

Girnhill Infant School



'Where everyone is valued and futures matter'

Positive Behaviour Policy 2020-21

This policy complies with section 89 of the Education and Inspection Act 2006

At Girnhill Infant School we believe that:

- Good behaviour needs to be taught
- The only person's behaviour you can change is your own.
- Everyone is responsible for the choices they make.
- People can have different perceptions of the same situation
- Children like good behaviour
- The classroom climate is controlled by the members of staff in those areas
- Children respond better to encouragement
- Children learn by example
- Behaviour management is most effective when all stakeholders work in partnership
- The most effective behaviour management systems are clear and understood by all.

Our children also believe

- Learning about and talking about our behaviour helps improve it.
- Our 3 School Rules help us to make good choices
- Children should respect and value each other.

The policy has been reviewed every year. The next policy review will take place in September 2021.

The policy will be publicised to parents via the school website and through each of our value of the month assemblies.

Aims

At Girnhill Infant School we aim to :-

- promote good behaviour, self-discipline and respect.
- To create a calm, happy, safe, fair and consistent ethos and environment to which each child, parent, member of staff or visitor is happy to return to each day.
- To have a set of clearly stated boundaries of acceptable behaviour, through our 3 school rules
- To make clear procedures which respond promptly and firmly to unacceptable behaviour.

- To understand what is meant by bullying and how to prevent it.

A consistent approach to behaviour management

School's behaviour policy has been developed to support all members of our school positively working together. The policy is implemented in a consistent way to ensure that all members of school are treated fairly.

School's Behaviour Management strategy is built around our 3 school rules our 3L's which are implemented throughout school.

Look After Yourself

1. **We can keep ourselves safe.**
2. **We always try to be the best we can be**
3. **We look after our belongings**
4. **We value and respect ourselves**

Look After Each Other

1. **We can share.**
2. **We can talk in quiet, kind voices.**
3. **We can listen to other people.**
4. **We help each other.**
5. **We value others and treat them with respect**

Look After this Place

1. **We can tidy away when we have finished using something.**
2. **We keep our classroom and corridor tidy**
3. **We take care of everything we use.**

Our 3 school rules provide a support structure and guidance which encourage all members of our school to make the appropriate choice about their behaviour. The 3L's are displayed in all areas of school.

Whilst the policy is designed to promote good behaviour, the schools Behaviour Pyramid clearly explains how unacceptable behaviour will be addressed throughout school.

Girnhill Infant School - Behaviour Pyramid

Level 5

Extreme Unacceptable Behaviour

Examples: repeated swearing, repeated racist or homophobic name calling, physical assault / fighting, vandalism, stealing, leaving school without permission, bullying (incl.cyber, racist or homophobic), refusal to co-operate, bringing weapons to school

Head of School/Deputy Headteacher/ Deputy Head

Consequences: withdrawn from class and supervised by Headteacher/Deputy Heateacher/Learning Mentor, exclusion from school

Parents will be informed

Level 4

Unacceptable Behaviour

Examples: refusal to complete work, refusal to comply with adult instructions, series of incidents between pupils physical or verbal, mild swearing, single incident of racist or homophobic name calling, fighting

The supervising adult will be involved classteacher, teaching assistant , LTS, Learning Mentor or SLT including Mrs Taylor as Deputy Head or Miss Robinson

Consequences: missed playtimes, timeout to another class, intervention with Learning Mentor, behaviour would be recorded on CPOMS.

Parents will be informed

Level 3

Persistent inappropriate behaviour

Examples: distracting others, refusing to follow instructions, inattentive in class, rough play at break or lunchtimes. These happen repeatedly after requests to stop such behaviour.

The supervising adult will be involved classteacher, teaching assistant or LTS including involvement of a supporting classteacher.

Consequences: close supervision at playtime, missed playtime, time in a neighbouring class

Parents will be informed

Level 2

General inappropriate behaviour

Examples: distracting others, refusing to follow instructions, inattentive in class, rough play at break or lunchtimes

The supervising adult will be involved class teacher, teaching assistant or LTS

Consequence: 2 warnings will be given

Level 1

Following the 3 Ls

No adults are involved

Consequences: none

Leadership

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The headteacher will ensure the health, safety and welfare of all children in the school and will support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

All records of reported incidents including serious incidents of inappropriate behaviour are kept electronically and held on CPOMS.

