

HURSTHEAD INFANT SCHOOL

Behaviour Policy

Reviewed: October 2017

School's Mission Statement

In pursuit of excellence and enjoyment we work together for all the children in our care. We provide a family environment where each individual is valued and can achieve their potential.

In order to foster and maintain our school ethos we actively seek to undertake the following:

- To create a safe and secure environment in which the children are encouraged, praised and cared for.
- To encourage each child to have an awareness of the needs of others and a sense of his/her own worth.
- To foster a desire to learn and to create an environment where he/she will learn without fear, hostility, ridicule or shame.
- To encourage every child to develop to the fullest in accordance with his/her capabilities in all aspects of the curriculum i.e the spiritual, moral, physical, academic, social and aesthetic.
- To develop a trusting relationship with each child in order to encourage self-confidence and self-worth
- To make learning and the acquisition of skills as exciting and as interesting a process as possible, and the quest for knowledge enjoyable.
- To establish and maintain strong links between home, families and school.

Policy Statement

It is the responsibility of every member of the school community to work together in order to ensure the school is successful in achieving its Mission Statement. The environment in which the school community lives and learns makes non-verbal statements about the ethos of the school, its values and its priorities. This is expressed in the welcoming atmosphere, the care, concern and respect shown for each other, the quality of work and displays, and the respect for property.

Discipline in school is based on high standards of care and promotion of self-discipline. We aim to embed within school life the values and standards, made explicit above, where harmony and consideration for others are of paramount importance.

At Hursthead Infant School we create a positive atmosphere where self-esteem, good manners and moral conduct are viewed as important elements. Each child is valued as an individual entitled to respect and fair and just treatment; it is only in such an atmosphere that children will begin to respect themselves and set themselves high standards of behaviour. It is also important that every child comes to understand that the rights and feelings of others are important and that their own desires must take into account the rights and feelings of others.

Bullying or the wilful conscious desire to hurt, threaten, or frighten someone else is regarded as unacceptable and requires immediate action. The seriousness of the situation will be made known to both the harmed and harmer. Parents play an important role in shaping the behaviour and attitudes of their child. Therefore, with behaviour as with everything else, we work closely in partnership with parents, consequently should any problems occur parents will be involved from an early stage. As also indicated in our disciplinary procedures school will encourage parents to inform us of any concerns which they may have.

Good behaviour is rewarded in order to encourage self-discipline and raise self-esteem of all pupils. Unsatisfactory behaviour is discouraged by: individual counselling, withdrawal of privileges and application of sanctions, as appropriate.

We provide a disciplined, ordered and caring environment in which our children can be happy and secure so that they can develop and achieve the highest standard of attainment.

Restorative Approaches

Restorative Approaches is a whole school ethos which aims to build positive relationships and provides the tools to maintain and restore these relationships when conflicts arise. It promotes our school family atmosphere, where we recognise that each member of our school family has a unique perspective which we value and respect. We believe that good relationships need to be at the heart of everything our school does, if effective teaching and learning are to take place.

- A Restorative way of working leads to:
- A more respectful climate
- A shift away from sanction – based responses that aim to ‘manage’ behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility for their own actions
- People feeling supported when things go wrong
- A calmer more productive learning environment
- Improved mental well-being for staff and pupils
- Development of empathy, resilience and self-control

Rules

A set of school rules have been agreed as part of the Home/School/Child Agreement. This document clarifies the school and family agreement. The agreement states what the school and family will offer. It also states the Golden Rules we ask our children to follow:-

In school I will keep the Golden Rules:

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

Class teachers will discuss the school’s Golden Rules with pupils continually throughout the year focusing on examples of good behaviour in the classroom, in the playground, in the dining hall and around the school in general. Teachers will emphasise to pupils the importance of respect for all the community – teaching and non-teaching staff, visitors and pupils.

Rewards

At Hursthead Infant School we believe all pupils should be encouraged to do their best and their success should be recognised. Most children respond well to praise and encouragement. We will reward and celebrate good work and behaviour with the children. Strategies used to celebrate good work and behaviour are:

- Praise – verbal and written
- Stickers
- Class points
- Team points
- Headteacher award stickers
- Kind deed tree
- Star of the week
- Rocket to the stars
- Happy leaves
- Class reward jars
- Group rewards
- Certificates
- Lunch time awards – star badge
- Display of good work in classroom and around school

During Friday Birthday Assembly we will celebrate:

- Lunchtime awards – Friday Fine Diner
- Playground friends – report and thanks given

Other opportunities to celebrate include:

- Musical productions and concerts/sporting events during which children can demonstrate their talents

Procedure for Discipline

Sanctions

For a variety of reasons some children do not respond as readily to the above strategies and the teacher therefore will employ other techniques, including sanctions for unacceptable behaviour.

When behaviour problems occur we seek to be restorative. We always listen to each pupil's view point recognising that both the harmed and the harmer have a unique perspective. When we are certain of the facts we will discuss the difficulty with the pupils asking them to help decide on future action. We then apply school rules firmly but fairly.

Following a restorative meeting the following sanctions may be appropriate:

- Verbal warning
- Moved within class
- Period of withdrawal to another teacher
- Time out
- Staying in/walking with adult at playtime/lunchtime under staff supervision
- Exclusion from some/part of Golden Time

Serious misbehaviour might require the following sanctions:

- Loss of privileges
- Regular parental involvement

- Letter of apology
- Regular monitoring – Home/School diary
- Exclusion

Exclusion

A decision to exclude a pupil from our school will only be taken:

- in response to serious breaches of our school's Discipline Policy; and
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in school.

