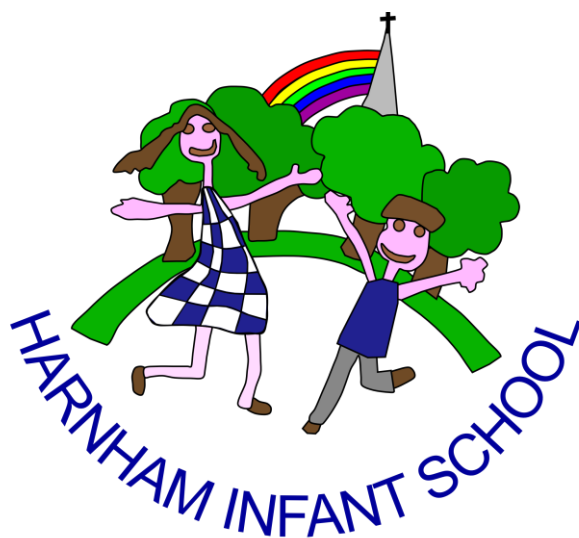


# Harnham Infant School

## Positive Behaviour Management Policy



**Reviewed by Full Governing Body: 21<sup>st</sup> October 2022**

**Signed on behalf of Governors:**

**Signed on behalf of Staff:**

**Review date: October 2023**

# **Positive Behaviour Management Policy**

## **1. Aims**

- To create an inclusive learning environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## **2. Beliefs and Values**

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

## **3. Rights and Responsibilities of All**

### **My Rights**

- To feel safe
- To learn
- To be happy
- To be spoken to in a nice polite way
- To have my property looked after
- To be told the truth
- To be told sorry
- To be listened to without interruption
- To work in a tidy and interesting classroom

### **My Responsibility to Show Respect**

- To make sure everyone else feels safe
- To make sure everyone else can learn
- To make sure everyone else is happy
- To speak to others in a friendly respectful and polite way
- To look after each other's property

- To tell the truth
- To say sorry when things have gone wrong
- To listen to each other without interrupting
- To keep the classroom clean and tidy

#### **4. Expectations of Behaviour**

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Harnham Infant School how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relationships between adults who work in and for the school, and between adults and children. All adults who work at Harnham Infant School have a responsibility for behaviour. They need to support our inclusive culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

**If any member of staff comes across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy**

For incidents which have been addressed by members of staff who are not the child's class teacher, a verbal handover of the incident and actions taken should be given to the class teacher for their records.

All members of staff, including supply teachers, are expected to fully adhere to the guidance of this policy and apply it consistently across the school.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

#### **School Rules**

- We are polite and kind to each other
- We listen and do as we are asked
- We look after our school and everyone and everything in and around it
- We keep safe and always walk around the school
- We do our best at all times

#### **Playground Rules**

- We are kind to everyone
- We play nicely with everyone
- We take care of our playground equipment
- We listen to the adults on the playground

Each class also has a class charter, recorded at the front of their Values Floorbook in their classrooms where, at the start of an academic year, the children and staff agree together the conduct expected in their learning environment.

## **5. Inclusive strategies for promoting positive behaviour (prevention of behaviour difficulties)**

*“It is better to predict and prevent than to find and fix.”*

- Being consistent and reliable
- Planning for the needs of individual pupils ensuring lessons are understood and differentiated to meet the needs of all children
- Encouraging the strengths and interests of each child in order to build their self esteem
- Ensuring learning environments and routines support children’s needs and make reasonable adjustments when necessary
- Building positive relationships with all stakeholders (staff, children, parents, governors, the wider community)
- Emphasising that it is the behaviour not the child we wish to change and understanding that all behaviour communicates a need
- Ensuring children have ownership and understanding of the rules
- Listening to children and acknowledging their feelings
- Creating a community in which all people feel responsible to and for each other
- Ensuring every lesson and every day is a fresh start
- Offering children constructive choices to give them ownership of their behaviour
- Using a ‘common script’ across the school to keep message consistent **(See Appendix 1)**
- Ensuring all staff model exemplary behaviour at all times
- Being aware of yourself when dealing with incidents – position, proximity to child, facial expression, tone of voice, posture, choice of words, use of eye contact – be non-threatening
- Catching children being good – notice, acknowledge and reward any positive behaviour

## **6. Whole School Behaviour System: Dojo Points**

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour for learning and influence outcomes
- That teachers integrate the system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The Dojo Points system allows for the following:

- It is a consistent approach that can be used by *any* member of staff in any classroom.
- Whole class and individual reward system (Dojo Points)
- Least intrusive approaches are used to manage behaviour

It is underpinned by the teaching of specific behaviours and routines, such as through PSHE or Values lessons and Assemblies.

