



Rose Green Infant School Behaviour Policy

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. Appropriate behaviour forms the foundations on which strong social, moral and academic progress is made.

We also recognise that understanding emotions is a key aspect of understanding and managing behaviour.

Being attachment aware, we are committed to the emotional mental health and wellbeing of all staff, pupils, parents and carers. We treat all children with unconditional respect. Our school is calm and we pride ourselves on our excellent level of care and relationships. We understand that negative behaviour can signal a need for support, which we will provide. Each child and their personal circumstances are unique and so our approach to behaviour is **equity not equality**. One size does not fit all and as a result, we support, sanction and meet an individual child's needs without compromising our high quality expectations; not all behaviours are a matter of choice and not all factors linked to the behaviour of pupils are within their control.

Our Aims

At Rose Green Infant School, it is our aim that:

- All children are aware of and understand what the schools' expectations are regarding behaviour
- Children are encouraged to adopt a positive attitude in all aspects of school life
- All staff create an environment that promotes and encourages good behaviour, which is sufficiently stimulating to ensure challenge for all
- Children are encouraged to be considerate, positive and supportive
- The whole school community works together to achieve joint ownership of the school's values and expected standards of behaviour
- All adults acknowledge and reward good behaviour through praise and the use of reward systems
- At all times, all members of staff will act as positive role models

Roles and Responsibilities in Promoting Positive Behaviour

The Headteacher will:

- Implement the Positive Behaviour and Anti Bullying Policies consistently throughout the school by setting the standards of behaviour and supporting all staff in the implementation of the policies.
- Keep records of all reported serious incidents of misbehaviour and bullying.
- Report to the Governing Body, when requested, on the effectiveness of the policies.
- Ensure the health, safety and well-being of all children in the school.
- Report to and / or meet with parents / carers as necessary.

The Headteacher has the responsibility of giving fixed term exclusions to individual children for serious misbehaviour. The Headteacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. This action can only take place after the Governors have been notified. For further

details on all forms of exclusion please see: 'Exclusions from Maintained Schools, Academies and Pupil Referral Units in England' – DfE September 2017.

All staff including the Headteacher will:

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that engages pupils.
- Give opportunities to work in groups.
- Make sure that all pupils listen and are listened to and value others.
- Help pupils to gain the ability to make good choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Be a positive role model.
- Ensure that all children know and understand class and school rules.
- Be aware of body language when dealing with pupils and avoid confrontation or a no-win situation.
- Try to prevent problems before they arise.
- Have an awareness that persistent poor behaviour can be associated with poor relationships, poor self-esteem, external problems related to home, an inappropriate curriculum or inadequate teaching methods.
- Be consistent in dealing with pupils.
- Talk to children in a way that they would want to be spoken to.
- Make it clear that it is the child's misbehaviour that we do not like and will not accept; separate the action from the child.
- Reward and / or praise positive behaviour.
- Log misbehaviour when necessary (see Sanctions).
- Inform parents / carers about their child's welfare and behaviour, working alongside the parents when necessary.

Pupils will:

- Respect and care for others
- Listen to others (adults and children)
- Learn and work co-operatively
- Follow the school rules
- Try and resolve disputes in a positive manner
- Value and take responsibility for the school environment and resources
- Begin to be aware of their own emotions and actions and start to take responsibility for them

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used for misbehaviour.
- Endeavour to promote positive behaviour at home in order to have continuity between home and school.
- Initially contact the class teacher if they have concerns. If concerns remain unresolved within an agreed timescale, parents will then make an appointment with the Headteacher or Deputy Headteacher.
- Notify the school of any changes or incidents which may impact their child's behaviour.

The Governing Body will:

- Support the school in the implementation of this policy.
- Monitor and review the effectiveness of this policy.

Rewards

Individual Exceptional work

A child will take their work to show the Headteacher; their name will be written in the 'Special Book' and they will receive a sticker and certificate. They will then be called up during the next celebration/star badge assembly on a Friday to be congratulated.

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. Some classes may choose to use group or class rewards as appropriate.

