

THE ALDERTON INFANT SCHOOL

BEHAVIOUR POLICY – NOVEMBER 2018

This policy must be read in conjunction with other school policies including the Child Protection Safeguarding Policy, Equality Policy and the Code of Conduct. It should also be considered alongside other related policies in school including PSHE, Physical Intervention, Anti-bullying, e-Safety, SEND and Health and Safety and the DfE document, "Behaviour and discipline in schools"(January 2016)

Introduction

It is a basic entitlement of all children in school that they receive their education free from humiliation, oppression and abuse. It is therefore the responsibility of all adults within the school community to ensure that children at Alderton learn and grow in an atmosphere which is caring and protective, where all feel valued and secure.

In addition to creating a happy school environment the school attempts to help children to learn that courtesy, good manners and consideration for others are important qualities. This is achieved by adopting a positive approach to all aspects of children's learning and development. As well as learning how to read, write and use numbers confidently we want our children to learn how to discover, how to make things, how to play together and how to behave well towards each other, their teachers, their parents and other adults.

What we mean by good behaviour

Good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

School Rules

The rules are made by discussion between each teacher and their class. General school rules "The Golden Rules" are formed in the same way and are on public display. The rules are written in a simple, positive way and are owned by adults and children. Praise is given to those children exhibiting an appropriate response to them. Reminders to those not following the rules are couched in positive terms, e.g. "Please walk" rather than "Don't run". Children may be thanked for following a rule e.g. "Well done, thank you for following our rule about walking". Class rules are clearly displayed in each room for all to see.

Adults in school aim to speak to children calmly and with respect, even if dealing with extreme behaviour. It is important to avoid creating conflict, or humiliating the child. Involving the child in putting things right, to make amends is also effective in instigating more suitable behaviour patterns

Rewarding appropriate behaviour

Good behaviour is reinforced by the giving of frequent praise, a case of "catching them being good". Praise contributes to a positive ethos, raises self esteem, gives emphasis to appropriate behaviour, promotes self-discipline and is effective in encouraging academic work as well as social behaviour.

Rewards may be used for individuals, groups or the class as a whole and may include:

- public praise, in front of peers
- reward stars, stickers or special certificates or notes to take home

- traffic light cards
- special privileges in the use of class or school equipment, Golden Time
- opportunities for special responsibilities

Zones of Regulation

Social skills and self-regulation often go hand in hand. The use of colour zones in KS1 classrooms enable children to acknowledge and recognise how they feel and how best to manage those emotions.

Children are taught self-awareness and how to reflect upon their feelings. They come to recognise strategies for dealing with emotions i.e. what you can do now and what you can do later.

- Red Zone – heightened states of alertness and intense emotions i.e. anger, rage
- Yellow Zone – slightly heightened alertness and elevated emotion i.e. stress frustration, anxiety, nervousness, excitement
- Green Zone – calm state of alertness i.e. happy, focused content, readiness to learn
- Blue Zone – low states of alertness i.e. sad, tired, sick, bored

Preventing inappropriate behaviour

Some children need more help in adopting appropriate behaviour and in these instances it is important to make clear which behaviour is unacceptable and to encourage children to understand that such actions incur consequences.

Traffic light flash cards are used effectively and swiftly to recognise behaviour.

The consequences, which are consistently planned for, are seen by pupils to be fair and certain. They are known in advance and are logically related to the action. Used properly they encourage children towards self-discipline by helping them to take responsibility for their own actions, maintain respect between adult and child and give the opportunity of a fresh start afterwards. It is important to separate the behaviour from the child, e.g. “I like you, but I don’t like it when you” and to praise any signs of improvement, however minute.

Children are encouraged to be empowered to speak up and explain what they are feeling. They are supported to find solutions to issues.

Consequences or sanctions

The school attempts to avoid ‘advertising’ unwanted behaviour and tries to couch rule reminders in positive terms. Consequences may include

- verbal reminders
- being kept back to ‘practise’ the required behaviour
- being involved in a "Buddy " system
- stay on the sunshine, or get on the rainbow (rewards system)
- being given "choices "
- being involved in earning tokens or marbles within a time limit (with simple rewards built in)
- being asked to make reparation to another child, the class or the member of staff
- being given time out or “thinking time” either within the classroom, in another class or removal to a non-teaching area
- being put on a classroom plan
- being put on a playground contract, whereby the child is initially on ‘hand-hold’ and has to earn the right to play freely with other children again

- withdrawal of privileges, preferably related to the action
- placement on a behaviour programme as part of a One Plan (see SEN policy)

Adults do not:

- take away previously earned rewards (unless agreed as part of a behaviour management plan or warned that this is part of an agreement made i.e. Golden Time. Golden Time is earned and the children are aware of this.)
- set “lines”
- keep children in at break/lunch times without supervision
- humiliate a child, or administer any form of corporal punishment.