Unacceptable behaviour which might result in exclusion includes:

- Fighting
- Verbal abuse
- Physical violence
- Bullying
- Racism
- Vandalism
- Theft
- Risk to health and safety of others

In extreme cases the Headteacher may, after consultation with the Chair of Governors, exclude pupils for a fixed term or permanently.

If a pupil's behaviour leads to exclusion we will follow the guidelines provided by Stockport MBC and parents will be informed of actions taken.

Behaviour/Pastoral Support Programme

If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion it may be appropriate to implement a Pastoral/Behaviour Support programme. The programme will follow involvement with parents and possibly the Educational Psychologist and Behaviour Support Service as appropriate. It will identify causes of concern and behaviour/action which can reasonably be expected of the pupil. The involvement of the parents is essential if a successful outcome is to be achieved. The Pastoral Support Programme will set targets which are specific, measurable, achievable, realistic and time limited. The pupil will be placed on the SEN register.

Bullying and Racial Intolerance

Hursthead Infant School is committed to a whole school approach against bullying and racial intolerance (please refer to Anti-Bullying Policy and Equality and Diversity Policy). Any sanctions that may be applicable will be in line with the school's Behaviour and Discipline Policy.

Care and Control

There are occasions when restraint of pupils is necessary. Staff who are authorised by the Headteacher to have control or charge of pupils may use reasonable force to prevent pupils from;

- Injuring themselves or others;
- Causing damage to property, including their own property;
- Engaging in any behaviour that has a negative impact on maintaining good order and discipline at school or, among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;

All teachers and support staff are trained to use reasonable force to control or restrain children.

Our school adheres to guidance by Stockport MBC “Team Teach – Care and Control”

Repairing Relationships

We recognise that when conflict between pupils arises, relationships may need support to be repaired. This can be facilitated in a number of ways:

- Restorative meeting - where a member of staff will encourage all parties to listen to each other and agree future action to improve the situation
- Staff>pupil mentoring – where teachers will regularly check in with pupils and offer further restorative meetings where necessary
- Pupil>pupil mentoring – where for a short period of time a child will be asked to support another child socially

Monitoring and Review

We will review our policy during Summer Term 2016.

Further documents relating to behaviour:-

- Curriculum Policy
- Anti-Bullying Policy
- Assessment Policy
- Special Needs Policy
- Monitoring and Evaluation Policy
- Early Years Policy
- PSHE Policy
- Equality & Diversity Policy
- LA Policies on behaviour, care and control, exclusions
- Home-School-Child Agreement
- School Prospectus
- Mental Health

Conclusion

The purpose of this policy is to establish an environment which is conducive to quality learning; thereby allowing our pupils to develop and succeed.

Appendix 1 – Procedures

- When behaviour occurs which infringes rules agreed for the pupils, the class teacher, teaching assistant or midday assistant will seek a resolution of the problem with the child/children concerned. If necessary, he/she may refer the matter to the 1) Class teacher 2) Year Group leader 3) Assistant Headteacher 4) Headteacher who will take appropriate action.
- In more serious cases of discipline or behaviour which falls below standards described in the school rules, the Headteacher will decide whether or not to inform parents/carers in order to assist in finding a resolution to the problem. Typically, this would include cases of aggressive conduct between pupils, use of unacceptable language or refusal to follow school rules following a verbal warning.
- Should there be further difficulties in such cases or if cases of violence being inflicted by a pupil on others, the Headteacher will meet with parents/carers to determine sanctions that could be applied. In the most serious cases this would include exclusion from school for part or all of a session or sessions, in accordance with the procedures agreed with the Local Authority.
- All incidents are recorded in a book stored in the Headteacher's Office

Appendix 2 – methods to encourage good conduct

- Use of Restorative Approaches to build and maintain good relationships throughout the school
- Active involvement of pupils in the review of school rules
- Home-School-Child Agreement
- Ensuring the child has the correct level of challenge in their learning
- Use of assembly and collective worship to focus attention on individual and school responsibilities eg. Respect for people, property
- Monitoring by SENCO, class teacher and Headteacher of individual education/behaviour plans
- Close supervision of all pupils at play time and lunchtime
- Frequent discussions with all staff about playground and classroom behaviour; encouragement to identify children experiencing difficulties of any kind and report to Headteacher/Assistant Headteachers

- Training in strategies for staff-including midday assistants.
- Reporting to Headteacher/Assistant Headteachers of unacceptable behaviour.
- Contact with parents/carers as appropriate
- Monitoring of conduct by the Headteacher/Assistant Headteachers around the school, with particular emphasis on lunchtime break.

Appendix 3 – Guidelines for teachers to ensure positive behaviour in the classroom

- Provide attractive, orderly classrooms, which create an atmosphere conducive to learning
- Plan interesting, well prepared and stimulating lessons to utilise materials appropriately
- Use appropriate voice level
- Cater for differentiated, interactive, co-operative, group, partner and independent learning
- Plan appropriate seating and use a variety of methods for motivating children
- Have an awareness of a working noise level
- Quickly recognise disruptive behaviour and deal with it positively – early intervention
- Have an overview of the class whilst teaching
- Be consistent and fair when dealing with children
- Set up and make known boundaries in which children can operate – establish the Golden Rules
- React calmly, confidently and appropriately whatever the situation
- Encourage pupils to care for others, the school, its equipment and materials
- Use of circle times, restorative meetings and PSHE curriculum to build and maintain good relationships throughout the school

Appendix 4 – Home-School-Child Agreement

- See attached