Sanctions

While it is the hope of the school community that all children will understand and follow the school's expected code of conduct, we recognise that there will be times when sanctions for misbehaviour will need to be put in place. When dealing with misbehaviour, all adults will treat all children involved fairly and with respect, giving all parties an opportunity to have a chance to speak and be listened to. Following this, a decision will be made as to how to deal with the misbehaviour using the following guidelines:

Dealing with low level misbehaviour

Examples of low level misbehaviour would be interrupting or calling out, running in the school building, ignoring instructions, making silly noises, pushing in line, rudeness, stopping the learning of others, damaging school or a peer's property, hurtful or offensive name calling, etc. These kinds of behaviour should be dealt with in the following way:

1. A verbal warning.
2. A second verbal warning if the behaviour continues.
3. Time out (away from activity, for an appropriate time to be decided by the adult).
Parents/carers to be told at the end of the day.
4. If the inappropriate behaviour continues after a time out, the child will take part in an educational consequence to support their understanding of their actions, the impact their actions may have had and strategies to support them to move forwards positively.
5. If unacceptable behaviour continues or escalates, the child will be brought to talk with the Headteacher (or Deputy Headteacher in their absence).

AT EACH STAGE, THE CHILD MUST BE GIVEN AN EXPLANATION OF WHAT THEY ARE DOING THAT IS UNACCEPTABLE AND THE NEXT SANCTION IF THE BEHAVIOUR PERSISTS.

The emphasis is on praising the positive. Adults should 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) should be used if possible as a means of giving clear examples of acceptable behaviour and getting a child 'back on track'.

There is a standing item on each staff meeting agenda to enable discussion around children whose behaviour is presenting a concern.

Dealing with more serious misbehaviour

In the event of more serious misbehaviour, the child will go to see the Headteacher (or Deputy Headteacher in their absence) and the situation will be dealt with in the following ways:

Examples of Behaviour	Possible Actions	Comments
Swearing Throwing objects with intent to harm Harming someone intentionally so they may need minor first aid Continued or more serious challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children or adults	Educational consequence 1:1 with an adult during part of playtime Parent informed by email, telephone or in person ABC record to be completed and given to the Headteacher to be filed.	ABC record to be completed (by the adult sending the child to the Headteacher) within two school days
Bullying Fighting Racism Violence Vandalism Very serious challenge to authority	Parents contacted and invited to meet with the Headteacher Educational consequence 1:1 with an adult during part of playtime (Loss of playtime(s) (at the discretion of the Headteacher)) Internal exclusion in the Headteacher's office, for a period decided by the Headteacher ABC / Hate Incident record (as appropriate) to be completed and given to the Headteacher.	ABC / Hate Incident record to be completed (by the adult initially dealing with the incident) within two school days All relevant staff will be made aware of any issues and resulting sanctions LBAT referral if appropriate (Discuss with SENDCO)
Malicious physical assault or verbal abuse of another pupil or adult	Suspension (for a fixed term)	Notify the Exclusions and Suspensions Team of a suspension and if relevant, discuss if the child may be at risk of permanent exclusion with the Fair Access Inclusion Team LBAT referral if appropriate (Discuss with SENDCO)
Ongoing, persistent examples of the above behaviours. One-off significant physical assault of another pupil or adult	Permanent exclusion from school Managed Move Full or part time educated off-site e.g. APC	Notify relevant governors and discuss with the Fair Access Inclusion Team

Playtime behaviour

Our playtime rules were agreed by the children through Linking Voices and are:

1. Use kind hands, kind feet and kind words
2. Look after each other
3. Play safely and use equipment safely
4. Listen to each other and to grown ups

Activities NOT allowed for health and safety reasons are:

- Play fighting.
- Picking up or carrying of other children.
- Climbing on fences at any time.
- Leaving the playground without permission from an adult.
- Mis-using equipment – items should only be used for their intended purpose.

Lunchtime supervisors are seen as a very important part of our team. They are encouraged to interact with the children, for example by leading group games. All adults on duty are vigilant and scan the whole area for potential problems before they escalate.

- For minor infringements of our playground rules, children will stand or walk around the playground with an adult, where their rule breaking will be discussed to ensure the child fully understands how they have broken the rules and the impact of this.
- If inappropriate behaviour is repeated, children will be asked to sit on a bench for 2-5 minutes 'Time-Out', to reflect on how they should be behaving. Children will 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 misbehaviour, they will go to talk with the Headteacher (or Deputy Headteacher in their absence) and sanctions will be put in place as per the chart on page 4.