The headteacher, Deputy Headteacher and Learning Mentor will communicate serious incidents of inappropriate behaviour or concerns to parents / carers through verbal communication and agree on a behaviour plan to encourage and support more positive behaviours and attitude. This will be signed by home and school.

Exclusions

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. In the case of repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Fixed-term and permanent exclusions

School adheres to the Exclusion Framework and procedures set out by Wakefield Education Authority.

School does not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DCSF, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make fulltime educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents or carers will be informed immediately and reasons for the exclusion will be given. At the same time, the headteacher will make it clear to the parents or carers of their right to appeal against the decision to the governing body. School will inform the parents or carers how to make any such appeal.

The headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When the appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Behaviour strategies and the teaching of good behaviour

At Girnhill Infant School it is recognised that children must be taught what is meant by acceptable behaviour. We do this by:

- Modelling good behaviour (staff and peers).
- Highlighting and praising examples of good behaviour evident during the school day.
- Celebrating and rewarding good behaviour.
- Encouraging and enabling children to make informed choices about their own behaviour.
- Individual support for children who find it difficult to manage their own behaviour

- A PSHE programme which supports the development of good behaviour through making the appropriate choices.
- Our value of the month enables children to have a developing understanding and appreciation of 12 key values and how they impact on ourselves, each other and within our community.
- Our wellbeing curriculum enables children to build self-esteem, self-worth and how to treat and appreciate ourselves and others

We use "Our 3 School Rules" to encourage and promote good behaviour. They are displayed in every teaching area and are also known by children, parents and staff.

Children are encouraged and praised constantly to make the correct choice about their behaviour and to be the best that they can be.

Rewards for positive behaviour

Good behaviour is celebrated constantly throughout the school day. This will take various forms both formal and informal.

- Verbal praise such as: thank you, well done, keep going, you have worked hard/been kind, I am pleased, I really liked it when you, what a good choice • Stickers
- Verbally celebrating positive behaviours with parents, face to face, phone call home and email home.

We also praise positive behaviours through

- Display work
- Star of the week certificate
- Lunchtime awards
- Special dinner table
- Annual report to parents
- Bucket Filler classroom display
- Golden Time
- Value of the month stickers
- Growth Mindset stickers

Staff will always make a point of praising every child for something however small.

Unacceptable behaviour

Unacceptable behaviour is not tolerated and is dealt with swiftly.

At Girnhill Infant School we recognise unacceptable behaviour as behaviour which:

- prevents children from learning
- prevents a member of staff from teaching
- causes emotional distress to another child or staff member
- causes physical hurt to another child or staff member
- causes physical damage to the school environment
- behaviour which is unsafe

Examples of unacceptable behaviour include:

- Talking out of turn
- Making unnecessary noise
- Physical aggression towards other pupils (e.g. pushing/shoving)
- Getting out of seat or moving from carpet area without permission
- Calculated idleness or work avoidance
- General rowdiness or messing about
- Verbal abuse towards other pupils
- Not being punctual
- Persistently pushing boundaries and presenting behaviours that don't follow the 3L's
- Cheeky or impertinent remarks
- Physical destructiveness
- Theft
- Refusal
- Swearing
- Physical aggression
- Telling untruths

(We recognise that this list is not exhaustive and additional examples of unacceptable behaviour may be sited)

Unacceptable behaviour will be addressed by adults in the classroom with a reminder to make the right choice or time out to reflect on behaviour. If

the unacceptable behaviour still prevails the Behaviour Pyramid will be adhered to.

We recognise the positive impact that restorative practice can have on solving behaviour problems. Restorative approaches focus on dialogue, relationships and dealing with the impact that poor behaviour has on individual pupils. This can involve, in particular, dialogue between a pupil who has behaved poorly and the pupil(s) affected by that poor behaviour (under the supervision of a member of staff) to discuss the effect of the behaviour and how to put things right for the future. School uses an approach based on "Have you filled a bucket today?" to support positive behaviour management.

School will seek external advice and support for children who demonstrate extreme behaviour. This will usually take the form of the Educational Psychology Service.

School will use this support to:

1. Try to understand the reasons for the behaviour.
2. To put suitable strategies in place to support the child and enable their behaviour to be managed in a positive way in order to ensure learning takes place.

