



Policy for Positive Behaviour

Written: September 2011

Reviewed: January 2017

Review: January 2020

Rose Green Infant School
Policy for Positive Behaviour Management

Rationale

At Rose Green Infant School, we have very high expectations for behaviour. We believe that catching children being good and rewarding good behaviour is a positive and successful way of promoting our expectations for behaviour.

We recognise the importance of a positive approach to the behaviour of children in school.

"We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a community atmosphere. Establishing a whole school behaviour policy is an important step in that direction."

(Elton Report, Chapter 4, paragraph 50)

Rose Green's Vision Statement

Working together to learn, achieve and have fun!

Rose Green's School Values

Learning Value: Confident, Independent and Co-operative

Ethos Values: Happy, Caring and Supportive

Community Value: Respectful and Responsible

Curriculum Values: Exciting and Enriching

Objectives

- To promote appropriate behaviour from all pupils
- To establish 'Golden Rules' for classroom and playground behaviour
- To positively encourage good actions and behaviour from all members of our community
- To instil in pupils that bullying is something that they do not have to, or be expected to, tolerate

As teachers we will:

- Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the individual
- Be aware that we may transmit messages overtly or subtly
- Be aware of our body language when dealing with pupils and to avoid confrontation or a no-win situation.
- Prevent problems before they arise
- Be consistent in dealing with pupils

Rewards

Individual Exceptional work

Child will take their work to show the Headteacher and their name will be written in the 'Special Book' and the child will receive a sticker. A certificate will be presented during the celebration/star badge assembly on Fridays. Please ask the nominated children to bring their work to the assembly to share.

General Rewards - e.g. good behaviour, working hard, following instructions etc.

Children will be praised and may be chosen to be 'Star of the Week'; stickers may be given out by the class teacher.

Group Rewards

Children may earn 'points' for their group, e.g. first child ready for P.E., first group ready for lunch, first group to tidy away at the end of a session, etc., e.g. the group may be awarded a trophy to sit on their table.

Dealing with inappropriate behaviour

1. Verbal warning.
2. Another verbal warning and write name on the board.
3. Internal exclusion in the form of 'Time Out' (away from activity, with either a 1 minute timer or look at the second hand on the clock) and sad face to be put by child's name. Parents to be told at the end of the day that the child has had to spend time in 'Time Out'.
4. If behaviour is repeated then 2nd sad face to be put by name on the board. Child is to miss 5 minutes of their playtime.
5. If unacceptable behaviour continues, send to Headteacher or Deputy Headteacher in her absence.

AT EACH LEVEL OF SANCTION, THE CHILD MUST BE GIVEN AN EXPLANATION OF THE RULE BROKEN AND THE NEXT SANCTION IF THE BEHAVIOUR PERSISTS.

6. Fast tracking for serious misconduct, child to be sent to the Headteacher with a list of behaviours exhibited. See below for behaviour that will warrant fast tracking:

What is considered to be a 'fast tracking' misdemeanour?

If you feel a child has been **deliberately** vindictive or aggressive towards another child, either overtly or covertly, you will need to use your **professional judgement** to decide whether this constitutes fast tracking.

The following behaviours could be examples of this:

- A hard slap across the face that leaves a red mark.
- A bite that leaves a distinct mark on skin or draws blood.
- Punching in the stomach where you feel that child was fully aware of the consequences of his/her actions.

- A deliberate kick that scuffs the skin or bruises.
- A pinch that leaves a bruise.
- A stab with an implement that pierces the skin in an unprovoked attack.
- A deliberate attempt to spit at another child or adult.
- An abusive verbal attack at a child or adult, using inappropriate language, including racist comments.

(If a child exhibits any of the above behaviours, he/she should be sent directly to the Headteacher or the Deputy Headteacher in her absence who will decide upon the appropriate course of action.)

Managing Behaviour in and out of class

Wherever possible the class teacher will deal with problems as they arise. If a child is proving to be difficult **all** staff should be notified either at informal discussions or formally at a staff meeting. All adults need to be aware of the problem so they can be supportive and consistent. **All** adults in the school have a responsibility to reprimand a child who is misbehaving, preferably by their Christian name. We must be polite at all times.

