensure they keep a record of these.

AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR USING GIBB'S REFLECTION CYCLE (1988)

Wave	Level of Seriousness	Follow up actions
1	A verbal warning is given that the inappropriate behaviour has been noted.	Inform parents/adult collecting at the end of the day.
2	A second warning is given if the inappropriate behaviour continues and the class teacher conducts a verbal reflection (using Gibbs' cycle below) time with the pupil after the session in the classroom. Staff CPOMS the incident.	Inform parents/adult collecting at the end of the day and CPOMS the incident.
3	A reflection time with SLT is issued, to be completed either that morning break time or the following morning break time. Staff CPOMS the incident and let a member of the SLT know the reason for the reflection time.	CPOMS and inform parents/adult collecting at the end of the day.
4	If 3 reflection times are issued to a child within a half term period, the child is placed on a behaviour report for 2 weeks. The staff member who issues the report is responsible for contacting the parents to inform them of the situation and ensure that the parents have signed the report at the end of the week.	Staff member informs parent and offers support from SLT/Learning Mentor.
5	If there is still no improvement, the child will go onto a red behaviour report and a meeting will be held between the head teacher, class teacher and parents to discuss next steps, which may include involving outside agencies such as a behaviour specialist or the educational psychologist. In extreme cases, a child may be excluded from school for a fixed term or on a permanent basis (see below). In such cases, the latest guidelines from the DFE will always be strictly adhered to and governors informed.	



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.

Those involving an incident of racism or bullying are logged and feedback to the Governing Body in the head teacher's termly report.

Suspension, whether temporary or permanent exclusion is an extreme step (letter templates Appendix 3 and 4). 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

All adults in school use CPOMs to record behaviour incidents.

All incidents which have 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. Be communicated to parents by the class teacher or member of SLT.

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.

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 the DfES Circular 10/98 relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. This section allows teachers and others who are authorised by the Head teacher to use such force as is reasonable 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).

Fixed-term Suspensions 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. Parents may be asked to complete a home/school behaviour log **(Appendix 2)** 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.

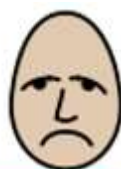
The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

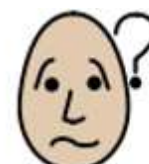
The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed Headteacher:

A handwritten signature in black ink, appearing to read 'M. Sam', enclosed within a large, hand-drawn oval. The signature is fluid and cursive, with a long horizontal stroke extending to the right.



Reflection Time



Me

This happened....

I felt....

If I feel like this again I will....







Pupil: _____

Staff: _____

Date: _____

Reflection Number: _____

Appendix 2 – Home/School Communication Blog

Scale	 1	 2	 3	 4		Managing behaviour	Managing emotions	Attitude to learning	Productivity	Friendships
Scale Criteria	Today I had to be spoken to several times and this has severely affected my day. Please see additional comments.	Today I had to be spoken to at least once and needed adult intervention. Please see additional comments.	Today I was spoken to but was able to self- regulate. Please ask me what happened.	Today was a great day!	M					
					Tu					
					W					
					Th					
					F					
Additional school staff comment if required:					Home comments:					



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**Head Teacher
Deputy Head**

Mrs Catherine Carr
Mr Michael Barnes

PERMANENT EXCLUSION EXAMPLE LETTER

**Date
Parent/Carer of
Address**

Dear Parent/Carer

PERMANENT EXCLUSION - Re: Pupil Name, Year Group and DOB

I regret to inform you of my decision to permanently exclude **(Pupil Name)** with effect from **(Date)**.

This means that **(Pupil's Name)** will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee/(PRU only) the local authority. Alternative arrangements for **(Pupil Name)**'s education to continue will be made.

Why?

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **(Pupil's Name)** has not been taken lightly. **(Pupil's Name)** has been excluded because **(Reasons for the exclusion)** which is/or

- a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Your responsibility

It is your responsibility **(according to recent legislation)** as the parent/carers to ensure that your child is not present in a public place in school hours during this exclusion between **(Specify dates)** unless there is reasonable justification for this. I must warn you that you may receive a penalty notice from the local authority if your child is found in a public place during normal school hours on the specified dates without reasonable justification.

School's Responsibility

For the first five school days of the exclusion we will set work for **(Pupil's Name)** and would ask you to ensure this work is completed and returned promptly to school for marking **(this may be different if supervised education is being provided earlier than the sixth day)**.