School recognises that bullying is a completely unacceptable form of behaviour and it will not be tolerated. School has an Anti-Bullying Policy which sets out how bullying is to be dealt with and the procedures school has in place should such an incident occur. (Please see Anti - Bullying Policy)

Classroom Management

Children spend more time in the classroom than anywhere else in school.

It is the responsibility of the class teacher to ensure that the 3L's are followed in their class, and that their class behaves in a responsibly during lesson time.

All members of staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teachers and TA's treat each child fairly and enforce the 3L's consistently. All adults in school treat all children in their class with respect and understanding.

If a child demonstrates unacceptable behaviour the adults in class will follow the Behaviour Pyramid.

Staff are greatly aware that initial low-level disruption, which can lead to unacceptable behaviour within the classroom, is often directly related to pupils not being "on task". Therefore, we strive to offer a curriculum, which is appropriate and fully inclusive of all pupils.

In planning the curriculum teachers ensure that:-

1. Content is appropriate, objective driven with clear outcomes and delivered in a way as to engage and motivate learners.
2. The work is set at correct level providing sufficient challenge for all pupils including the higher ability.
3. The work is clearly differentiated and makes use of Assessment for Learning.
4. Pupils work is constructively marked with clear targets for development

Playground behaviour

Good playground behaviour is promoted by:

- The playground areas are always supervised by staff at playtimes and lunchtimes.
- Resources are provided to enable children to have a wide variety of choice when playing.
- Adults are involved in playing with the children and are not there in a passive supervisory role.
- Good behaviour during lunchtime is rewarded by golden tickets, special table on Fridays and special mentions weekly.

Unacceptable playground behaviour is managed through the Behaviour Pyramid.

Staff development and support

The development of good behaviour management is essential in order to ensure good behaviour throughout school. It is recognised that staff within school have rights and also responsibilities which must be considered during the implementation of school's Behaviour policy.

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> ✚ To be supported by peers and managers 	<ul style="list-style-type: none"> • To safeguard all children. • To ask for support when needed • To offer support to colleagues and managers
<ul style="list-style-type: none"> ✚ To be listened to ✚ To share opinions 	<ul style="list-style-type: none"> • To listen to others • To give opinions in a constructive manner
<ul style="list-style-type: none"> ✚ To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> ✚ To be made fully aware of school's systems/policies/expectations 	<ul style="list-style-type: none"> ☐ To seek information and use lines of communication
<ul style="list-style-type: none"> ✚ To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> • To support others developing their skills in promoting positive behaviour and good attendance • To acknowledge areas of own behaviour management skills which could be developed • To try new approaches

Staff CPD in behaviour management is addressed at all levels of staffing throughout school in a number of ways:

1. Behaviour Management and the dissemination of the school's Behaviour Policy forms part of all staff's induction procedures.
2. NQT's will automatically be registered on Wakefield's NQT Induction
3. The Behaviour Policy shared annually with all staff at the beginning of each new school year.
4. The leadership team emphasise the correlation between a personalised, engaging, appropriate and well-differentiated curriculum and good behaviour and progress.

5. Lesson observations highlight the behaviour and attitude of pupils towards their learning.
6. The Learning Mentor is used as an internal system of advice and support for staff.
7. School works positively with a number of outside agencies, as required, to seek additional advice in particular circumstances. These agencies include: Educational Psychology Service, Primary Behaviour Support Service, Safer Schools Officer, Education Welfare Officer.
8. There is a culture throughout school that staff will ask for support if they require help with a behaviour management issue. The headteacher is proactive in seeking external support and advice when required in particular circumstances.

11. Pupil support

All pupils need to be taught about good behaviour. We recognise that within school children have rights and also responsibilities which must be considered during the implementation of school's Behaviour Policy.

Children	
Rights	Responsibilities
✚ To be treated with respect	✚ To behave respectfully to others
✚ To be kept safe	✚ To behave in a way which keeps myself and others safe
✚ To learn	✚ To attend school regularly ✚ To be willing to learn ✚ To allow others to learn
✚ To make mistakes	✚ To own mistakes ✚ To allow others to make mistakes
✚ To be listened to	✚ To give opinions in a polite and constructive manner ✚ To listen to others
✚ To be independent	✚ To act in a trustworthy way.

Pupil support in developing good behaviour is addressed through:-

1. Whole class support from the class teacher/TA's through the 3L's.
2. Group support from Learning Mentor through school programmes.
3. Individual support from Learning Mentor.
4. Individual external support.

