



Henleaze Infant School
Behaviour Policy

Author/Person Responsible	Headteacher
Date of Ratification	23 May 2019
Review Group	FGB
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Review Frequency	Every three years Subject to local education authority and/or national policy change
Review Date	May 2022
Previous Review Amendments/Notes	
Related Policies	<ul style="list-style-type: none"> • Equality Plan • HIS Safeguarding policy • Anti-bullying policy • HIS Accessibility Plan • HIS Inclusion Policy • HIS SEND Policy • Jigsaw PSHE curriculum
Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan? (nb – if answered ‘yes’ please attach a Full Impact Assessment)	No
Is there an impact on the Governor Handbook? (if ‘yes’ please inform Clerk)	
Chair of Governors signature	

Rationale

At Henleaze Infant School we recognise our role in enabling children to become responsible, respectful and empowered members of their community. We strive to enable children to achieve our vision for 'Outstanding learning for all' by creating a safe, nurturing and engaging environment in which they can develop resilience, self-esteem and self-belief. In doing so, we aim for our children to maximise their learning opportunities, be well-prepared for the next stage of their lives and make a positive contribution to society.

At Henleaze Infant School we believe:

- Positive relationships are critical to a safe learning environment
- Behaviour is communication and is often a person's response to their emotional state
- Children respond well to positive reinforcement
- Children learn best in an ordered environment where boundaries are clear and consistent
- Children should be taught age-appropriate strategies to resolve day-to-day conflicts with peers
- Poor behaviour choices may require support and that effective behaviour management should draw on a range of agreed strategies to support children in making appropriate choices

Aims

We strive to create an inclusive environment which is underpinned by our values and beliefs. By upholding these values on a daily basis, we believe the children will develop the skills they need throughout their life to make them well-rounded and successful people.

The Henleaze Infant School values we celebrate are:

Respect-Respecting, caring for and supporting others

Feeling Safe-Willingness to take risks, make mistakes and seize learning opportunities; an eagerness to learn, persevere and challenge themselves; awareness of their own and others safety

Inclusion-Valuing similarities and differences between people; working alongside and collaboratively with others

Happiness-Active, joyful participation in learning and play; the ability to recognise strengths, efforts and achievements in themselves and others,

Roles and responsibilities

Children

It is the responsibility of children to make good choices at all times, upholding our school values and rules.

- Act kindly
- Move calmly
- Listen carefully
- Do your best
- Take care of our school

All staff

- Work together to create a learning environment which is respectful, safe, inclusive and engaging in order for children to flourish
- Have consistently high expectations of the children's behaviour choices
- Encourage good behaviour choices in all aspects of the school, through planned and incidental opportunities and promote self-esteem in each child
- Are proactive in noticing children making good behaviour choices and are explicit when praising them
- Will not tolerate bullying of any kind, including peer on peer abuse (see the school's anti-bullying policy)
- Respond to behaviour choices with positive and negative consequences consistently using the school's behaviour strategy (see below)
- Use the Language of Choice when supporting children to change their behaviour See appendix 1
- Support children in overcoming difficulties with friends by using conflict-resolution strategies See appendix 2
- Record level 2 behaviour incidences whenever appropriate using CPoms - a software application for recording child protection, behaviour, SEND and other key information (see below).
- Keep parents informed of their child's social and emotional development, including positive and negative behaviour choices and relationships
- Seek advice and support from the Inclusion Team (the Headteacher, Designated Safeguarding Lead and SENCo) as necessary

Parents / Carers

We believe parents / carers play a crucial role in shaping attitudes which result in their children making good behaviour choices both in and out of school. The school works collaboratively with parents with the aim of children receiving consistent messages and expectations about how to behave. We seek to build a supportive dialogue between the home and school and inform parents promptly if we have concerns about their child's welfare or behaviour.