Use of Reasonable Force

Reasonable Force is defined in the Use of Reasonable Force Guidance July 2013. In certain circumstances reasonable force may be used, for example separating pupils who are physically fighting or removing a pupil from a room if they have repeatedly refused to leave when instructed to do so. We have a legal duty to make reasonable adjustments for disabled children and children with SEN. We do not require parental consent to use reasonable force on a pupil but if there has been a serious incident in which a member of staff has had to use reasonable force, this will be recorded and the parents will be notified. In deciding what a serious incident is, the person using the reasonable force will consider the:

- pupil's behaviour and level of risk present at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

At Rose Green Infant School most staff members have undertaken Team Teach training (Positive Handling) however, all school staff have a legal power to use reasonable force.

For further information, please refer to the Use of Reasonable Force Guidance 2013 and the Positive Handling Policy.

Bullying

The following definitions help clarify what is meant by bullying;

A child is being teased, terrorised or **systematically** victimised by their peers.

Schuster (1996)

A form of aggressive behaviour where the child who is the bully has more power than the victim and **repeatedly** uses this power aggressively (through physical and / or verbal behaviours) in order to cause distress to the victim.

Hawkins and Pepler (2001)

The words in bold help to clarify what is defined as bullying rather than a one off incident, therefore by recording all incidents, we shall be able to identify patterns of unacceptable behaviour.

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

1. Be positive. Inform the child you are keeping a careful watch on the situation.
2. 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.
3. If another related incident is reported within one week the class teacher or other adult is to notify the Headteacher.
4. The Headteacher will talk to the children concerned.
5. The SLT will monitor the frequency of complaints through the Headteacher's records.
6. If there are repeated incidents, the parents of all parties need to be contacted by the Headteacher. 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.
7. The Headteacher needs to be informed at all stages and can be present if requested by any of the parties involved. If there is another incident the Headteacher will intervene and again talk to all the parents and children concerned.
8. The situation will be monitored by the class teacher and the Headteacher.

Between points 1 and 7 there should not be more than 4 school weeks.

If concerns of bullying have been raised by the parent or carer rather than within school, a meeting with the parents should be arranged with the Headteacher as soon as possible and the meeting should be recorded using a parent meeting proforma. The above steps will then be followed.

Please also see the Anti-Bullying Policy.

Cyber bullying

Online (cyber) bullying is regarded as a behaviour issue and so is dealt with and escalated in the same way as any other behaviour issue, as per this policy. Adults at Rose Green Infant School are aware that cyber bullying is becoming more common and so we must be alert to this happening within any forums that children may use at home; although it is less likely that children of infant school age will access these technologies without adult supervision, it could happen. If an adult is concerned that cyber bully may be occurring out of school, they will inform the Headteacher who will then contact the parents / carers with the concerns.

Please also see the Online Safety Policy.

Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored by the Senior Leadership Team and Governors through informal drop ins, learning walks and Headteacher reports and these reviews will feed into the school's Self Evaluation.

The school may use a variety of records for misbehaviour including home/school link books or timetables (which will also be used to communicate positive behaviours) in some cases, as agreed with parents / carers, ABC sheets (see appendix) and Headteacher's records.

Policy and other documentation links

This Behaviour Policy links to and should be read in conjunction with the following documents:

- RHE policy
- Online Safety Policy
- Anti-Bullying Policy
- Single Equalities Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- 'Creating a Culture' – DfE, 2017
- 'Improving Behaviour in Schools' – EEF guidance, June 2019
- 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' – DfE, Sep 2023

Written: January 2020

Reviewed March 2024

Date of next review: March 2025 at the latest – two members of staff have recently undertaken training in order to train the rest of the staff in 'Therapeutic Thinking'. Once this training has been undertaken and the approach is implemented, a new policy will need to be written to reflect this change in practice.

A.B.C Record

Pupil Name:		Date:	Completed by:	Designation:	
Antecedents (Circumstances before the incident)		Behaviour (Incident)	Consequences	Further actions / outcomes / comments	
Location:					
Time:					
People involved:					
Additional details:					