

St Paul's Infant School



Behaviour Management Policy 2019-2020

Member of Staff Responsible	Miss J Oakley and Mrs S Aldridge
Position	Headteacher and Deputy Headteacher
Dated	December 2019
Date of next review	December 2020

Our Vision:

It is important that we encourage and promote behaviour to create and maintain an environment in which all members of the school community, children, parents and staff feel valued and secure. To help us with this we embed values with the children to enable them to be better school citizens. We encourage them to carry these values through into their family and wider community life.

At St Paul's we believe:

'Everybody achieving, believing, succeeding, together'

Each term has a different value:

Term 1: Togetherness

Term 2: Safety

Term 3: Resilience

Term 4: Growth and Discovery

Term 5: Respect

Term 6: Aspiration

Aims of our Positive Behaviour Policy

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental
- Co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Teaching Positive Behaviour

At St Paul's we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities include:-

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Respect for self and others.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

Staff modelling the skills and abilities directly

Setting appropriate boundaries for children's behaviour

Showing empathy and understanding of children

Listening to children

Showing respect and understanding to everyone in the school community

Providing feedback in an informative way to children

Using positive consequences to encourage the learning of appropriate behaviour

Using negative consequences to discourage the learning of inappropriate behaviour

Teaching the skills and abilities through weekly assemblies

Teaching PSHE and Thinking Skills.

Rules and Routines

The school's Behaviour Policy should be reviewed annually. Whole school Golden Rules are shared by the school community and displayed in the hall and all classrooms. The Golden Rules are:

- Be Gentle
- Listen to other people
- Do your best
- Be kind and helpful
- Look after property
- Be honest.

These rules help to create the whole school ethos and are enhanced with extra rules specific to each classroom and playground areas. Classroom specific rules are created within each classroom through discussion with the children and the teacher. Playground rules are shared with the children continually throughout the year and support the Midday Meal Supervisors and the children to have good playtimes, which are safe and happy.

Responsibilities

Staff Responsibilities

To treat all children fairly and with respect

To help all children to develop their full potential

To provide a challenging, interesting and relevant curriculum

To create a safe and pleasant environment both physically and emotionally

To use positive and negative consequences clearly and consistently

To be a good role model

To form positive relationships with parents and children

To recognise and value the strengths of all children

To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.

At St Paul's we are implementing the THRIVE approach in our classrooms, this will continue to encourage all school staff to use positive language and their understanding of the children's individual screening results to best support individual children's behaviour using the tools suggested and provided by the programme. (More information about THRIVE can be found at www.thriveapproach.co.uk or by talking to Mrs Finch our trained THRIVE practitioner.

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.
- To be aware of the school vision and values

Children's Responsibilities

- To do their best and keep trying
- To take ownership of their own learning
- To treat other people with respect
- To treat their belongings and the environment with care and respect
- To show consideration for others
- To consider the effects of their actions on others
- To follow the behaviour boundaries that are set by all grownup
- To use their learning from Learning and Life skills lessons across all aspects of the school day.
- To use their understanding of the THRIVE approach in school.

Management of Behaviour

Positives and Rewards:

As St Paul's we believe the best way to manage children's behaviour is to praise the positives, however small. All staff in school wear a lanyard with green faces on, these are shown to children who are making the right behaviour choices all of the time. The children also have an opportunity to earn reward stickers during the school day for good behaviour and working hard. The stickers have written on them specifically what the children are being praised for and this would be expressed to the child verbally as well. These stickers are added to individual sticker charts which hold 10 stickers. As soon as their sticker chart is full the child will take it home so that their achievements can be celebrated at home as well as in school. The child/children in the class who earn the most sticker charts each term celebrate with a tea party hosted by the Headteacher and Deputy Headteacher.

Consequences:

The Lanyards also have yellow and red faces on them. Yellow faces are shown to children who have been warned about their behaviour but have chosen to ignore the verbal warning and need the reinforcement of seeing a consequence.