The school expects parents to:

- Co-operate with the school and support the school's behaviour system and class rules
- Support their child's learning
- Support the school's decision when applying any consequences to deal with any specific incident

Headteacher

- Supports staff by implementing the policy consistently throughout the school and setting the standards of behaviour
- Ensures the health, safety and welfare of all children and adults in the school
- May permanently exclude a child if it is deemed to be in the child's best interests (see Exclusions)
- Issues fixed-term exclusions for serious / repeated incidences of unacceptable behaviour or very serious acts of anti-social behaviour
- Reports to governors at regular intervals on the effectiveness of the policy
- Maintains a record of all reported serious incidences of unacceptable behaviour

Governors

- Support the Headteacher in setting down guidelines of the standards of behaviour within the school
- Monitor the effectiveness of the school policy and review the need for its development
- Advise the Headteacher about particular matters regarding behaviour and hear any appeals against exclusion

How we will support positive behaviour:

A number of strategies are used on a daily basis to minimise low level disruption and enable children to make appropriate choices through the day and in different contexts. These include:

- Collaboratively created class charters/rules displayed and regularly reviewed
- Structured daily routine shared through visual timetables
- Consistent routines for transitions throughout the day
- Communication of consistently high expectations
- Specific and explicit feedback on successes
- Celebration of engagement in school life
- Positive recognition for children who meet behaviour expectations
- Allowing time to explore reasons for poor behaviour choices and support children in reflecting on how to re-engage
- Teaching and leading games and activities at lunchtime in a choice of an 'active; or 'calm' playground

The explicit and implicit teaching of the Personal, Social and Health Education curriculum through the **Jigsaw** program and the way we support Social, Moral, Spiritual and Cultural development and promote British Values all play a key role in how we develop the children's ability to make positive choices and relationships. We celebrate positive relationships and discuss the issue of bullying in a positive way during 'Friendship week' each year.

We seek to establish partnership with families through induction and the Home-School Agreement and aim to build on this through regular exchange of information, nurture and support.

Henleaze Infant School values are displayed prominently throughout the school and within each classroom. Elli characters are displayed in every classroom to make explicit the learning behaviours we promote. These are an explicit focus of school and class assemblies and are referenced regularly as well as being part of the everyday language of the classroom, hall and playground. ELLI time is a timetabled session for children to explicitly plan with and use the ELLI learning behaviours we teach and provides them with the opportunities to apply them independently in their play. These are then recognised in class discussion and rewarded on class point system. Values and learning skills are a fundamental focus for praise and recognition.

Celebrating positive behaviour

We celebrate children who have modelled our values and learning behaviours through presenting 'Star of the Week' awards in celebration assembly to which families are invited. Positive behaviours at lunchtime are rewarded through 'Lunchtime Superstar' awards, celebrated by an invitation to join the 'Superstar' table on Friday lunchtime.

Strategies to support change from negative behaviour

As a school, we believe the child should be supported to actively make a change to their behaviour so as not to escalate their emotions and actions. Support is given on the following scale:

1. Give a warning with a reminder about which value / school rule the child needs to try and use.
2. Give a second warning with another reminder of value/rule
3. Give time in the classroom reflection area for the child to think about their choices and how they can put them right. Inform the child what the consequence will be if their inappropriate behaviour continues.
4. If the negative behaviour continues, a consequence will be enforced. This is limited to five minutes reflection time in another classroom or if outside, 5 minutes of missed playtime. These are followed up by a supported discussion about positive choices that should make in future.
5. Time with a senior member of staff to be supported think about what negative choices were made and positive choices they could make in future. Parents informed by class teacher.

Monitoring behaviour patterns

All significant, repeated or out of character behaviours should be recorded on Cpoms in order to monitor patterns of behaviour and build an overview of the child. Staff should ensure that the child's parents/carers are informed. Cpoms is regularly monitored by the Headteacher and Inclusion team and is cross- referenced with other information such as attendance, safeguarding etc. Any patterns that occur may result in an Individual Behaviour Plan or Positive Handling Plan being written for a child.