Praise is the most powerful form of influencing children’s behaviour.

Classes operate an online database of Dojo Points to record pupil behaviour. There is also a green, amber and red 'Mojo' on display in each classroom, plus a gold star. Children's names are on the green Mojo at the start of each day and is the expectation. When names are here, children can earn points, recorded on the online system, which is displayed on the interactive whiteboard in the classroom. Every child has their own 'Mojo' to receive points. For exceptional positive behaviour or behaviour for learning, children are awarded a gold star – moving their name up to the gold star or engaging in a whole class mascot reward and 2 dojo points are added to the child's individual score. Exceptionally positive behaviour may also include a visit to the Headteacher or Deputy Headteacher for a sticker, as appropriate. Dojo points are never taken away from a child once they have been earned.

## **7. Rewards for Positive Behaviours.**

- Verbal praise
- Rewarding with Dojo points
- Giving stickers
- Displays of achievements
- Celebration assemblies
- Showing good work to Headteacher, SLT or other staff / classes
- Pupil of the day and responsibilities within school eg Class Helpers, School Council
- Class rewards and group rewards towards a common goal – every individual's dojo points scores are added together towards the class total. The whole class are rewarded for every 1000 dojo points.
- A Golden Postcard will be sent home from the Headteacher for 2 children in each class nominated by their teacher half-termly for consistent good behaviour.

## **8. De-escalation Strategies**

It is important to learn the early warning signs or 'triggers' that individual pupils display to indicate that their behaviour may be changing and then to implement a range of risk reduction strategies to de-escalate the situation where possible.

- **Get to know the individual child!**
- Divert and distract – introduce another topic
- Relocation
- Change of activity
- Physical proximity
- Humour
- Communication – important to listen to the child
- Relaxation – calm kids resources available.
- Offer firm and clear directions
- Acknowledge child's feelings: "I can see that something is wrong/has happened. I'm here to help..."
- Offer choices – try to create a win-win solution: 'You can either...or ....'
- Allow 'take-up time' to make their choice
- Remain controlled – high rationality, low emotionality (**See Appendix 2**)

Please note that some individual children may have an individual de-escalation plan specific to their needs. All staff involved should be familiar with these.

## **9. Consequences for Negative Behaviours.**

An essential part of our behaviour management lies in the fact that each child knows there are consequences for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- focused on restoration
- the minimum necessary
- immediate and short lived
- consistently applied
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

We have divided inappropriate behaviour into three categories. Examples from both classroom and playground environments are as follows.

**Low level** - This is day-to-day classroom behaviour that would be handled by the staff currently with the child. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working, not sharing, taking turns or low level name calling.

**Medium level** - This is behaviour that *could* lead to involvement from a member of the Senior Leadership Team. Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, ignoring instructions from a member of staff, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing, throwing equipment and at playtime, entering the school building without permission.

**High level** - This is serious behaviour that would lead to involvement of the Headteacher or Deputy Headteacher and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways **and/or** accelerating violent behaviour, intentionally aiming to hurt others, inciting others to behave badly, intentionally damaging furniture or property, walking away or out of the classroom/school, racist remarks/comments, bullying, swearing, spitting, fighting, deliberately breaking equipment and inappropriate use of the toilet.

### **Progression of Consequences**

1. Reminder of rights and responsibilities – restorative justice. Give a warning if needed about behaviour and sanctions that may be used.
2. If a low-level behaviour is demonstrated, child's name moved to the orange 'Mojo' on the classroom display. The child is then given every opportunity to demonstrate the required behaviours and their name can be moved back to green. This is meant to happen very quickly following a low-level incident.
3. If behaviour continues, or a medium or high level behaviour is demonstrated, or if the child's name is already on orange, their name is moved to the red 'Mojo' and the child

misses 5 minutes of their playtime. In EYFS, the child may visit another class (as they do not have morning playtime.) Children may remain with an adult in the classroom or stand with the adult on duty. They will discuss their behaviour before being allowed to play.