The emphasis in the classroom and around the school is on praising the positive. Teachers say what they **like** about what the child is **doing**, as opposed to saying what they dislike. Proximity praise (praising a child for good behaviour and ignoring the child next to him who is misbehaving) is regularly used as a means of giving clear examples of acceptable behaviour to children who need regular reminders.

Disruptive classroom behaviour:

- Disruptive children are usually trying to seek attention. The teacher needs to ask why? Is the work too hard, too easy, not stimulating; is the child with appropriate peers?
- Teachers will try to change the behaviour by praising when the desired behaviour is shown and by ignoring attention seeking behaviour.
- Teachers will try changing the level of work or where the child is sitting. Redirect the child before the behaviour becomes too bad.
- If the behaviour persists, teachers will speak to SENCo, Deputy Headteacher or Headteacher about a behavioural modification programme. This will have to be tailored to suit the needs of the individual child. Parents must be informed and be part of the team to try and resolve the problem.

Playtime behaviour

When going out to play, the teacher on duty must ensure that they are ready and on the playground before the children.

Our playtime rules are:

- No play fighting allowed.
- No piggy back carrying or carrying of any kind.
- No climbing on trees and fences.
- No inappropriate language or excessive shouting.
- No child is allowed to leave the playground or field without permission from an adult.

Lunchtime supervisors are seen as a very important part of the team. They are encouraged to 'play' with the children, leading group games. **Please be vigilant in the playground and scan the whole area for potential problems. Children are not allowed to play fight or run in or out of school.**

- For minor infringements of our playground rules, children should be asked to walk around the playground with a supervisor, where their rule breaking will be discussed to ensure the child fully understands how they have broken the rules.
- If inappropriate behaviour is repeated, children should be asked to sit on the bench for 2-5 minutes 'Time-Out'. Children should be given a warning at this stage and reminded of the next sanction.
- If a child breaks the school rules for a third time during the same playtime, or for serious infringement of the rules when a child needs to be 'fast tracked', e.g. fighting, physically hurting another child, racist remarks etc, they should be sent in to sit outside the Headteacher's Office. The incident should be recorded in the 'Playtime Behaviour Log', which is kept in the Headteacher's office.

Racist Incidents

All racist incidents are treated in a serious manner. The victim will be dealt with sensitively at all times. Children found to use racial comments or attacks towards other children will be spoken to by a member of the senior leadership staff, who will explain the seriousness of making comments or actions about the colour of another's skin, ethnic origin, language differences and or personal customs. A meeting with the parent of all children involved in the racial incident, including the victim, will be held with a senior member of staff, to explain the situation and resulting procedures. It is recognised that a young child may not understand the seriousness of a racial comment or indeed mean deliberate harm, however Governors support the school in following National and County procedures. The school's procedures for dealing with racist incidents are set out in the school's Race Equality Policy.

Bullying

Under no circumstances should bullying be tolerated. The teaching and non-teaching staff are to err on the side of caution. The following steps must be taken:

- Be positive. Inform the child you are keeping a careful watch on the situation
- Monitor the child's relationships with other children; the class teacher is to inform all teaching and non-teaching staff so that everyone has an awareness of a potential problem.
- If another related incident is reported within the following two weeks the class teacher or other adult is to notify the Headteacher and/or the Deputy Headteacher.
- The Headteacher and/or the Deputy Headteacher will talk to the children concerned.
- The class teacher is to set up an incident log to monitor the frequency of complaints.
- If there are repeated incidents the parents of all parties need to be contacted by the class teacher. The parents should then be told that their child is experiencing some relationship problems and the parents need to be given the opportunity to add any further information. Please be careful not to use emotive language.
- The Headteacher and/or the Deputy Headteacher needs to be informed at all stages and can be present if wished by any of the parties involved. If there is another incident the Headteacher and/or the Deputy Headteacher will intervene and again talk to all the parents and children concerned.
- The situation will be monitored by the class teacher and the Headteacher and/or the Deputy Headteacher.