Adults do:

- listen to the child’s explanation of what has happened
- clearly explain what was unacceptable and the consequences
- involve others, including parents, if and when necessary
- encourage children to monitor their own behaviour and that of their peers.
- support children to make the right choices

Channels for Dealing with Discipline:

- supervising adult (including Midday Assistants) should deal with the majority of incidents
- the “warning book” is used by adults at playtime and lunchtime and understood by children
- class teacher should be informed of any serious incidents
- persistent inappropriate behaviour should be monitored
- class teachers may involve and work with parents to modify inappropriate behaviour
- all staff will be kept informed of progress
- in cases of serious and persistent concerns, governors will be informed.

Children with Special Needs

Occasionally the school finds that a few individual children have social and emotional special needs regarding behaviour. Initial concerns may be expressed by teacher or parents and meetings take place. The Special Needs Co-ordinator is involved and the child registered as having special educational needs. Children may be placed on SEND support and outside agencies involved to help fully assess the needs of pupils who display continuous disruptive behaviour. (See School’s SEND Policy Document).

Exclusion (see DfE guidance)

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, exclusion is used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Physical Intervention (See School policy and DfE guidance)

Members of staff have the power to use “reasonable” force (no more force than is needed) to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical intervention should only be used as a last resort after other methods to de-escalate the situation have failed and after a verbal warning has been issued that unless the behaviour stops physical intervention will be used. The parent will be informed as soon as possible after the event. Force may be used either to control or restrain. Control

means either passive physical contact (e.g. standing between pupils), or restraint (e.g. physically holding in order to bring a pupil under control).

The Playground

Alderton is fortunate in having extensive, attractive grounds with reasonable sized hard areas for play in wet weather. The school has upgraded the facilities considerably provided a safe fenced "adventurous" play area, playground markings, suitable P.E. equipment and toys for use in the lunch hour and extra seating for quieter activities. The introduction of play equipment and toys at lunchtime has impacted positively on behaviour and engagement. Children are allowed to bring a small toy to play with, but play weapons are not permitted. There is a high level of adult supervision both at break and lunch-times. A few areas are out of bounds for safety reasons including the steep bank with retaining wall and the Infant pedestrian gate area.

Playground Behaviour

The same rules apply in the playground as in the classroom. Children are entitled to feel secure and happy whilst playing outside and kindness, sharing, consideration for others and attention to safety is emphasised at all times. A programme of organised games is arranged at lunch time to encourage children to socialise and play without conflict. Playground markings set out other activities for the children. Quiet reading and drawing "zones" have also been introduced at the request of the children themselves.

The children are taught to understand that inappropriate behaviour has a related consequence.

The children are expected to leave and enter the building quietly. Voice level reminders are given in assembly, in class and through the use of six dinosaur images around the building.

Unacceptable behaviour in the playground

1. Rough play/fighting/hurting other children.
2. Threatening/frightening other children not to tell.
3. Refusing to come to a grown up when things have to be sorted out.
4. Disobeying or being rude to any of the grown-ups looking after children.
5. Inappropriate language

Consequences

- One warning – date & incident noted in the "warning book" The warning book is kept near to the KS1 playground (within Cedar and Lime Class cloak room area)
- Second warning (as above)
- After that the consequence will be to be "on hand-hold" for one complete day at playtime and lunchtime

- One warning
- Second warning
- Hand-hold for another complete day

- One warning
- Second warning
- After that, the consequence will be that children will be placed on a Playground Contract and will have to earn the right to play freely with other children and a letter will be sent home to parents.

- Any children being rude to Midday Assistants will have warnings as above. We take our duty of care seriously and playtimes should be happy, harmonious and safe times.

Intervention

All adults within the school have a responsibility to intervene if hurtful, abusive remarks are made, or discriminatory behaviour happens. Responses should be made according to the following framework which is also laid out in the school "Equal Opportunities" document.

1. HEAR Don't let it pass or walk away.
2. RESPOND Say at once that this behaviour is not allowed in school.
3. INFORM Point out untrue statements and give correct information.
4. SUPPORT Let victims know you care about their feelings and support them in standing up for themselves.
5. ACTION Explain what was offensive. Try to get understanding and bring parties together.
6. LONG TERM Plan work/projects to help change behaviour and improve understanding.

Educational visits

The school has specific guidelines for the way in which school trips are to be organised, references to behaviour clearly set out the school's expectations, including guidance regarding behaviour which is issued to adult helpers. Miss Bristow, Deputy Headteacher, is the Educational Visits Co-ordinator.

