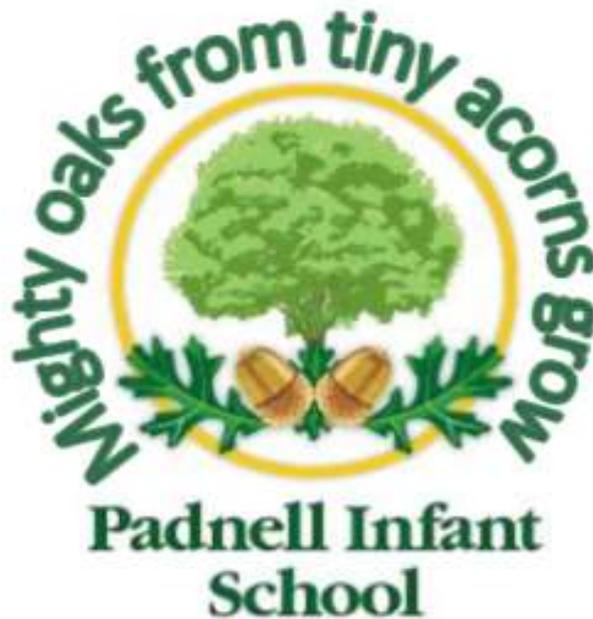


PADNELL INFANT SCHOOL

BOARD OF GOVERNORS



BEHAVIOUR POLICY

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	January 2022
Date of Next Review	January 2023
Name of Headteacher	Mrs Mandy Grayson

Administration Record

Issue	Modification	Approved
1	For Curriculum and Standards Committee Approval	May 2016
2	FGB	January 2020
3	FGB	January 2021
4	FGB	January 2022

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1.0 Our Aim

All behavior is a form of communication
Remember – Connection before Correction

Our aim is to create a happy, engaging and caring school environment where there are high standards of courtesy, good manners and consideration for others; where tolerance and respect are promoted and children become socially aware of the world in which they live.

We aim for a well-balanced, self-disciplined and confident pupil. We promote an ethos in which the rights and dignity of each individual is recognised and there is a commitment to respect both property and feelings.

Parents, staff and Governors have agreed that children are expected to keep to our Green Behaviour promise:

- Keep the school neat, tidy and safe. Looking after our equipment
- Respect and listen to everyone in our school, be polite, have good manners and be kind to others.
- Behave in a way that helps ourselves and others to learn. We listen, concentrate and are active in our learning.
- Keep everyone safe and help people when they are hurt or sad.
- Be honest and always tell the truth

2.0 Staff Duties

It is the duty of all staff to:

Reward and praise effort and good behaviour and to support children who have difficulties managing behavior in a fair and consistent way with a view to encouraging self-regulation and self-discipline. Our school is a place where children can learn from their mistakes.

In the Classroom:

- Create and sustain a positive and secure environment
- Ensure well prepared, stimulating lessons
- Generate high levels of engagement resulting in good behaviour and the earning of respect.

Expect to:

- arrive before class and begin on time
- be prepared for the lesson

- enable all children to learn
- challenge and motivate all pupils
- mark work constructively
- encourage constructive and purposeful dialogue
- keep an attractive, clean and tidy classroom
- maintain interesting wall displays which promote learning and celebrate achievements.
- use first names in conversation
- use proximity praise to encourage others to change their behaviour
- Follow the 'Padnell Promise' and encourage all elements of 'GROW'

On the playground:

- Monitor and supervise play
- Arrive on time for duty
- Report back to the class teacher any relevant issues
- Follow the 'Padnell Promise' and encourage all elements of 'GROW'
- Engage with the children and use their first names where possible
- Expect and give respect
- Listen to all parties
- Apply the same sanctions as used in class time
- Encourage children to discuss their behaviour and make the right choices.

Out and About

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity.

