

# Polesden Lacey Infant School



## BEHAVIOUR POLICY

Status	Statutory
Review Cycle	Yearly
Date written/last review	September 2024
Date of next review	September 2025

Signed Chair of Governors

Date

Signed Headteacher

Date

## **Aims**

At Polesden Lacey Infant School, we believe that all pupils have the right to feel safe and valued and that they should be able to learn and play without fear of or disruption by others. We believe that good behaviour, high pupil self-esteem and a calm, purposeful working environment contribute towards our pupils' academic success and the development of their social and emotional skills.

All pupils should be able to behave in a socially acceptable way, treat other people with respect and speak politely to other people. We will use the conflict resolution approach to support pupils who find this difficult, helping them to learn skills such as empathy.

We aim to adopt a positive and consistent approach to managing pupil behaviour, teaching and modelling the skills that will enable pupils to learn how to be respectful, responsible citizens.

We use a common language with the children to ensure that when we talk and think about inappropriate behaviour it is the behaviour and actions that are wrong and not the individual. Our Home School Agreement clearly outlines our expectation of children and of the role parents have in guiding and supporting their children.

This policy outlines the consistent approach to positive behaviour management that we adopt to equip the children with a lifelong set of behaviour skills and values. It defines acceptable and unacceptable standards of behaviour and the rewards and sanctions that occur in response to the behaviours exhibited by the children. As a Healthy School, we encourage good behaviour as a means of developing the emotional and social well-being of our pupils.

Our policy is designed to include the whole school community, including parents and carers, to ensure clear, consistent and robust systems are in place to deal with inappropriate behaviour. It is our aim to build resilient and positive children that have the behaviour skills for life, which will enable them to take their place in society.

### **The Role of Adults/volunteers in regard to behaviour:**

Our expectation of all staff at Polesden Lacey is that they will take a proactive approach to identifying and dealing with behaviour issues. The staff at Polesden Lacey will model the expected behaviours both with each other and the children at all times and will:

- Adhere to this behaviour policy at all times
- Act in accordance with the Single Equality Policy to ensure no discrimination, harassment or victimisation of pupils due to their sex, race, religious belief or faith, age, sexual orientation, gender reassignment or disability.
- Use positive language and clear body language
- Talk politely with each other
- Adopt a calm approach/supportive attitude when communicating with each other
- Talk and listen with respect at all times
- Reinforce the high expectations of all children's behaviour
- Refer to and model our school values: Respect, Resilience, Courage, Care, Curiosity, Fairness

- Use a conflict resolution approach when necessary (see appendix 4)
- Take account of children's social, emotional and mental health needs
- Raise any concerns about a child's behaviour in the correct forums and record incidents in the class communication books

### **The role of parents:**

At Polesden Lacey we expect parents to fully support our high expectations of behaviour and to sign our 'Home School Agreement' which details our behaviour expectations. The Department for Education Guidance 'Ensuring good behaviour in schools' (2012) states clearly that 'Parents have a clear role in making sure their children are well behaved at school' and we expect parents to support what we do by reinforcing good behaviour for their children at home. The school actively encourages parents to contact them about any concerns they have either about their child's behaviour or with any fears they have about their child being upset by others. Where parents refer to specific incidents the school will thoroughly investigate them and will report back on their findings. It is important for parents to accept that sometimes an investigation may point to their child being the instigator and that the school will expect parents to respect and support the schools behaviour policy if this is the case.

### **The role of the Governing body:**

- To monitor regularly to ensure that the school complies with this policy
- Delegate powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy
- Delegate powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy
- The duty to support the Head teacher and school personnel in maintaining high standards of behaviour
- To be responsible for ensuring this policy and all policies are maintained and update regularly.

### **Behaviour of pupils online**

Teaching about online safety and appropriate online behaviour is part of our computing and PSHE curriculum. The school recognises its responsibility to monitor the behaviour of pupils using social media not only inside school but also out of school hours. Where the school is informed that online bullying is taking place it will immediately contact the child's parents and ask them to attend a meeting at school to establish the facts. Following this, the situation will be monitored by the class teacher in line with our Anti-Bullying policy.