At this stage, a member of SLT must be informed and involved. The behaviour incident must be logged on CPOMS, alerting the Headteacher and Deputy Headteacher.

If a Red 'Mojo' has happened at lunchtime, the Senior MDSA must be informed and will log the incident on CPOMS and ensure the class teacher is informed.

4. Parents informed if the child has had to move name to red and miss some of their playtime. This will be via an informal chat at the end of the school day, a telephone call or email if verbal contact was not possible. A follow up meeting with parents might be needed if incidents are repeated or particularly high level – see points below.
5. Further involvement Inclusion Manager/Deputy Headteacher – possible Internal Exclusion/Referral to external agencies eg. Behaviour Support/ De-escalation or Positive Handling Plan(see **Appendix 3**)/Nurture Group/ELSA involvement(see **Appendix 4**)
6. Involvement of Headteacher – possible External Fixed Term Exclusion
7. Possible part-time timetable, alternative curriculum or 1-1 supervision

**Parental Involvement is expected from point 3-7. This may require careful handling, for example, avoiding discussing in front of other parents on the playground or continuously giving 'bad news'.**

### **Children with Special Educational Needs**

We expect all children to abide by the School Rules. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Some children may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.

Children with behaviour difficulties may:

- Have targets for improved behaviour on their Individual Support Plans.
- Have an individual De-escalation / Positive Handling Plan (which should be known by all key staff) which are regularly reviewed and updated.

Meetings will take place regularly between parents/carers, school staff and relevant outside agencies, in line with the school policy for Special Educational Needs and Disabilities.

### **10. Physical Restraint / Positive Handling – Reasonable, Proportionate and Necessary.**

Circumstances in which restraint/reasonable force might be used include the following:

- Pupils found fighting will be physically separated if they do not stop immediately when asked.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.

- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained to prevent this.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Restraint will **never** be used as a punishment.

Members of staff are trained in Team Teach techniques which seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not seen necessarily as a failure of professional techniques but a regrettable and infrequent side effect of ensuring pupils remain safe.

Only **2** members of staff should ever be involved in restraining/managing a child during an incident. The staff may be named if a child has a Positive Handling Plan.

#### Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their De-escalation or Positive Handling Plan.

### **11. Recording an Incident where Team Teach strategies have been used.**

A record (i.e. written as soon as possible and no longer than 24 hours after the incident's occurrence) should be made by the staff member involved in the incident and saved on CPOMS. In addition, it will be recorded in the Red Behavioural Management / Use of restrictive Physical Intervention Record Book, which is kept in the filing cabinet in the leadership office.

Similarly, notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support).

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff involved
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. behaviour of the child(ren) which led up to the incident;
6. any attempts to resolve the situation;
7. the child's/children's response and the eventual outcome;
8. details of any injuries suffered by either staff or child(ren);
9. details of any damage to property;



10. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
11. details of follow-up including contact with the parents/carers of the child(ren) involved;
12. details of follow up involvement of other agencies.

A copy of this entry will be kept on the child's file and retained in school until the child leaves and then passed onto the new school.

## **12 Debriefing**

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process (in the Red Behavioural Management/Use of restrictive Physical Intervention Record book) if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

If a member of staff has been injured by a child, the accident / incident report and investigation form will be completed and returned to Wiltshire Council.

[https://services.wiltshire.gov.uk/Forms/hr/incident\\_report\\_investigation2.php](https://services.wiltshire.gov.uk/Forms/hr/incident_report_investigation2.php) A copy will be printed and saved with the child's file.

## **13 Exclusions.**

### **Internal exclusion**

At Harnham Infant School we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers.

### **External exclusion**

In cases of escalating, highly dangerous behaviour, intentional violence against others or property, or on occasions of high level inappropriate behaviour such as severe bullying, a child may be excluded from school. Only the Headteacher, or in her absence the Deputy Headteacher, can exclude a child. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Headteacher or Deputy Headteacher.

Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with LA guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.

## **14 Monitoring and Evaluating**

This policy will be monitored by the Senior Leadership Team and the Governing Body and will be reviewed annually to ensure that it remains relevant and at the heart of the schools' ethos.