Expect to:

- start the dialogue
- greet the pupils
- set high standards of speech, manner and dress
- enjoy relating to pupils
- deal with all misbehaviour, even if the child is not in your year group or class (to ignore it is to condone it)
- supervise children entering the building at the beginning of the sessions
- ensure your class leave your room/building in an appropriate manner
- ensure talking in the corridors and in the hall during assembly time is limited
- do not leave children unsupervised in your classroom or in the building during break times

Do not over-react: address the problem

- avoid confrontation
- listen to all parties involved
- establish facts – be careful not to jump to conclusions
- be flexible, to take account of individual circumstances

- judge only when certain
- Follow the 'Padnell Rules' (these are linked to the Padnell Promise and generated with the pupils in class), using sanctions appropriately, make clear distinctions between serious and minor offences, (red and yellow behaviours)
- where individuals are at fault, avoid punishment of whole groups

Protect and support children who are victims of bullying and racial harassment. See section on Bullying and Racial Harassment.

- Very often careful observation/thought beforehand can prevent problems developing, (i.e. positioning of children in assembly lines and grouping of children on an outside visit).

As professionals we need to raise our own awareness. Leading by example, we are role models. All adults helping or working within our school, whether on supply, as students, parents, volunteers listening to readers or helping in other activities must be clearly informed by the teacher about standards, procedures and the high expectations of pupil behaviour. Also those assisting on outside visits need similar instructions and include a clear plan of the day, remembering that the teacher has overall responsibility at all times.

Our success is tested not by the absence of problems but by the way we deal with them.

3.0 Pupil Behavioural Policy

Pupils are more likely to accept a code of conduct, if it is clearly understood, consistently and justly applied, and shown to be reasonable, flexible, sensitive and effective.

Pupils are confused by too much variety of attitude and expectation. If praise and sanction is seen as essential, it should be as immediate as possible and linked in the child's mind with their behaviour. (For inappropriate behaviour the child must understand what he/she has done wrong and why it is wrong).

Each class therefore follow the same 'Padnell Rules' accompanied by a traffic light system of Green/Yellow and Red behaviours. Each class has a GROW tree where children can visually celebrate individuals or the class as a whole keeping the Padnell rules in each lesson.

Children across the school are supported by "The Zones of Regulation" programme to help recognize how they are feeling and how this can affect their behavior (see Zones of Regulation section).

Padnell Promise

The school follows the Padnell Promise. Padnell children are all expected to be: a Giving Citizen, a Resilient Learner, an Original Thinker and a Wise worker. All behaviours can be linked to one of these four values to help children feel success or learn from their mistakes

Within the classroom. Each class follow the Padnell Rules which are linked to our GROW values. Children are expected to keep these rules in the classroom. They are also aware of a traffic light system which clearly shows:

Green (expected) Yellow (warning) and Red (unacceptable) behaviours.

Throughout the day, teachers will be looking for various examples of children keeping the rules. For example, in an English lesson the teacher may say to the class that she/he is looking for children who can be “Resilient Learners” and demonstrate that they can work hard and not give up. Each child then has the opportunity to move their name from the treehouse up to the sunshine. If the whole class is able to move their name then the class is awarded a marble in the jar. After each session, the names are moved back to the treehouse and children are given a fresh opportunity during each session to move their names.



The recognition of good behaviour and raising the child's self-esteem and self-control is done in the following way:

4.0 Rewards

- Opportunities throughout the day to demonstrate green behaviours and keep to the class rules; each child being given the chance to move their name up to the sunshine in each session.
- Moving name up to the Rainbow for continuing to show green behaviours or for pleasing work – Marvellous Me texts to be sent acknowledging that good behavior or work.
- Moving name up to the Golden Acorn for exceptional work or behaviour. Being awarded the Golden Acorn and having name recorded in the Golden Book, with a Marvellous Me also sent home
- Receiving the Padnell Promise Award
- Praise for whole class achievements and/or if all children manage to move their name to the sunshine – earning a marble in the jar which leads to a whole school class treat time at the end of each term.
- Individual behavior reward systems such as compliment token systems and reward charts.
- Comments on work in line with the school's marking policy
- Showing work to another adult – former teacher or the Headteacher

5.0 Sanctions

- First Yellow behavior – verbal encouragement to change behavior. Teacher will say the child's name and remind them of the rules.
- Second Yellow warning - Teacher or LSA will have a private conversation with the child to discuss the behavior that is repeating and explain that this is a yellow warning. Children may be encouraged to take some time out to think or calm themselves down. Teacher may write the child's name in class yellow book as a warning.
- Red Behaviours for continued yellow behaviours – teachers may request for repeated yellow behaviours to be written in the Red book. The child may spend some time in another class in the year group, or require time to calm down and regulate outside of the classroom.
- Serious red behavior incidents such as violence, deliberately damaging property or lying go straight to a member of the Senior Leadership Team. A phone call or email to parents will be sent for any name written in the red book. Restorative conversations will be held with the member of staff who dealt with the situation.

