

# PADNELL INFANT SCHOOL

## BOARD OF GOVERNORS



### BEHAVIOUR POLICY

<b>Name of Unit/Premises/Centre/School</b>	Padnell Infant School
<b>Date of Policy Review</b>	January 2023
<b>Date of Next Review</b>	January 2025
<b>Name of Headteacher</b>	Mrs Mandy Grayson

## Administration Record

Issue	Modification	Approved
1	For Full Governor Body Approval	January 2023

**We believe that:**

- All children and staff have the right to learn and work in a safe, orderly and supportive environment where everyone is respected and valued.
- Positive behaviour is built on connections (relationships) before correction.
- Good behaviour is essential in maintaining a secure and happy school where we can all learn.
- All children should take responsibility for their own behaviour and all school staff are responsible for helping them do so.
- Parents/carers should work with the school to enable their child/children to develop their personal and social skills, to enable them to be happy with who they are and 'grow' into 'Giving Citizens' both inside and out of school.

**Our aims:**

- To create a safe, calm learning environment in which each child is able to develop their skills and talents and experience success.
- For all members of the school community to value themselves and others, developing positive relationships based on mutual trust and respect.
- For everyone to respect and support each other so that everyone has a sense of belonging and understands the impact they can have on others.
- To nurture the development of self-discipline and self-control by promoting high standards of behaviour and providing a consistent approach to effective behaviour management.

**Our Principles of Positive Behaviour Management**

- Each child is valued and respected as an individual.
- The rights and dignity of the child must always be recognised and respected.
- Children should be listened to and their opinion valued.
- All staff must model appropriate behaviour in all circumstances.
- When dealing with behavioural issues, all adults must separate the behaviour from the child.
- The use of positive praise is our primary tool for behaviour management.
- Adults always ensure that children understand the reasons for any sanctions and they are delivered in a timely manner.
- Confrontations are avoided, with de-escalation techniques used to avoid escalation.
- Standards of children's behaviour is a shared responsibility between children, parents/carers and staff.
- Staff will actively work with parents as appropriate to keep them informed of their child/children's progress.

**School Behaviour Code**

The school has a simple behaviour code, appropriate to the age of the children.

This is: 'Kind hands, kind feet, kind mouths and make green choices'

The green choices are exemplified by class rules linked to our GROW values:

### **Giving Citizen**

We are kind, polite and helpful to others. We listen to adults and our peers.

### **Resilient Learner**

We try our best, work hard and learn from our mistakes. We don't give up.

### **Original Thinker**

We are independent and make our own choices. We ask for help if we need it.

### **Wise Worker**

We concentrate on our learning and use our time wisely. We quickly follow instructions and do what we have been asked to do the first time.

These are shared with our whole school community including parents, carers and governors and are reinforced via assemblies and our SCARF curriculum. Children are taught that this is a behaviour code, not just for school but for life. In choosing to send their child/children to Padnell Infant School, parents/carers commit to modelling this behaviour to their children and supporting the school in following the code both within and outside the school.

### **Zones of regulation**

At Padnell Infant School we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions.

By implementing the Zones of Regulation curriculum (Kupers 2011), we aim to teach our pupils to identify emotions in themselves and other and provide them with a bank of strategies to help regulate their emotions and improve wellbeing.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they are in.

The Zones of Regulation help children to develop a range of activities to help themselves with self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control.

Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

*The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.*

*The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.*

*The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.*

*The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.*

At Padnell, we encourage all children to stop and think about how they are feeling. We talk about their feelings by referring to the four zones. Children are supported in developing strategies to help them to regulate their feelings if they find themselves in the blue, yellow or red zone. Children are aware that if they are feeling in the yellow zone they may make yellow choices in their behaviour and if they are in the red zone, they may make red choices. We help children to develop their own ways to get back to the green zone and think about strategies to help them remain in the green. It is important that children realise that no feeling is a bad feeling and we will all experience a range of emotions throughout each day.

## **Responsibilities**

### **The responsibilities of teachers are to:**

- Create a positive environment for learning, both within the classroom and around the school.
- Follow the agreed, shared principles of positive behaviour management at all time, responding to all incidents in a clam and controlled manner.
- Be aware of children across the school who may require individual support in managing their own behaviour and plan to support this as necessary
- Make expectations of classroom behaviours and routines clear to all children through the class rules and keeping them live during the year.
- Establish a consistent approach to consequences for children who do not follow the behaviour code

- Establish a consistent and fair approach to reward those who do always make green behaviour choices.
- Communicate with parents/carers in a timely and sensitive manner regarding behaviour concerns, seeking ways to work together to bring about change.
- Keep records up to date recording as appropriate on CPOMS or ABCC forms to understand patterns of behaviour and intervene as appropriate.
- Evaluate own practice regarding behaviour management and seek support from colleagues to adapt practice as appropriate.