Additional Support for behaviour

There may be times when a child finds it difficult to manage their emotions, reactions and choices and is unable to respond positively to our whole school behaviour strategy. At this point the Inclusion Team will become involved. It is important for staff and family to focus on what the child might be communicating through their behaviour and explore any underlying reasons for it. All staff involved will work together to support the child, their family and each other. We recognise that children respond differently to different strategies and approaches, therefore it may be necessary to use a variety of interventions before finding successful ones and regularly review their impact.

Individual Behaviour Plan

For some children there will be times when their anxiety levels are so high that they will need additional support and strategies to regulate themselves. An Individual Behaviour Plan (IBP) can be drawn up with support of the child's family, for children who regularly display challenging behaviour. Communication between school and home will aim for behaviour to be understood and strategies put in place to help reduce the behaviours. Everyone who is involved with the child should adhere to the IBP for maximum impact.

Restrictive Physical Intervention

Adults are skilled and confident in finding the best ways to keep children safe, promoting their rights, dignity and equip them for the future. At all times, staff will build relationships of trust and understanding and be proactive in identifying triggers and solutions. Should an incident occur, staff will again be proactive in diffusing and distracting to de-escalate the child wherever possible. There may be times when a child puts themselves or others at risk of harm. At these times, a staff member may feel they need to intervene physically to keep children safe. Physical intervention will only be used if it is **proportionate, reasonable, appropriate and in the best of interest of the child.**

There are a number of staff who are trained in positive handling strategies through Team Teach. When supporting a child who is in a state of dis-regulation Team Teach de-escalation scripts will be used (See appendix 3). Any such incident will be recorded in detail on Cpoms. Any occurrence of physical intervention will be reviewed with a member of senior leadership to reflect upon the interaction, consider what is happening for the child and how they can be further supported.

EXCLUSION

Government guidance states that

‘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, permanent exclusion should only be 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’ Dfe 2017

Very serious or persistent breaches of the behaviour policy may result in a pupil being excluded from school. The use of exclusion reflects the importance of good behaviour for the education and welfare of all children.

However, as a school we recognise that exclusions result in children missing learning time thereby impacting on their achievement. Consequently, exclusion is only used as a final measure, after exhausting all other possibilities. Every effort is made to identify children at risk of exclusion and put in place strategies to address problematic behaviour. We aim to identify whether there are any causal factors for the behaviour and intervene early in order to reduce the need for subsequent exclusions.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day e.g. lunchtime.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period, following the protocols stated in the 2017 DfE guidance.

It is the governing board's duty to arrange education from the sixth day of a fixed-period exclusion or if there are consecutive fixed-period exclusions totalling more than five days.

The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

This policy should be read in conjunction with:

- HIS Equality Plan
- HIS Safeguarding policy
- Anti-bullying policy
- HIS Accessibility Plan
- HIS Inclusion Policy
- HIS SEND Policy
- Jigsaw PSHE curriculum

Appendix 1: Five Steps to making good choices

1. Approach calmly- "I can see something is wrong/has happened" Say you are going to help
2. Acknowledge Feelings- "I can see you are angry/sad/hurt"

(If feelings are regulated)

3. Gather information-"I'm here to listen" Listen to all individuals involved.
4. Ask for ideas for solutions-more appropriate choices
5. Be prepared to give follow-up support. Summarise good next steps. Celebrate good choices

Appendix 2: Children should be supported to use strategies for mending friendships (Jigsaw)

Red-Stop. Think about how you are feeling; Try to calm these feelings so that you can think about what has gone wrong.

Amber-Get ready. Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what has gone wrong.

Green-Go. Say sorry if you need to. Agree how to put it right. Do something fun together.

Appendix 3: Team Teach de-escalation Scripts:

"I can see something is wrong."

"I'm here to help."

"You talk, I'll listen."