Due regard to a pupil's Individual Behaviour Plan will be taken when dealing with children on the Special Needs register and the Sendco will be consulted where behaviour problems are identified. All staff will be alerted where Individual Behaviour Plans exist so that consistency of approach can be ensured.

Children do need to tell an adult at school straight away if they have been hurt or bullied whilst at school. The bullying can then be dealt with immediately and the situation monitored to try to ensure that such an occurrence does not happen again. We encourage children to be assertive. Children are encouraged to say 'Stop it I don't like it; I will tell'

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 helps 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 behavior 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.

Playtimes/Lunchtime break

Our promises and values can be applied by the adults working with the children. Any behaviours at playtime and lunchtime play are dealt with separately whilst following the same rules and expectations, sanctions and rewards.

The School Council has negotiated 4 playground rules:

- always walk to the playground
- take turns when playing games, including the pirate ship and climbing frame
- be a friend in the playground
- keep your hands to yourself at all times

6.0 Behavioural Strategies

When behaviour is unacceptable, a warning will be given and there will be praise for those who are modelling the desired behaviour. If the undesirable behaviour persists, the sanction will be followed as necessary. All behavioural warnings will relate to 'GROW'.

Persistent or serious incidents or any incident involving deliberate physical contact will be brought to the attention of the Headteacher or a senior member of staff who will consider an appropriate course of action.

As in all areas of concern, parents will be consulted and involved as soon as a pattern of difficulties are identified or if the isolated incident was felt, by a Senior member of staff, to be serious enough. We believe that the responsibility for children's discipline and behaviour is shared between home and school. A course of action will be agreed with parents.

7.0 Behaviour Modification Programmes

If a child is having difficulties, the teacher will try to focus on the good things that the child is achieving and target the most undesirable aspects of the child's behaviour to modify. This is done by setting achievable targets related to the behaviour and rewarding the child when they have succeeded in attaining the target. Children usually respond well when they know that home and school are working together.

Where support is needed to help a child make the right choices or interpret situations more appropriately, the skills of our Emotional Literacy Assistant may be used. Activities linked to turn taking, social interaction, friendship building can be shared to help the child build confidence, resilience and communication skills.

Where the course of action fails to solve the problem the school will involve outside agencies [e.g. Education Psychology, Primary Behaviour Support Team (PBS), the families concerned General Practitioner] again, only after consultation with the parents.

Should serious behaviour problems lead to a child being in danger of hurting him/herself or others it may be necessary to restrain the child. In this circumstance the school will follow its Physical Intervention Policy and parents will again be informed that this has been necessary. Only authorised members of staff will restrain a child and this will only be used when other methods of managing the incident have been tried and have failed.

Where behaviour is in serious breach of this policy and a range of alternative strategies have been tried and have failed or where behaviour is so serious that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school - then the school has the right to exclude the child (see Inclusion Policy).

Racial Harassment

Incidents of racial harassment have to be reported officially on a Bullying & Racist Incident Form to HCC. Any incident will be followed up immediately and the parents of both parties informed. Children involved in any incident relating to this will engage in work with our ELSA to educate them on the British Values of inclusion, tolerance, respect and individuality.

8.0 Bullying

Definition

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms

- physical – hitting, taking belongings
- verbal – name-calling, insults

- indirect – spreading gossip, excluding someone from a group

Principles for the management of incidents

- the pupil who has been bullied is made to feel safe
- pupils are shown that bullying is taken seriously
- teachers respond calmly and consistently
- the pupils who have bullied are encouraged to behave in an acceptable way in the future
- interventions are monitored and followed up appropriately

Children are encouraged to be assertive and ignore provocation and seek the help of an adult, rather than retaliate. We listen to both/all sides of a problem before judging behaviour and to consider the child's self-esteem when dealing with difficult situations. Children can request a private talk with any adult to explain any worries or concerns. In addition, there is a school 'worry postbox' which can be accessed by all children alerting the ELSA to any issues/concerns.