### **Behaviour of pupils on school visits**

The school has the same high expectations of pupils on school visits as when the pupils are in school. Pupils are reminded of this each time they take part in an activity off site. If a pupil's behaviour is unacceptable, leading up to or during an educational visit or residential trip, then the school may have to ask parents to collect their children or the school will send staff to collect the pupil. The Headteacher will address instances of poor behaviour that occur outside school when such behaviour may damage the school's reputation, for example, in the case of cyber bullying or if a pupil wearing school uniform behaves inappropriately on the

journey to or from school. We encourage the reporting of any such incidents to the Headteacher so that appropriate measures can be taken.

### **Pupils with Special Educational Needs**

Polesden Lacey Infant School recognise the importance of understanding the needs of pupils with additional needs for whom the Behaviour strategy may not be an effective way of supporting good behaviour. The Special Educational Needs coordinator will provide specific strategies for the child's class teacher and support staff to use. These strategies will be identified in the child's SEND support plan. In some cases, it may be appropriate to write a behaviour plan. This will be drawn up in consultation with the pupil and their parents and where necessary advice will be sought from appropriate outside agencies.

### **Use of Reasonable Force**

The school has a Physical Intervention policy **within this policy**, which details when it is deemed appropriate to use reasonable force to ensure a child either does not cause injury to themselves or to another child. (Appendix 5)

### **Allegations of Abuse against Staff**

All allegations of abuse, which are made against staff, will be investigated following the Local Authority Guidance.

### **Exclusion**

Exclusion is used only in the rare instances where a child is either not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others or if the child has behaved in a way deemed as particularly extreme such as being violent towards another pupil or member of staff, or has used foul or abusive language towards any member of staff. Exclusions can only be determined by the Head Teacher or, in her absence, the designated senior member of the teaching staff. Permanent exclusion from the school is the ultimate sanction.

Please see the Exclusion Policy for more details.

### **Pupil Support**

In the school, teachers and teaching assistants monitor children's behaviour very carefully and report any incidents directly to the children's class teacher on the day they occur. If the behaviour is red, the incident is recorded in the behaviour log in the head teacher's office. Where the school believes that there may be an underlying reason for a child's repeatedly unacceptable behaviour we will initially discuss this with the child's parents and seek professional guidance from our SENCO (Siobhan Mullins). We may also seek advice from the Local Authority Inclusion, Behaviour teams or social services.

Children who continue to disrupt on a regular basis will be brought to the attention of the Head teacher and the child's parents will be contacted to attend a meeting in school to discuss their child's behaviour and put an appropriate action plan in place.

### **Pupils who do not respond to the schools behaviour strategies**

The school recognises that a 'one size' behaviour policy does not fit all. Where a child's needs are such that our behaviour policy is not effective we will seek advice from external agencies such as the behaviour support team at the Local Authority. These agencies will advise the school on specific strategies to support the behaviours concerned. The strategies will be recorded on a behaviour plan. Rewards and consequences will be clearly listed and followed.

### **Strategies to help promote good behaviour**

- Use a values based approach to underpin all that we do at school
- Use the Values Tree to reward good behaviour
- Celebrate values through the newsletter
- Use rights and responsibilities approach in assembly
- Use the principles of a values based curriculum through assemblies and circle time
- Provide meaningful, differentiated work that stimulates, challenges and supports all pupils
- Provide positive, regular feedback on work and behaviour
- Develop a positive classroom environment where all pupils feel valued, safe and able to contribute to class decisions and organisation
- **Clarity of expectations which are shared with pupils, staff and parents/carers**
- Display the Playground Charter and consequences, the Coming into School Charter and any other agreed charter around the school, including in every classroom and in the playground (see appendix 2)
- Discuss with the children Class Rules / code to complement the Playground Charter and display this in the classroom (see appendix 2)
- Regularly refer to and reinforce School Rules / code
- Model desired behaviour (listening, positive words and tone of voice, respecting pupils' points of view, treating them equally etc.)
- Reward examples of good behaviour: regular smiles, gestures and descriptive praise, whole class 'Golden Time' and other class based behaviour strategies such as stickers and Dojo points
- Look for and reward good behaviour even when it is what you would expect, e.g. comments such as "You are listening really well," or visual cues such as smiles, thumbs up etc.
- Send pupils to another teacher/Headteacher to show and celebrate examples of good work
- Examples of good work on display in the classroom and head teachers office
- Celebration of achievements in assembly through the celebration book and Star of the Week certificates
- **Celebrate attendance with 100% certificates termly and class of the week cup**
- Help pupils understand that they have choices about the way that they behave
- Ensure they take personal responsibility for the choices they make
- Use positive descriptive language to request or praise wanted behaviour, e.g. "Thank you for sitting quietly on the carpet."
- Use proximity praise to focus on desired behaviour (praising those on task when a nearby pupil is off task)
- Work with parents to empower them to promote the self-esteem of pupils in the home by modelling the use of positive statements during contact with parents, e.g. at parents' consultation evenings