(See Anti-Bullying Policy for more information)

Positive Handling

Sometimes it is necessary to physically restrain pupils if they become a health and safety risk to themselves or others.

Mrs Holloway, Mrs Bull, Mrs Pollock, Mrs Sugden, Mrs Hood, Mrs Lloyd, Mrs Simmons, M/s Shackleton, Mrs Parsons, Mrs Parker, Mrs Hawkins, Miss Devo, Mrs Fowler, Mrs Price, Mrs Rodger, M/s Prosser, Mrs McGahey, Mrs Cook, Mrs Tilling, Mrs Bennett and Mrs Corbould have undertaken positive handling training by 'Team Teach' which focuses on de-escalation and, when absolutely necessary, physical restraint of pupils; Team Teach is recommended by the LA.

It is the duty of all staff to keep pupils safe and this may, on occasion, require removing pupils from class away from an aggressive pupil. If a pupil reaches the stage where he/she is finding it a challenge to control his/her anger, two members of the above named staff will be sent for. The de-escalation processes will be followed, however, if this is unsuccessful, the pupil will be restrained, removed from class into the Headteacher's office, where they will stay until they have calmed and are ready to return to class. In the case of actual physical assault against another child or adult, incidents of this nature may result in fixed term exclusion.

All incidents involving the restraining of pupils will be recorded in a book with numbered pages.

Exclusion

If there are occasions where discipline and good conduct cannot be maintained by a particular child or by allowing that child to remain in school would be seriously detrimental to the education or welfare of the child, or others in the school there may be no option but to exclude. This would be a last resort.

Fixed Period Exclusions

If it is deemed necessary to exclude a child for a fixed period, the pupil's parents will be notified immediately of the specific reason and length of the exclusion. The parents will also be notified that they have the right to make representations to the governing body and the LA. It should contain the name and address of the appropriate people to contact. Parents should be invited to inform the governing body and LA in writing of their intention to make representations. The Headteacher will inform the Chairman of Governors at this stage. [44]

The Headteacher will inform the LA of all exclusions. [45]

The governing body has the power to direct the Headteacher to reinstate a pupil who has been excluded for a period in excess of five days. The LA may also direct reinstatement, but they must consult the governing body first. [46]

If parents give notice to the governors or LA that they wish to make representations, the governing body should arrange and convene a meeting to discuss the exclusion as soon as practicable. In the case of a short fixed period exclusion, the pupil will usually be back in school before the meeting is arranged, but the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard and perhaps setting the record straight. [48]

The committee convened for the purpose of considering exclusion requires at least three members of the governing body, none of whom should be the head. [49]

If the Headteacher decides to extend the fixed period exclusion for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period exclusion with one which is permanent, the parent should be informed immediately. [50]

The excluded pupil should receive school work to do at home and to have it marked until he or she returns to school. The governing body should keep these arrangements under review. [51]

Permanent Exclusions

The Headteacher must inform the pupil's parents of the exclusion and the specific reason for it. The notification should provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be immediate and in writing. The notification should also document for reference any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter. [54]

The Headteacher must notify the parents of their right to make representations to the governing body and the LA. This must be done within seven days of notification. The parents have right of access to all curricular records of the pupil and to other educational records through a request to the governing body. [55]

The LA must be notified of all permanent exclusions. [56]

The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Headteacher to reinstate the excluded pupil. [57]

The governing body have the power, but are not under any duty, to direct the head to reinstate a permanently excluded pupil. The governors will convene a meeting to consider the exclusion and any representations made by the parents, within a maximum of 15 school days of the notification by the Headteacher. The governing body will then make their view known to the LA as the LA consider their response to the exclusion. [58]

If the governing body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Headteacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent Appeals Committee. The notification should make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal. [60]

A direction by the LA is binding unless the governing body appeal against the direction. This must be done within five school days of the date of the direction. [61]

The pupil's name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents give notice in writing that they do not intend to appeal. [62]

(The above procedures have been taken from DFE Circular 10/94 - Exclusions from School. In the event of exclusion reference should be made to this circular for more in depth details.)

Agreed by the Governing body on