

North Baddesley Infant School

Policy for Behaviour

This policy was agreed and formally adopted July 2019

This policy will be reviewed on a two-yearly basis in line with the needs of our pupils.

Last review: January 2022



Our Vision

North Baddesley Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are all committed and share a collective responsibility to model and teach positive behaviour, ensuring at all times pupils feel valued, respected and that they belong at NBIS.

What is behaviour?

We understand behaviour is a means of communication. Every behaviour communicates a message. Behaviour is an action or reaction to a situation(s) or an emotion and can be positive, negative or indifferent.

General principles

Our policy for behaviour supports this through:

- All staff leading by example and responding to behaviour with a clear and consistent approach at all times.
- Embedding our school values of respect, resilience and independence to enable staff to feel confident in the behaviours to teach and acknowledge.
- Sharing the ethos of the school with the school community.
- Encouraging pupils to have high standards of their own and others' behaviour.
- Understanding that everyone has rights and responsibilities and encouraging pupils to take responsibility for their actions.
- Establishing clear boundaries of acceptable and appropriate behaviour to ensure the safety of everyone in the school community.
- Raising awareness of appropriate behaviour and promoting it through positive reinforcement.
- Supporting pupils to make the right choices.
- Ensuring consequences for inappropriate behaviour take account of individual needs, age and stage of development, together with an understanding of the pupil's specific and personal circumstances.
- Understanding every pupil has the right to learn but no pupil has the right to disrupt the learning of others.
- Understanding everyone has a right to be listened to, to be valued, to feel and be safe.
- Protecting everyone from disruption or abuse.
- Identifying and providing, for pupils, staff, governors, parents and visitors, a framework of procedures which effectively manage instances of both positive and negative behaviour.
- Creating and maintaining a positive learning environment where pupils and adults receive positive feedback and discuss learning of behaviour openly.

Procedures

- Positive behaviour will be acknowledged by staff as appropriate.
- Staff will ensure they recognise where teaching and practising positive behaviour in class is needed.
- Quality first teaching of PHSE and Six Strands of Wellbeing.
- Staff will use the agreed scripts and suggested responses taken from the Paul Dix book 'When the Adults Change, Everything Changes'.

- Staff will keep accurate records of any significant concerns or incidents regarding behaviour and share these through secure internal logging systems.
- When faced with inappropriate behaviour that needs to change, staff will use the suggested responses below.

Suggested Responses	
Remember – this is your reminder	Describe/name the behaviour, remind of the appropriate behaviour, delivered privately whenever possible. Take the initiative to keep things at this stage. “Show me you are/want to ... ”
Reminder - you have had your reminder	A clear verbal caution, delivered privately whenever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase ‘Think carefully about making the right choice’ “I notice that you are ... ”
Last chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice and refer to previous positive behaviour. The adult will tell the pupil to remain behind for 2 minutes after the lesson which cannot be removed, negotiated or reduced. “You have chosen to ... ”
Time out	This is a short time for the pupil to calm down, breathe, look at the situation from a different perspective or give them time to compose themselves. It can be just outside the classroom, a thinking spot, an agreed calm/safe space or at the side of the playground.
Repair – restorative conversation	This could either be a conversation during break time or a more formal conversation out of class. Making a plan together for supporting a change in behaviour. Link to learning pit. “What happened? Do you remember last week when ... That is what I need to see ... How did this make people feel?”

We recognise some pupils will require personalised recognitions to help support their learning. These will be decided between the child and class teacher and discussed with parents/carers.

Some pupils will require an Individual Behaviour Plan tailored to their personal needs. This will be developed, implemented and reviewed with parents/carers.

Sometimes it may be appropriate for our Emotional Literacy Support Assistants to support the wider team with teaching of specific social, emotional or behavioural skills for a period of time. Class teachers will complete a pastoral referral form with identified strategies already tried, where appropriate. Parents/carers will be informed when children are receiving additional teaching to support behaviour.