- Work with Home School Link Worker and other outside agencies who support parents with managing pupils' behaviour
- Engage all children in KS1 in the school council through **bi-weekly** circle time

### **Charters**

To help the children to make the right choices we have agreed charters for the playground and coming into school. (see Appendix 2)

### **Coming into School**

At Polesden Lacey we view punctuality as an important behaviour and our expectation is that children will arrive on time every day. The school gates **open at 8.30am and all pupils should be in the classroom by 8.40am**

### **The Process for managing and monitoring behaviour**

At Polesden Lacey we aim to provide an outstanding education for all our children and we have put into place an interesting and engaging curriculum which encourages the highest standards of behaviour for learning. The school ethos is to celebrate and praise good behaviour. Rewarding children for their achievements, including their behaviour, is embedded in the life of our school. Star of the Week certificates, stickers and values leaves are examples of this. Our emphasis is on rewards to reinforce good behaviour, rather than on consequences for negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

We also understand that if a child behaves inappropriately there should be consequences and the children, staff and parents must be aware of the consequences with the aim of challenging negative behaviour. At Polesden Lacey, we have categorised behaviour into three groups called stages Green, Amber and Red, in order that the sanctions match the behaviour.

The stages of behaviour are listed below with the inappropriate behaviours, immediate interventions that take place and the follow up actions. (Classroom behaviours and consequences chart for the classroom is attached in Appendix 1

The following points must be considered when following the stages of behaviour:

- Making sure all adults in the room know how to respond to sensitive pupils or those with additional needs
- Ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave inappropriately
- Carefully following each stage of the behaviour policy rather than overreacting to poor behaviour
- Remembering to stay calm
- Ensuring that pupils are aware of the specific behaviour and what the consequences will be.

### **Confiscation of inappropriate items**

The school has the right to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Any items, which are confiscated, will be returned to the pupil's parents if appropriate.

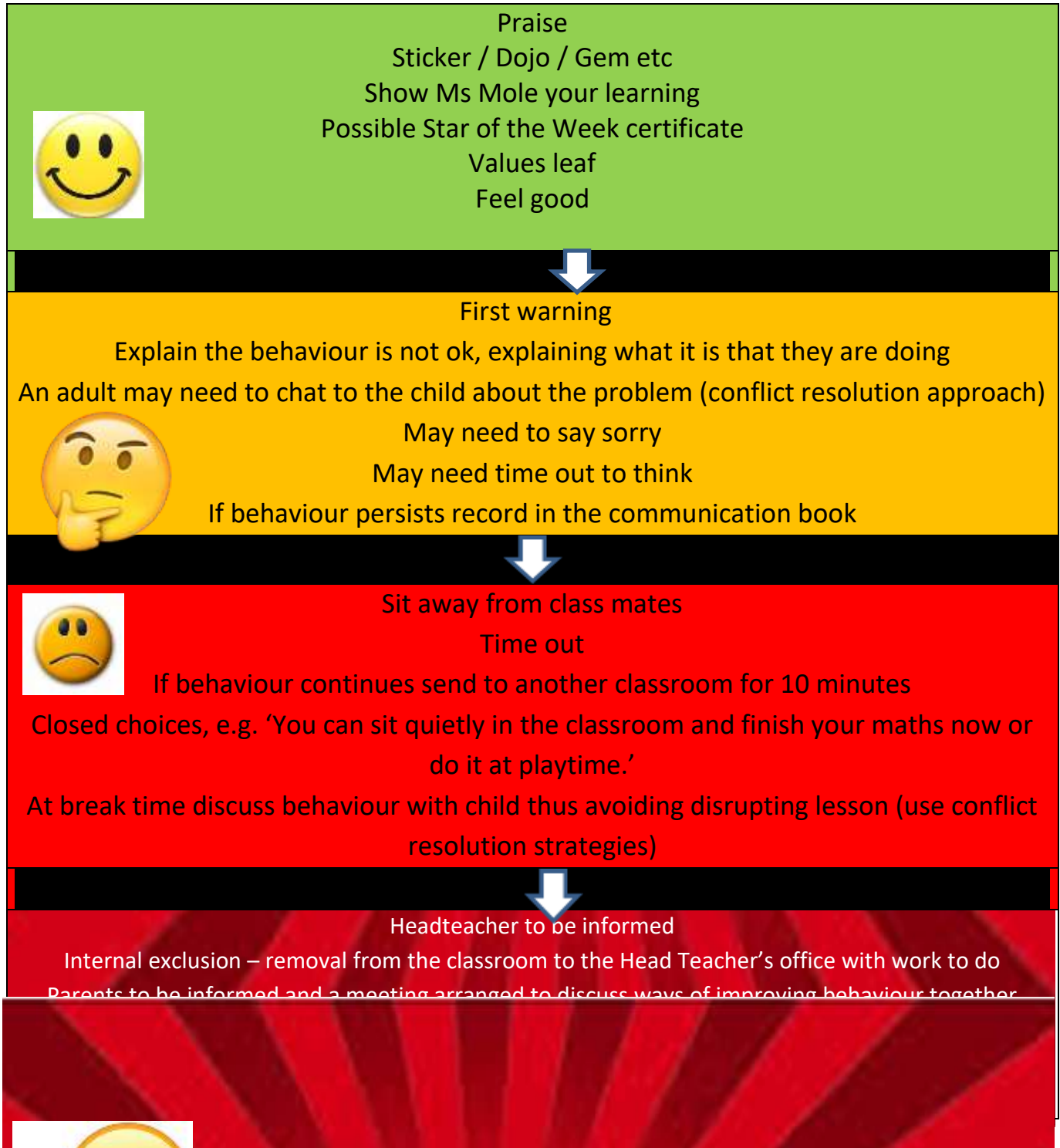
The school also has the right to search without consent for 'prohibited items' such as mobile phones.