The role of parents

We believe that it is important for children to receive consistent messages about how to behave. We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. We explain the school rules in the prospectus, and we expect parents to read and support them. The school prides itself on its open door policy and encourages parents to come in and speak with a member of staff or book a mutually convenient time if they have any questions or concerns about their child.

Parents, Carers and Visitors to the site

All members of the school community have a right to expect that their school is a safe place in which to work and learn. All adults working in the school are required to uphold the values advocated within the school's vision and aims and to act as good role models at all times. As a staff we value each other, are polite and show respect for both people and property. The full expectations for the conduct of staff and adults working in school are clearly explained in the school's Code of Conduct Policy.

Likewise, there is no place for threatening behaviour, inappropriate language or abuse against school staff, children and others, and it will not be tolerated. Unacceptable behaviour may result in the police being called or informed of the incident. It is also an offence under section 547 of the Education Act 1977 for any person (including a parent/carer) to cause a nuisance or disturbance on school premises.

Action in the event of a malicious allegation

The latest DfE guidance (January 2016) requires schools to set out the disciplinary action that will be taken against pupils who are found to have made malicious allegations against school staff.

The Local Authority designated officer (LADO) will be informed of allegations against staff by the Headteacher / Chair of Governors immediately and a discussion will take place to decide whether: no further actions are needed; or a strategy discussion should take place; or there should be immediate involvement of the police or social care. A breach of confidentiality will be taken seriously and may warrant its own investigation.

Where an allegation is proved to be false, the headteacher and chair of governors may refer to social services to determine whether the child is in need of support. The headteacher may consult the school governors and LA when considering what further disciplinary action to take. If the claim has been made by a person who is not a pupil, the school will pass the information to the police who may take further action against that person.

Evaluation and review

The behaviour of children is continually monitored by senior staff and teachers throughout the year and there is liaison with feeder schools on transition.

This policy will be reviewed on a regular basis, with amendments approved by the Governing Body. Training needs are identified as turn-over of staff occurs, or as there is a need.

November 2018

APPENDIX Intervention Levels

Level 1

Non-verbal/in situ reminders include:

- Good listening prompts displayed and referred to before session (group work and whole class)
- Other visual aids for some children e.g 'wait' and 'help' sign
- Face paddles / traffic light visuals
- Eye contact (the look "stink")
- Moving into closer contact
- Thumb sign up, straight down
- Phrases i.e. "Ten fingers" and "Everyone stop, hands on top"
- Proximal praise (to children around) – "Well done (name) for sitting so well! Look how beautifully is sitting!"
- Choose sensible place to stand or sit
- Traffic light system/clouds or the equivalent works well in some classes
- Gentle hand on shoulder (hand gesture and nod)
- Positive reinforcement for good sitting and listening e.g. laminated butterflies to collect towards a class reward, stickers, class rules pictorially displayed
- Adult uses clear, simple, positive language e.g. "thank you for walking up the slope!"
- When there is no choice, the adult remains positive and calm saying "We are going to..." In some cases a preparation count down will be essential e.g. In five minutes, four minutes etc.
- Use of a single musical instrument i.e. a recorder or tambourine
- All staff should be informed if a class has issues

Level 2

Further support for child through resources which may include:

- A trained work buddy and mixed ability grouping for set tasks encourages independent working without a constant adult presence. It gives the child good role models and extends their own ideas of what they can achieve for themselves
- Child to understand clear expectation of themselves
- Use positive language
- Magic mat, "wobble" cushion or position child e.g. near Class Teacher at front
- Child chooses with adult support own sensible place to sit/stand – may have a number for the day for lining up position
- Key ring paddle of faces to be shown by CT or TA
- Squeezy item for child to use to help when they have the fidgets
- Child knows through use of timer that target is e.g. 10 minutes before they start work with TA
- Given thinking time
- Ask the child if they can tell you why they had time out
- Two choices offered – gives child ownership of the decision but they are still following the adult agenda
- Warning 5,4,3
- Lunchtime – two warnings, warning book then handhold. Reception – use time out

Level 3

If TA is in class and child is not responding to CT's non-verbal signals and persists in interrupting teaching session:

- Hyperactive child may be given a whiteboard to write/doodle on at back of class group so they can be listening, but not interrupting
- CT may remind child with positive choices: either you stay sitting here with us or in three more minutes of good sitting you can go with the TA to start your work

- CT may give three warnings showing on fingers “5,4,3 magic?” then indicates to TA (time out / thinking time – non-verbal)
- TA gently asks child to leave group with comment such as “I see it is difficult for you to sit still today, come for a little walk with me and then when you are ready you can come back and join the class.” Activity such as walk looking at displays to distract and calm child. Should be asked if they think they are ready to return to class and remember the rule of
- CT or TA later on will remind child of the class rule they have broken: look at rule picture, adult will role model required behaviour, child will rehearse possibly at break or lunch (three minutes)