From the sixth school day of the exclusion onwards – i.e. from **(Specify the date)** the Sheffield Local Authority will provide suitable full-time education. **(Set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter or by phone)**. You can contact Genine Nuttall on 2736197 or Sarah Kelly on 2735750 – who work in the Exclusions Team.

(Where pupil lives in a local authority other than the excluding school's local authority) I have also today informed **(Name of officer)** at **(Name of local authority)** of your child's exclusion and they will be in touch with you about arrangements for his/her education from the sixth school day of exclusion. You can contact them at **(Give contact details)**.

Governing Body

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you if you dispute the outcome of the decision you have the right to an independent review. The latest date by which the governing body must meet is **(Specify the date – the 15th school day after the date on which the governing body was notified of the exclusion)**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **(Name of Contact)** on/at **(Contact Details – Address, Phone Number, email)**, as soon as possible. Your child is also entitled to attend the meeting and speak on his / her behalf, taking into account your child's age, understanding and how they may feel about giving their view. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **(Contact)** if it would be helpful for you to have an interpreter present at the meeting.

I must also draw your attention to sources of relevant free and impartial advice:

The Department for Education guidance on exclusions:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/previous-exclusion-guidance>

The Coram Children's Legal Centre:

www.childlawadvice.org.uk 0300 330 5485

Where considered relevant by the Headteacher, information on the Traveller Service or the Sheffield Special Educational Needs and Disability Information Advice and Support (SSENDIAS) 2736009 or ssendias@sheffield.gov.uk

Yours sincerely

(Name)

Copies



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**Head Teacher
Deputy Head**

Mrs Catherine Carr
Mr Michael Barnes

FIXED TERM SUSPENSION EXAMPLE LETTER

Date

**Parent/Carer of
Address**

Dear Parent/Carer

Fixed Term SUSPENSION of ? Days - Re: Pupil name, year group and DOB

I am writing to inform you of my decision to suspend **(Pupil Name)** from school for a fixed period of ? days. This means that pupil he/she will not be allowed in school for this period. The suspension begins on **(day of week and date)**.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend **(Pupil Name)** has not been taken lightly.

(Pupil Name) has been suspended for this fixed period because **reason for suspension**

Your Responsibility

It is your responsibility as the parent/carers (delete as appropriate) to ensure that your child is not present in a public place in school hours during this suspension between **(Dates)** unless there is a reasonable justification for this. I must warn you that you may receive a penalty notice from the local authority if your child is found in a public place during normal school hours on the specified dates without reasonable justification.

The School's Responsibility

The school will set work for **(Pupil Name)**, to be completed during the period of their suspension as specified below.

On the first day of suspension your child will be expected to:

- reflect upon their behaviour and prepare for the reintegration meeting in which they will be required to consider the incident, how they might make amends and how to avoid this happening again.
- catch up on any outstanding school work.

Please ensure that your child undertakes this reflection and catches up on any work which is outstanding. Depending on the length of the suspension. After the first day, your child will be provided with a pack of materials to work on at home up to the fifth day of suspension. The school will ensure you receive appropriate work for the period of the suspension. Please ensure that work set by the school is completed and returned promptly for marking, and that your child is in the care of yourself or a responsible adult during school hours.

Your Rights

- A. If the total days of suspension are below five days in any one term** you **may** make representation to the Governing Body who will consider these but the Governing body does **not** have the authority to overturn the suspension. At **(SHOOL NAME)** representation for this level of suspension will be considered by the Chair of Governing Body
- B. If the total days of suspension take the total number of days above 5 but below 15 days in any one term** parents **can** request a Governing Body Meeting*. This meeting will be held within 50 days of the parent receiving the suspension notice. A representative of the local authority will also attend if requested.
- C. If the total days of suspension take the total number of days above 15 days in any one term or if the suspension is permanent** the Governing Body* **must** convene a meeting to consider reinstatement. A representative of the local authority will also attend.

Number of days **(Pupil Name)** has been suspended this Autumn/Spring/Summer term **YEAR** is ? days.

If you wish to make representations please contact our Chair of Governors, **Governor Name**, at the school address as soon as possible.

Reintegration Meeting

You and your child are requested to attend a reintegration interview with **Staff Names on Date and Time**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to be clear what the school, yourself and your child can all agree to ensure a successful reintegration.