**Table of behaviours and consequences**

Pupil actions	Consequences
<p><u>Green</u></p> <ul style="list-style-type: none"> <li>● For example</li> <li>● Engaged in the learning</li> <li>● Following the class rules and or school charters</li> <li>● Being kind and helpful</li> <li>● Following the adults' instructions</li> </ul> <p><u>Amber</u></p> <p>For example</p> <ul style="list-style-type: none"> <li>● Talking at inappropriate time</li> <li>● Distracting others</li> <li>● Being off task</li> <li>● Not looking after other people's things or the school environment</li> </ul> <p><u>Red</u></p> <p>For example</p> <ul style="list-style-type: none"> <li>● Persistent amber behaviour despite interventions</li> <li>● Mild rudeness, e.g. answering back, silliness, not listening, not following instructions</li> <li>● Touching other people in the PANTS area</li> <li>● Looking over or under toilet doors</li> </ul>	<ul style="list-style-type: none"> <li>● Praise those pupils who are on task</li> <li>● Praise positive choices when these are made</li> <li>● Values leaves</li> </ul> <ul style="list-style-type: none"> <li>● Gain eye contact – frown or gesture</li> <li>● If behaviour persists record in the communication book</li> <li>● Say to the pupil that their behaviour is not ok, explaining what it is that they are doing</li> </ul> <p>Depending on the pupil one or more of the strategies below should be used.</p> <ul style="list-style-type: none"> <li>● Sit away from class mates</li> <li>● Give pupil closed choices, e.g. 'You can sit quietly in the classroom and finish your maths now or do it at playtime.'</li> <li>● Give pupil time out</li> <li>● At break time discuss behaviour with child thus avoiding disrupting lesson (use conflict resolution strategies listed below)</li> <li>● If behaviour continues send to another classroom for 10 minutes</li> </ul>
<p><u>Flashing Red</u></p> <p>For example</p> <ul style="list-style-type: none"> <li>● Repeated and persistent amber and red behaviour</li> <li>● Rudeness, e.g. shouting, aggressive tone,</li> <li>● Aggression, e.g. name calling, threatening body language</li> <li>● Defiance (refusal to follow instructions)</li> <li>● Persistent acts of physical aggression, such as hitting, punching, kicking</li> <li>● Swearing</li> <li>● Racist or homophobic comments</li> </ul>	<p>Depending on the pupil one or more of the strategies below should be used.</p> <ul style="list-style-type: none"> <li>● Internal exclusion – removal from the classroom to the Head Teacher's office with work to do</li> <li>● Headteacher to be informed</li> <li>● Parents to be informed and a meeting arranged to discuss ways of improving behaviour together</li> <li>● Involvement of SENCO</li> <li>● Involvement of other external professionals, if appropriate</li> <li>● In extreme cases and once all other strategies have been used a fixed term or permanent exclusion.</li> </ul>

- Touching other people in the PANTS area after having learnt that this is not ok
- Looking over or under toilet doors on more than one occasion.

