

Shadsworth Infant School



Behaviour Policy

Created: September 2024

Review: September 2026

Shadsworth Infant School

Behaviour Policy Principles

Shadsworth Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Respectful, Ready, and Safe.'**

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Be consistent with reward and sanctions

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations

- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions where appropriate
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Our principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules Visible Consistencies Over and Above Recognition

1. Be Ready
2. Be Respectful
3. Be Safe

1. Daily meet and greet
2. Persistently catching children doing the right thing
3. Picking up on children who are failing to meet expectations
4. Accompanying children to the playground at the end of every day
5. Praising in public (PIP), Reminding in private (RIP)
6. Consistent language

1. Recognition boards
2. Certificates
3. Stickers
4. Phone call/text home
5. Verbal praise
6. Notes home
7. SLT praise
8. Class Rewards
9. Show work to another adults
10. Good News book
11. Recommendation to HT for Golden Sticker & Tea Party

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

1. VERBAL REMINDER

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice

Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING- YELLOW CARD

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you so now it is a yellow card.

If you choose to break the rules again you will leave me no choice but to give you a red card and you will sit on the thinking spot for 5 minutes. work at another

Do you remember when (model of previous good behaviour)?

That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at lunchtime after you have eaten. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. TIME OUT - RED CARD

I noticed you chose to (noticed behaviour)

You need to.....(Go to the thinking spot)

Playground: You need to(Stand by me)

I will speak to you in five minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go to the thinking spot. I will come and speak to you in five minutes. Thank you for listening.'

DO NOT describe child's behaviour to another adult in front of the child

4. FOLLOW UP

- REPAIR &

RESTORE

5. What happened? (Neutral, dispassionate language.)

6. What were you feeling at the time?

7. What have you felt since?

8. How did this make people feel?

9. Who has been affected? What should we do to put things right? How can we do things differently?

*Remember it's not the severity of the sanction, it is the certainty that this follow up will take place that is important.

Sanctions:

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on Insight at the staff member's discretion.

BEHAVIOUR PATHWAY

Verbal reminder

Warning- yellow card

Time Out, thinking spot - red cards

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up/Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parents phoned

Parents called to school

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As an ACE informed school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. Some of these children will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only. Appendix B.

Trained staff are:

Mrs Crompton (Headteacher)

Mrs Varey (DHT)

Mrs Grafton (SLT)

Staff who attended and completed 'Safer Handling training - Team Teach'.

Shadsworth Infant School will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form) in the green Behaviour Log which is locked in the filing cabinet in the HT office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for

the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action - Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, trips and visits, but the same principles of promoting good behaviour through the policy will always apply.

Appendix A - POSITIVE HANDLING PLAN

Child's Name: Date of Plan: Review Date:

What does the behaviour look like?

Stage 1 Anxiety Behaviours Stage 2 Defensive Behaviours Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

Skill try avoid Notes

Verbal advice and support

Giving space

Reassurance

Controlled choices

Humour

Logical consequences

Planned ignoring

Time-out

Removing audience

Transfer adult

Success reminded

Supportive touch

Listening

Others

Diversions and distractions

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Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

Intermediate try avoid Notes

Friendly escort

Caring C Guide

Single elbow

Double elbow

Other

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.

Teacher:

Parent/Carer:

Student:

Educational Psychologist:

Social Service (if applicable):

Headteacher:

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Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent

violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive - e.g. standing between pupils, or active e.g. leading a pupil by the arm

out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

□ who disrupts a school event, trip or visit

□ leaving the classroom where this would risk their safety or disrupt others

□ from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment - this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report

(SIR form) in the green behaviour log, which is locked in the filing cabinet in the HT office.

The Bridge Centre

The Bridge Centre is a SEN Unit within Shadsworth Infant School, The Bridge Centre is a place where children can learn and develop at their level in a supportive environment where individuals are fully valued and individual needs can be met more effectively. The Bridge Centre policy and practice document contains behaviour expectations for the children educated in The Bridge Centre and must be used in conjunction with this behaviour policy.

Appendix C - CHARLIE TAYLOR'S BEHAVIOUR CHECKLIST: GETTING THE SIMPLE THINGS RIGHT (2011)

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.