Impartial Information

This can be accessed through: Coram Children's Legal Centre: www.childrenslegalcentre.com or Tel: 08088 020 008.

Statutory Guidance on Suspensions
<http://www.education.gov.uk/schools/pupilsupport/behaviour/suspension>

You may want to contact the Sheffield Suspension's Team at Moorfoot Building on 2736197 or 2735750.

Yours sincerely

Headteacher



Behaviour – White Report

Name			
Class:		Date:	
Agreed Target			

Time	Monday	Tuesdays	Wednesday	Thursday	Friday
Entrance to School					
Lesson 1					
Playtime					
Lesson 2					
Lunchtime					
Lesson 3					
Playtime					
Lesson 4/ Assembly					
Home time					

Behaviour Scale

1	2	3	4
<ul style="list-style-type: none"> I listened and participated in all activities I was helpful, kind and considerate to my peers and teachers. My learning shows the best I can do. I followed the High 5 rules at all times. 	<ul style="list-style-type: none"> I actively listened and participated most of the time. I gave my best effort most of the time. I got all my learning done. I followed the High 5 rules most of the time. 	<ul style="list-style-type: none"> I actively listened and participated some of the time. I gave my best effort some of the time. I got some of my learning done. I followed the High 5 rules some of the time. 	<ul style="list-style-type: none"> I did not listen and participate today. I did not give my best effort. I did not complete most of my learning. I did not follow a/the High 5 rules.



Behaviour – Red Report

Name			
Class:		Date:	
Agreed Target			

Time	Monday	Tuesdays	Wednesday	Thursday	Friday
Entrance to School					
Lesson 1					
Playtime					
Lesson 2					
Lunchtime					
Lesson 3					
Playtime					
Lesson 4/ Assembly					
Home time					

Behaviour Scale

1	2	3	4
<ul style="list-style-type: none"> I listened and participated in all activities I was helpful, kind and considerate to my peers and teachers. My learning shows the best I can do. I followed the High 5 rules at all times. 	<ul style="list-style-type: none"> I actively listened and participated most of the time. I gave my best effort most of the time. I got all my learning done. I followed the High 5 rules most of the time. 	<ul style="list-style-type: none"> I actively listened and participated some of the time. I gave my best effort some of the time. I got some of my learning done. I followed the High 5 rules some of the time. 	<ul style="list-style-type: none"> I did not listen and participate today. I did not give my best effort. I did not complete most of my learning. I did not follow a/the High 5 rules.



Rewards

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

Celebration Assembly

Star Awards

Certificates

Sharing

Privilege Time

Golden Book

Praise Pads

Wrist bands

Stickers

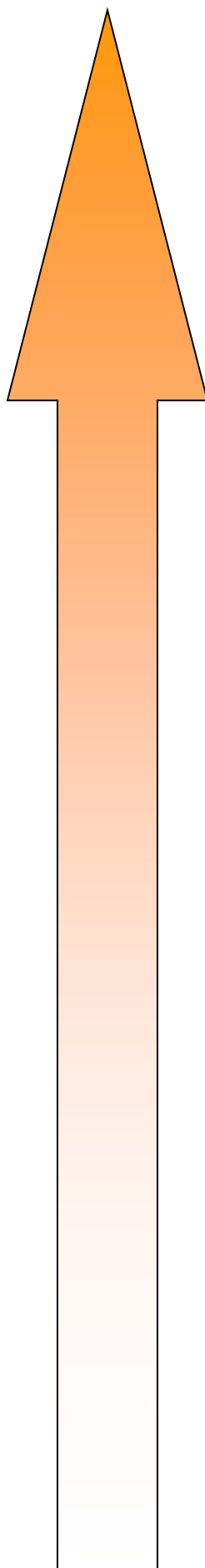
**Lunchtime reward
stickers**

**Class
Incentives/Targets**

**Individual
incentives/Targets**

Marking Policy

Verbal/Non-Verbal

**Sanctions**

Permanent exclusion

**Temporary exclusion
Pastoral Support
Programme**

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

Internal Exclusion

External agencies

**Formal meeting with
parents**

Individual Education Plan

**Communication with
parents**

Head teacher involved

**Removing to another
space**

Target chart

Time-out (from playtime)

Loss of privilege

Reorganising/ moving

Verbal/Non-verbal