Appendix 1: Adult reference chart







Polesden Lacey Infant School



## Class Code

We want our class to be a happy learning place so we agree to be ...

**Respectful** to ourselves and each other by being polite and kind



**Respectful** to adults by listening and following instructions



**Respectful** to property by keeping the classroom tidy and organised



**Fair** by taking turns with equipment and when talking



**Fair** by following the learning time rules



**Caring** to each other by being kind, including everyone and not harming others



**Curious** to learn, explore and investigate



**Resilient** by keeping on trying (persisting) even when things are hard



**Courageous** by trying new things, learning from mistakes and doing our best



**Safe** by walking inside





## Our Playground Charter

- Say kind words
- Let people join in your games
- Do kind actions to everybody
- Always cooperate
- Be polite to everyone
- Use the playground toys properly
- Always listen to grownups
- Always follow instructions
- Respect wildlife
- Line up at the end of playtime and be ready to return to learning in the classroom

### **Consequences if I break the charter (*These are in order*)**

- A grown up needs to talk with me about the problem (conflict resolution approach)
- I may need to say sorry
- I will need time out to think
- I will need the staff to choose a different activity for me
- I will need to sit in the hall (lunchtime)
- My name will be written in the playtime behaviour folder (located in the staffroom)

### **If my name is in the book on more than one occasion**

- I will need to explain what has happened to Ms Mole
- I will miss playtime
- My teacher may talk to my Mum or Dad

These consequences were agreed by the children of Polesden Lacey Infant School.

We all hope that they are not needed.

We all have the right to have a lovely playtime.

We all have the responsibility to let everyone else have a lovely playtime.



## Coming into school Charter

- Walk your bike and scooter down the school path
- Put your bike or scooter in the shed
- Look where you are going
- Walk on the path **with** your adult
- Display your scooter or bike licence

## Green Behaviours

Engaged in the learning  
Following the class rules /code  
Following the school charters  
Being kind and helpful  
Cooperating with others  
Looking after our things  
Looking after school things  
Being polite and saying please and thank you

### **Consequences:**

Praise  
Sticker / Dojo / Gem etc  
Show Ms Mole your learning  
Possible Star of the Week certificate  
Values leaf  
Feel good

## Amber Behaviours

Talking at inappropriate time  
Distracting others  
Being off task  
Not looking after other people's things  
Not looking after the school environment

### **Consequences:**

First warning  
Explain the behaviour is not ok, explaining what it is that they are doing  
An adult may need to chat to the child about the problem (conflict resolution approach)  
May need to say sorry  
May need time out to think  
If behaviour persists record in the communication book

## **Red Behaviours**

Persistent amber behaviour

Mild rudeness

Answering back

Silliness

Not listening

Not following instructions

Touching other people in the PANTS area

Looking over or under toilet doors

### **Consequences:**

Sit away from classmates

Closed choices, e.g. 'You can sit quietly in the classroom and finish your maths now or do it at playtime.'

Time out

At break time, discuss behaviour with child thus avoiding disrupting lesson (use conflict resolution strategies)

If behaviour continues, send to another classroom for 10 minutes

Spend playtime with a member of staff (up to a maximum of 10 minutes)

## **Flashing Red Behaviours**

Repeated and persistent amber and red behaviour

Rudeness, e.g. shouting, aggressive tone,

Aggression, e.g. name calling, threatening body language

Defiance (refusal to follow instructions)

Physical behaviour such as hitting, punching, kicking

Swearing

Making comments based of people's skin colour other peoples colour, religion, beliefs

Touching others in the PANTS area, looking over or under toilet doors more than once.

### **Consequences:**

Internal exclusion – removal from the classroom to the Head Teacher's office with work to do

Headteacher to be informed

Parents to be informed and a meeting arranged to discuss ways of improving behaviour together

Involvement of SENCO

Involvement of other external professionals, if appropriate

In extreme cases and once all other strategies have been used a fixed term or

## Appendix 4

### Conflict Resolution

In order to support the children to resolve difficult situations, understand the impact of their actions and to improve their behaviour we use conflict resolution. The strategies are listed below.