Script

Using a script helps all staff to be consistent in their approach and remain emotionally neutral. A script should leave the pupil thinking about their actions and knowing the adult believes they are able to behave positively. It allows staff to deal with difficult behaviours while protecting the relationship they have with the pupil. We recognise that our response needs to take into account the needs of the pupil at the time and their ability to receive and process the guidance being given.

Example of scripts for staff to use include:

- Show me you want to ...
- I notice that you are ...
- You have chosen to ... Now I need you to ... (consequence)
- Do you remember last week when you ... (positive reminder)
- That is who I need to see today
- Thank you for listening

Recognitions

- Celebration assemblies to recognise pupils who have shown growth in line with our school values linked specifically to learning.
- Support and encouragement to make the right choices and verbal praise given to pupils for their efforts and successes.
- Individual whole class rewards, chosen by the teacher and children? (teacher's personal choice), e.g. marble jar, to encourage collective responsibility.
- Stickers given for effort and progress (teacher's personal choice).
- A phone call or postcard home to the pupil's family to recognise when they have gone 'above and beyond' expectations?
- Star of the Day or Week

It should be noted that rewards are never removed.

When individual pupils require personalised recognition, this needs to be designed with the individual pupil's interests and motivations in mind, with clear targets and skills to be taught. This will be shared with parents/carers.

Consequences

- Should reflect the individual pupil and be appropriate to the behaviour, age and stage of development.
- Should always address the behaviour and reinforce the right choices.
- Can include time out, completing work outside of lesson time, missing part of playtime or lunchtime, loss of a privilege or responsibility, e.g. class monitor.
- Use of Super Strategies (see appendix).

Outside agencies

We have a close working relationship with the Primary Behaviour Service and we use their Six Strands Curriculum and Super Strategies booklet which is also available to parents. They will also support individuals when the strategies we have tried to teach in school to promote positive behaviour have not been successful.

We may refer pupils to an educational psychologist to help us understand their behaviour and develop strategies to support them. This will be done in consultation with parents/carers.

Physical intervention

There are times when a pupil's behaviour may present as particularly challenging and may require restrictive physical intervention. We follow the Hampshire County Council guidelines: *Restrictive physical intervention in schools: Hampshire County Council policy and guidance for schools*.

We define restrictive physical intervention as follows:

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a pupil's movement against his or her will.

Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself).
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The main aim of restrictive physical intervention is usually to maintain and restore safety. School staff will only use this as a 'last resort' and when there are no other options available to them.

If physical intervention is ever used, the Headteacher and the parents/carers will be informed and the incident recorded as set out in Hampshire County Council guidelines.

Extreme unacceptable behaviour

When the policy has been followed but not been successful for a pupil, the parents/carers will be informed of the incident and asked to come in to school to discuss the behaviour. The types of behaviour may include:

- Continued and deliberate defiance
- Fighting or deliberately hurting others
- Bullying
- Racism
- Deliberate damage/vandalism to school property
- Rudeness/swearing
- Theft
- Actions which are deemed to be dangerous to self or others

Where one of these behaviours occurs, one of the following consequences will apply:

- Involvement of a member of SLT/Headteacher/Deputy Head
- Meeting with parents/carers to discuss the matter
- Exclusion from lunchtime/playtime
- Involvement of appropriate outside agency

Exclusions

The Headteacher has the right to exclude a pupil from school either for a fixed period or permanently. Exclusion is a serious step and will only be used as a final sanction when the Headteacher has determined that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Any exclusion will be reported to the Chair or Vice Chair of the Governing Body and to the Local Education Authority.

We follow the Hampshire County Council Exclusion Guidelines.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reading to support the writing of this policy includes:

- Paul Dix: 'When the Adults Change, Everything Changes'
- Education Endowment Foundation: 'Improving Behaviour in Schools, Guidance Report'
- The Primary Behaviour Service: 'The Six Strands Learning Behaviours Curriculum'