Managing Pupil Transition

Girnhill's whole school approach towards behaviour management helps to ensure that internal pupil transition is smooth and good behaviour throughout school is maintained. Key points that support good behaviour during pupil transition include:

- 3L's implemented and displayed throughout school which ensure consistency.
- Schools Behaviour Pyramid which ensures clear expectations and guidelines for all pupils.
- Staff and pupils transition meetings in Summer Term 2 enable the new class teacher to make pupils aware of the continuation of the 3L's.
- Parent transition meetings in September, which communicates Behaviour Policy and expectations.
- Staff transition meetings during the second part of the summer term, which highlight possible behaviour intervention.
- Learning Mentor intervention for vulnerable pupils.

Organisation and Facilities

Girnhill Infant School is a caring and happy place to be and our approach to behaviour management is positive. We recognise that when a child has barriers to good behaviour they sometimes feel vulnerable and display inappropriate behaviour. School aims to provide facilities which enable all children time and support to manage their behaviour and make the appropriate choices. This includes:

- ✚ 1 to 1 support from the Learning Mentor to discuss problems and develop behaviour management skills.
- ✚ Individual behaviour programmes of work which may involve support from external agencies such as CAMHs.
- ✚ Bespoke intervention programmes with Learning Mentor, including nurture group to build self-esteem.
- ✚ A safe, quiet place to calm down.
- ✚ A referral to Early Help would be made for families who require support.

Positive handling – The use of reasonable force

All school staff have the legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (Section 93, Education and Inspections Act 2006)

Schools do not require parental consent to use force on a student.

School adheres to the DfE advice *Use of reasonable force – advice for headteachers, staff and governing bodies*.

The term 'reasonable force' covers the broad range of actions used by teachers that involve a degree of physical contact with pupils.

Force will be used when it is necessary to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It will be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

There is no legal requirement for staff to be trained in the use of physical restraint.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts. **Schools cannot:**

- **use force as a punishment - it is always unlawful to use force as a punishment**

When considering the use of reasonable force school does recognise its legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs.

School will log all incidents involving the use of reasonable force and we will inform parents about incidents involving the use of reasonable force.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument • to demonstrate exercises or techniques during PE lessons
- to give first aid.

15. Confiscation and searching of banned items School adheres to the DfE advice:

Screening, searching and confiscation

School staff can search pupils with their consent for any item which is banned by the school rules.

Headteachers and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has alcohol, illegal drugs and stolen items. The staff authorised to search pupils at Girnhill Infant School Jane Littlewood (Headteacher) Rachael Taylor (Deputy Headteacher) and Paula Hughes (Learning Mentor) and there will always be 2 of these authorised staff present.

Parents will be informed of the search.

If a pupil is suspected of carrying a weapon school will contact parents and the Police and they will conduct the search.

If a pupil is found to be in possession of a banned item this item will be confiscated, labelled and kept in a secure location until it can be returned to the appropriate body. If the confiscated item is illegal then it will be passed directly to the Police.

Allegations made against a member of staff

Allegations made against a member of staff will always be taken seriously. School will ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Incidents of inappropriate behaviour outside of school and on media sites

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act gives headteachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for any inappropriate behaviour when the child is:

- Taking part in any school-organised or school related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at our school
- Or inappropriate behaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is **witnessed by a staff member** or reported to the school, school will respond in the following way:

1. The child will be spoken to regarding the incident.
2. Any other children involved in the incident will be spoken to.
3. Parents will be contacted regarding the incident.
4. If it is felt that there will be repercussions in school the child(ren) involved will be monitored by school staff.

5. If follow up incidents do occur then the schools Behaviour Pyramid will be adhered to.
6. If the incident witnessed raises child protections concerns then the schools Child Protection Policy and procedures will be adhered to.
7. If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safety Policy, which can also be referred to.

Parents

Parents have a clear role in making sure their child is well behaved at school by working in partnership with school to uphold the behaviour policy. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a courtimposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty.

Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Headteacher
Chair of Governors
Date 14th October 2020



Two handwritten signatures in black ink. The top signature is written in a cursive style and appears to be 'J. L. [unclear]'. The bottom signature is also in cursive and appears to be 'J. C. [unclear]'. Both signatures are positioned to the right of the typed text.