#### Between Children

- What has happened? Listen to both points of view.
- What's the problem here?
- Ask both/all disputants, 'How does that make you feel?'
- How do you think X is feeling?
- Why do you think X is feeling like that?
- What can you/I/your friends do to help X feel better?
- What can you/we do to stop this from happening again?
- Do you understand that if you keep hurting/teasing/being unkind to someone, even after they have asked you to stop that is not OK?
- Would you like this to be happening to you?
- (to victim of unkind behaviour): If someone says or does this to you again, put your hand up, palm facing them, and say in a firm voice, 'Don't say/do that, I don't like it/it hurts/it makes me feel sad!' (Choose most appropriate phrase!) Then get the child to practise doing this.
- (to child accused of aggression/unkindness): If someone says to you 'Don't do that, I don't like it/it makes me feel sad,' what would you do?

#### Between Adult and Child

- I can see that you are ..... but there is a problem
- Can you tell me why it is a problem?
- How can we solve this problem?
- You can choose to ..... or .....
- If you choose to continue to ..... (the unwanted behaviour) You will have to ..... (E.g. leave the playground)

#### Sanctions

- Look at Playground Charter/Class rules, identify and discuss with perpetrator which one they have broken
- Look at the consequences chart and decide upon an appropriate disciplinary sanction. Tell the perpetrator what the sanction will be and why.
- The intention of having these discussions, more than once if necessary, is so that we can teach the children to respect one another's feelings and promote more peaceful playtimes.

## **Appendix 5 - Physical Contact and restrictive physical intervention**

### **Physical contact**

At Polesden Lacey Infant School we do not operate a "No physical contact" policy, as we believe such a policy could put staff at real risk of breaching their duty of care to pupils.

Examples of where we consider 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 or sports coaching;
- To give first aid or personal care

### **The Use of Reasonable Force to Control or Restrain Pupils**

There may be occasions when the restraint of pupils is necessary. (DFE Circular 10/98).

At Polesden Lacey Infant School (or during authorised activities off the school premises), teachers, classroom assistants and lunchtime supervisors may use 'reasonable force' to prevent pupils from:

- Committing a criminal offence (whether or not the pupil concerned has reached the age of criminal responsibility).
- Injuring themselves or others (pupils or adults).
- Causing damage to property including their own.
- Engaging in behaviour that compromises good order and discipline either in the classroom, school grounds or during authorised offsite activities.

Staff may need to resort to shouting to gain attention where there seems to be no other course of action to protect a child.

There is no legal definition of 'reasonable force' and it will always depend on the circumstances. However, the following considerations must be made:

- That use of force can be regarded as reasonable only if the circumstances warrant it.
- The degree of force must be in proportion to the circumstances, the age, sex and understanding of the pupil involved.
- That only minimum force should be used.
- That restraint is not used as a disciplinary action or punishment and is not used regularly or routinely.
- That intervention has not occurred because staff has lost their temper or are acting out of anger and frustration.

Before intervening physically, staff must, wherever practicable, tell the pupil to stop and warn them what will happen if they do not. Communication should continue throughout the incident and it should be made clear that physical contact/restraint will stop as soon as it ceases to be necessary. At least one member of staff will have received recent (No older than two years) Positive Touch Training.

**Physical intervention might involve:**

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding, pushing or pulling.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- In extreme circumstances using more restrictive holds.

**Force should not be used that may cause injury e.g.:**

- Holding a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe.
- Slapping, punching or kicking a pupil.
- Twisting or forcing limbs against a joint.
- Tripping up a pupil.
- Holding or pulling a pupil by the hair or ear.
- Holding a pupil face down on the ground.

**Recording of incidents**

All incidents involving restraint must be recorded as soon as possible and records will be kept in the Headteacher's Office.

Record - Names of pupil/s involved.  
Date /time/location of incident.  
Names of Staff involved.

If an incident is prolonged or if considerable force is used, also record:

- Names of witnesses (adults and pupils).
- Signed witness statements
- Reason for force being used.
- Description of how incident developed.
- The pupil's response.
- Details of the outcome including injuries and damage.

If injuries occur, procedures as in the Health and Safety policy should be followed.

Any incidents should be reported to the Headteacher, parents of the child and Chair of Governors.