**The responsibilities of Learning Support Assistants and Mid-day Supervisory Assistants are to:**

- Create a positive environment for learning, both within the classroom and around the school.
- Follow the agreed, shared principles of positive behaviour management at all times, responding to behaviour incidents in a calm and controlled manner.
- Be proactive in supporting children who may find it difficult to manage their behaviour.
- Ensure that they model the values of the school at all times.
- Support children during playtimes/lunchtimes in developing positive relationships and games.
- Share with class teachers any behaviour concerns, referring more serious behaviour incidents to senior leaders where appropriate.

**The responsibilities of parents/carers are to:**

- Support the school's behaviour code by modelling 'kind hands, kind feet, kind mouths' and make their own 'green' behaviour choices
- Communicate with school in a courteous and open manner.
- Support the academic, physical, social and emotional development of their child/children by working in partnership with the school and other agencies.

**The responsibilities of the Head teacher are to:**

- Actively promote the agreed shared principles of behaviour management.
- Support school staff with positive behaviour management strategies.
- Ensure consistency in the implementation of the behaviour policy.
- Where necessary provide a link between parents/carers and other school staff.
- Discuss persistent or serious behaviour difficulties with parents/carers in order to work together to bring about change.
- Monitor the implementation of the behaviour policy across the school adapting as necessary.
- Liaise with outside agencies alongside the SENDCo if appropriate to provide support to staff children and their families.
- Authorise exclusions ensuring county procedures are followed.

## **Promoting good behaviour**

All children have the right to learn in a safe and happy environment. To create this all children need to respect each other's rights and behave in a way that allows themselves and others to learn and stay safe. The language of making 'green' choices will be used by all adults when discussing behaviours and children will be taught that they are responsible for their own behaviours.

Padnell Infant school is a place of learning and is a safe place to make mistakes. Staff at the school will help the children to modify unacceptable behaviours rather than simply manage it. Some children may require an individual reward chart or individual behaviour management plan. Parents/carers will be involved if these are required. Count downs, choices, time out, safe spaces are a few examples of how staff will support disregulated behaviours. A restorative approach will be used following any incident allowing all parties to move forward from the incident.

## **Sanctions**

When sanctions are considered necessary by staff they will:

- Try to ascertain why this has happened and identify the possible causes, remembering that behaviour is a form of communication.
- Listen to the views of all parties not making any assumptions.
- Consider the individual needs of those involved.

## **Other agencies**

The school will proactively seek advice and support from other agencies as required. These could include:

- PBS – Primary Behaviour Support
- EPS – Educational Psychology Service
- Social Care team
- School nursing team
- Hampshire Inclusion team
- CAMHS – Child and Adolescent
- SALT –Speech and Language therapist

## **Serious Behaviour Incidents**

In the event of a serious behavioural incident (physical assault, vandalism etc.), the head teacher or a member of the senior leadership team will be informed immediately to provide support and deal with the incident. Where possible the child will be escorted away from other children but if not possible the class teacher will vacate the area with the other children. It is the class teachers responsibility to ensure that parents have been communicated with. This could have been delivered by the head teacher if appropriate or could be the LSA at the

end of the day if deemed appropriate. Physical intervention in line with the school policy can be applied by all staff members if there is a belief that a child or staff member is at risk of harm. If needed, a member of Team-teach trained staff should be called for as well. All physical interventions should be reported to the Senior Leadership Team and reported in accordance with policy. Restraints must be recorded in the bound book held by the headteacher.

### **Exclusions**

There is a strong inclusive ethos at Padnell Infant school and therefore a decision to exclude a child for any period of time is not taken lightly and is a last resort after a range of measures have been tried to improve a pupil's behaviour. Where a child has an underlying additional or special educational need, this will be taken into account when deciding whether the threshold for exclusion has been met. The head teacher reserves the right to exclude a child from the school for serious breaches of the school rules.

### **Off site and Out of Hours**

The school's behaviour policy applies when children are taking part in day trips, attending after school clubs arranged by the school or when representing the school in off-site activities.

The school reserves the right to refuse permission for any child to participate in these activities if it is considered that their behaviour will disrupt the learning of others or jeopardise their own safety or the safety of others. If teachers are concerned about a child in this respect they are expected to discuss the situation with the head teacher who will make an informed decision and notify parents.