Behaviour Policy

Approved by the Governing Body ………………….

Signed …………………………………………

Name ………………………………………….

Review date …………………….

Sprowston Infant School Behaviour Policy

The purpose of this policy is to give a clear code of conduct for managing behaviour. It has been put together after discussion with staff and children, and reflects the values and principles that we consider to be important for the school.

1. VALUES

Honesty – Honesty needs to underpin all of our actions. This creates trust.
Excellence – what we always strive for.
All good learners – everyone understands what it means to be a good independent learner.
Respect – We show respect for each other, ourselves, our equipment, our environment and others' opinions.
Teamwork – We can achieve more by working together. This may involve children, staff, parents, governors and the wider community.

Our school values reflect our desire to educate our children to become considerate and respectful but also to develop a good learning mindset.

2. SIX 'Cs'

The 6 Cs are the aims of our curriculum. They are behaviours, skills and dispositions we feel it is essential for children to develop in order to become good learners and to prepare them for later life. They are:

- Communication
- Craftsmanship
- Creativity
- Confidence
- Curiosity
- Collaboration

3. RULES

The following rules apply in each year group and are detailed in year group handbooks:

Conduct:
- Indoor voices
- Looking after resources – choose, use it, put it away
- Respect each other – children taught how to manage conflict and disagreements themselves
- Children taught not to talk when an adult is addressing the whole class
- Only one child to go to the toilet at a time during lesson time
- Children walk in the classroom
- Children line up to leave the classroom in silence

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Learning:
- How to manage resources independently
- How to minimise wastage – lids on pens, measuring the piece of tape you need
- How to critique – looking at work, drawing out elements to improve, review
- How to evaluate work
- How to fact find using IT and non-fiction texts
- How to present work
- How to use resources appropriately to support learning e,g, word cards

In addition, each class at Sprowston Infant School is responsible for creating a set of rules that correspond to the school behaviour policy but cater for its particular needs. These may need reviewing to maintain their relevance.

4. ENCOURAGING GOOD BEHAVIOUR

We recognise the importance of a positive approach to the behaviour of children in school. We believe that emphasising positive behaviour in school tends to marginalise bad behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive caring way.

Praise As a general rule, adults should give far more praise than censure. Praise can be given in formal and informal ways for maintenance of good standards as well as for particular achievements. Staff should focus praise on effort and good learning behaviours rather than the products of these. For example, rather than "Well done your work is really neat", say "Well done, I can see you have concentrated really well and persevered because your work is so neat."

Class and School Rewards The use of extrinsic rewards for children can be an effective short term measure in managing behaviour. This is always secondary to developing values and understanding within the children of why it is important to do the right thing. There is no single reward system in school, classes develop their own systems with their children, to suit each class's needs. Among the rewards we use are:

- Individual pupil awards such as: comments, stickers, stamps and 'smiley faces' on children's work and public praise. Also raffle tickets (drawn out on a Friday), marbles in the jar building to a whole class reward.
- Weekly award certificates will be given at Celebration assembly
- Y2 use a traffic light system: gold, green, yellow, red.
- Privileges. These can be extra use of school facilities or equipment, for example extra time on the computer, use of the bikes, time in a different classroom. They are mainly used with specific children who may have an individual behaviour plan.

5. DEALING WITH INAPPROPRIATE BEHAVIOUR

Actions by staff are based on important principles:
- It is the inappropriate behavior that is rejected, not the child.
- Adults should keep the situation calm.

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- A child's success at reducing inappropriate behavior should be acknowledged.
- Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended.

The Management of pupils who interrupt learning in lesson times.
We avoid wherever possible the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances. Every child has the right to learn without interruption. If, during the course of a session, a child misbehaves:

1. The teacher will draw the pupils' attention to the inappropriate behavior and remind them of the rules/expectations.
2. If the behavior continues, in YR and Y1 the child will be asked to 'take a break' in the allocated area. In Y2 they may be moved down on the 'traffic light' chart.
3. Further misbehavior will result in more time on take a break in YR/Y1.
4. In Y2, if the child is still on yellow by playtime, they miss part of their playtime. If they have not worked hard enough, they will stay in to do some more work.
5. The child is taken to the headteacher. At this stage, if not before, it is likely the class teacher will discuss the child's behaviour with parents. More serious behaviour may go straight to this stage.

If negative behaviour is exhibited on a regular basis (either in or outside the classroom), then parents will be informed, and a record of behaviour monitoring is kept and shared with the parent. For some children a behaviour management plan will be written in consultation with the parent and the child. For these children, strategies will be individualised and may not be in line with the above procedure. If the problem persists we may involve outside agencies such as the educational psychologist or behaviour specialist. A referral for the child to attend a behaviour SRB may be considered.

Any significant incident needs to be recorded on an incident report form, detailing the harm caused by the behavior. Harm does not have to be physical, it can be emotional or loss of learning. All forms need to be given to the senior Designated Professional for Safeguarding, currently Rob Edwards, Emma Wyatt, Andy Palmer or Rachel Britcher.

The last resort is exclusion from school on a temporary or permanent basis in line with Norfolk's policy on exclusion. In extreme cases children may be excluded as an immediate sanction.

Behaviour outside of lessons
Problems with behaviour often occur at less structured times, such as playtime or lunchtime. In order to minimise these problems children will line up after play outside on the playground and will be led into school quietly and calmly by an adult. Teachers will also line their children up and lead them to the required destination for major transitions in and outside of school, such as taking children to lunch or assemblies. Children will be expected at all times when moving around the school to walk calmly and quietly.

All children's behaviour is the responsibility of all staff. Therefore, any member of staff should feel able to correct the behaviour of any child or class. In this way, we support each

other to improve behaviour. Adults should expect children to walk quietly and calmly whenever in school, and intervene whenever they see this is not the case.

School rules will apply at playtimes as during the rest of the school day, and children will respond to the supervision of learning support assistants and MSAs (Midday Supervisory Assistants) as well as the teaching staff. MSAs should be treated with the same respect as other adults in the school, and other staff should challenge children when this is not the case. Lunchtime rewards include year group certificates for getting stars each day, as well as the golden table reward for particular children.

- **NORFOLK STEPS**

In September 2016, all school staff were trained in Norfolk Steps' 'Step On' approach to behaviour management. This will be refreshed during 2018. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, the school follows a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's job is to help children in crisis and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script* in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A 'roots and shoots' form and a risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of handling children in a safe way (see appendix)
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused by them, this includes the amount of adults' time taken up/amount of learning time wasted.

*De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:
1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and…

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

<u>Appendix 1: POSITIVE HANDLING POLICY</u>

Staff have agreed to follow the principles of Norfolk Steps regarding handling children in school. These are as follows:

Guiding and Escorting
Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Calm Stance
When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI):
Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. Staff are trained in these interventions using 'Step Up' training on a needs only basis, and it is only these staff - as long as they have been authorized by the Headteacher – who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint, e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given. Children that require RPI will have individual risk assessments and behaviour plans.

Appendix 2: TOUCH POLICY

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?
We may need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc. At other times it may be appropriate to hug a child to offer comfort or reward.

How Do We Use Touch?

Hugging
At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-Holding
We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Adults must also be aware that if they are holding hands and the child falls over or moves away quickly it can cause risk of injury to both child and adult.

 Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Lap-Sitting
At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Refer to the Intimate Care Policy for guidance on intimate care.

Staff have a 'Duty of Care' towards pupils. Therefore, if a student is at risk of harm, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

APPENDIX 3: BEHAVIOUR LOG(S)

RE/SIS/18