Level 4

If no TA present and child has refused to conform for CT despite Level 1 and 2 interventions and persists in disrupting class, child is given choice to behave appropriately **or**

- They must pay back wasted time in their own play time. “Pay back” happens in play with CT or TA supervising, using timer for however many minutes are deemed wasted **or**
- Time Out/Thinking Time (pre-arranged between teachers to cover this contingency) for specified time is given in another class: a card is sent to warn other teacher. Child is ignored by all in class **or**
- Time Out/Thinking Time for specified time is given at table outside HT’s office: a card is sent to alert HT and office staff. This option has its difficulties as some children enjoy the bustle of corridor sitting and they are avoiding being in their lesson. Child must be ignored by all. Child returns when HT/office staff deem ready. No Longer than 10 minutes
- Reminder and practice of class rule in own time at later date
- Star analysis sheet filled in and discussed with staff to they to inform future targets
- Lunchtime behaviour to be sorted lunchtime and not carried in class. Also class issues to be sorted by CT and not carried on into lunchtime
- Transition time – coming in from lunch. No sound in corridors. Toilets not used unless child asks

Level 5

Child has hurt another child or an adult deliberately or is deemed by CT to be a danger to themselves through their behaviour

- Pink card or phone call is sent to HT, office staff or SENCO (depending on availability) who will come to collect child for Time Out in HT’s room
- Meltdown – remove children from vicinity
- Move obstacles
- Do not touch child – step away
- Do not lift child or touch with anything other than open palm
- When child has calmed down, place in quiet place to sit looking at books etc
- Child’s parent is informed of incident, Star Analysis sheet filled in and discussed with staff to try to inform future targets
- Avoid negatives – naughty boy/girl – it is the **behaviour** you are addressing. You must not damage the child’s self-esteem, negative cycles are too easy if we are not aware this is happening. Other children are quick to take lead from adults

Level 6

Child will not stop the behaviour which is endangering self and/or others

- Child to calm down in quiet place and returns to class when ready
- HT/SENCO will request parent to come into school and talk to child. As a last resort may be taken home, but this counts as exclusion and may be setting an

undesirable precedent for some children. They are returned to school as soon as they have calmed down and are ready to come back into school sensibly

- Star Analysis sheet completed and discussed with staff to try to inform future planning

If the child is deeply distressed, in extreme cases they may panic and run. While the school is fully fenced and doors are security controlled and main doors CCTV monitored, the protocol is broadly in line with the emergency management plan:

Upon discovering a child is missing

1. If the child cannot be seen, three staff (HT / Senior person / nominated TA) sweep search the classroom, corridors, cloakrooms, toilet areas and playground and school grounds immediately. On a trip the Senior Teacher would take control of the situation but inform the school.
2. When the Headteacher is satisfied that the child is not on the premises they will contact the child's parents immediately and to enquire if the child has run home.
3. Deal sensitively with open expressions of distress. Be calm. The child may well be heading home so the parents need to stay in touch.
4. If the child is not at home, or the parents cannot be contacted, the Headteacher / Senior Teacher will call the police.
5. The HT will coordinate the situation from school. The senior teacher and one other may leave the school site to see if they can see the child beyond the site.
6. All information leading up to the incident will be relayed to the police and recorded in writing as soon as practicable.
7. The HT / Senior teacher will make arrangements to support children and adults.
8. Review protocol.

As a general rule staff should not pursue a child beyond the school boundary. Instead they should report to the parents and police where they last saw the child and the direction the child was heading.

In certain circumstances it may be appropriate for the member of staff to go beyond the school boundary, e.g. to follow/retrieve a child with behaviour issues or special needs who has deliberately left the premises but in doing so does not understand the gravity of their action. Staff are expected to use their professional discretion in deciding whether or not it is appropriate to go beyond the school boundary in pursuance of such children.

If a child is followed beyond the school boundary the member of staff must behave in a manner that is not threatening to the child. They must not run after the child as this may cause the child to run into a dangerous situation, e.g. the child might run into a road without looking out for traffic in an attempt to evade the pursuing, running adult.

In exceptional circumstances where a child is known to be liable to run off the premises, the school may prepare and enact contingency search plans involving named staff. When enacting these plans staff should be mindful not to put themselves or the child at risk.

When a missing child has been located and safely returned to school, the child's family or the police informed, the Headteacher will conduct an investigation into the circumstances of the child going missing. This is in order to identify any factors that need to be addressed by the school or communicated to the parents to prevent a recurrence of the child going missing.