Actions

- be available – break the code of secrecy. Make it known that we are ready to listen. We provide immediate support
- listen to the child
- record the incident (ABCC)
- respond positively in a non-aggressive manner
- follow up
 - review progress
 - involve parents of both the pupil and the bully
 - use supportive children to ensure that the bullied child is befriended
 - ensure there are serious talks with the bully including teaching of interpersonal and social skills
 - explain the problem and help everyone to understand how the bullied child feels
 - use sanctions within the behavioural policy

BEHAVIOURAL PROCEDURES AVAILABLE

Praise

Adults in School

Parents

one to one verbal praise

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written praise on work

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verbal public praise, name moved
onto the class sunshine

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Marvellous Me

|

Golden acorn given

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class reward given when sufficient examples of
appropriate behaviour have been acknowledged

verbal praise to parents when
child is collected

|

Marvellous Me texts sent home

Padnell Promise assemblies

Sanctions

Adults in School

Parents

verbal warning

|

Yellow warning – thinking time, name may be written in yellow class warning book

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Red behavior - name in Red book for repeated red behaviours.

Time in another class, time in a safe space to regulate emotions

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Involvement of SLT for more serious offences, name in red book – phone call or email to parents

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Sendco meet with parents

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Involve external professionals (Education Psychologist, BST)

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if required offer a meeting with child, parent, teacher, Headteacher and governor in order to fully discuss history and future

Parents will be given verbal feedback following red behaviours where necessary

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Phone call to parent to discuss situation; weekly monitoring

meet with SENDco

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meeting with external professionals

Copy of Individual Behaviour Plan sent/shared with parents

Keeping track of Discipline and Incidents

Injuries are recorded in an accident book with date and circumstances. Proven incidents of deliberate acts of aggression or undesirable behaviour are reported, noted and followed up with the appropriate sanction given.

Children who disrupt in class or are deliberately hurting other children in class will be dealt with by the class teacher, or in severe cases will be sent to the Headteacher or a senior member of staff. A record of the incident noted and action taken.

If there is a pattern of unacceptable behaviour a member of the SLT will ensure that parents are involved and help with behaviour modification.

The general behaviour levels within the school will be monitored termly by the Headteacher in consultation with other relevant staff where necessary.

The Headteacher will report on the general behaviour levels to the Governing Body on an annual basis.

9.0 The Use of Force to restrain pupils

Authorised Staff

Under section 550A of the Education Act 1996 authorised staff to use reasonable force to control or restrain pupils. Those categories of staff authorised are:

- teachers
- classroom assistants
- special needs assistants
- midday supervisors

Actions in self-defense or in an emergency

Section 550A does not cover all the situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against attack, using a proportionate degree of force to do so. Similarly, in an emergency anyone is entitled to intervene to stop someone from injuring themselves or someone else.

Types of incident

- where action is necessary in self-defense or because there is an imminent risk of injury;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order and discipline.

Reasonable force

There is no legal definition of reasonable force. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on the circumstances of the incident.

- the use of force can be regarded as reasonable only if the circumstances warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any force used should always be the minimum to achieve the desired result

Practical considerations

Before intervening physically, the authorised adult should, whenever practical, tell the pupil to stop, and what will happen if he or she does not. The adult should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical restraint will stop as soon as it ceases to be necessary.

Application of force

Physical intervention can take several forms

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back

Staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck or collar;
- slapping, punching or kicking;
- twisting or forcing limbs against a joint;
- tripping;
- holding or pulling by the hair or ear;
- holding a pupil face down on the ground.

Authorised adults should always try to deal with a situation through other strategies before using force.

Reporting incidents

A written record of any occasion where force is used (except minor trivial incidents) is to be kept by the Headteacher. This will include:

- name of pupil, when and where;
- name of staff and the reason force was used;
- name of witnesses;
- how the incident began and progressed, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- details of any injuries or damage to property.

The pupil's parents would be informed following physical force being used by an adult.