Red faces are shown for two reasons, when unwanted behaviour continues after a child has received a yellow face or when one child physically hurts another child. In this instance a red face is shown straight away. When a red face is used a child receives 5 minutes time out in their own classroom this is timed when the child turns over the 5 minute timer that is in the tray with the red timeout mat. Also in this tray are objects which the children can use to calm down as well as vent their frustration. Once the timer has run out an adult will approach the child and use the 5 point scale to support their understanding of their behaviour as well as discussing at an appropriate level how to stop it happening again. Once time out is complete the incident is recorded on CPOMS on a behaviour The child then has the opportunity to change their behaviour and try to earn a green face. If the unwanted behaviour continues the child may be shown another red face, they then receive time out in another classroom and this is also recorded on CPOMS.

If the child's behaviour does not improve and they have three time outs they are taken to a member of the Senior Leadership Team and spend five minutes in timeout with them. The senior leader will record why the child is on their third timeout on CPOMS and will spend time investigating with the child the reasons for their behaviour. Feedback with the class teacher will be given at an appropriate time and recorded by the senior leader. This is tracked and recorded and if the child has to visit a senior leader three times or more in a term a meeting is arranged between the parents, class teacher and senior leader to discuss behaviour and strategies would be put in place to support a positive outcome for the child.

Above and Beyond:

Sometimes, for many different reasons, a child does not respond to the behaviour policy in place and needs extra support to manage the school day positively. Following on from the whole school behaviour policy if a child needs a separate behaviour plan then parents would already be involved in the process. The behaviour plan would be written specifically to meet the needs of the child throughout the school day, this may include:

- Extra sticker rewards
- A specific calm place for them to retreat to
- Extra adult support within the classroom
- Time with the pastoral TA to work on understanding feelings and emotions
- Now and Next task board to make expectations clear
- Individualised visual timetable for the child to use
- A parent school home contact book which includes a Red, Amber, Green rating for how the child has behaved that day in different sessions.
- Incidents of extreme behaviour would be recorded using the STAR charts and uploaded to CPOMS. .

The plan would be shared with parents by the class teacher and a member of SLT.

Restraint:

This is a last resort used for children who are deemed to be causing or have the potential to cause themselves or others harm. Restraint of pupils will only be used under specifically identified circumstances which would be to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so and are causing themselves or others harm.
- 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.

Restraint would involve one or two adults to hold the child physically and another to observe the restraint. The restraint would involve the child being wrapped with the arms of one adult while being placed back to adult front. The other adult would remove the shoes of the child and clasp their ankles. The child would be talked to calmly throughout the restraint and as soon as they begin to relax and respond the restraint would be removed. The child would then be reminded of

the expected behaviour. As soon as appropriate the child will be supported to return to the classroom.

If the behaviour plan is still not effective and the child is spending large amounts of time out of the classroom it may be necessary to consider:

LIFT Referral

LIFT Referral under the heading of Social, Emotional and Mental Health for further strategies to support with the specific child's behaviour. This may include a visit from a specialist teacher to observe the child in school and work with parents and teachers to put a consistent approach in for the child.

Operating a reduced timetable and setting up a Pastoral Support Plan

Occasionally in school it is necessary for school and parents/carers to agree to a reduced timetable to support the child's return to school as well as support their ability to cope and understand the expectations of school and the classroom.

A reduced timetable will only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school following exclusion, non attendance, school refusal or to facilitate a managed transfer between schools (although this should not be the norm for managed moves).
2. Following an extended absence due to ill health or other medical reasons.
3. As a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.

If school feels it necessary to implement a plan they will

- Notify the Local Inclusion Forum Team (LIFT) of its intention to implement a reduced timetable for a pupil.
- Convene a review meeting for the parents to review the plans targets as well as seeking their written approval at each meeting once the next steps are established.
- School will consider the impact of the reduced timetable on the child's right to education as well as travelling arrangements and the child's access to their free school meal entitlement.
 - As part of the plan school and parents will work towards full reintegration or access to full-time education within eight weeks. If this is not a manageable target for the child then school will confer with the LIFT team to establish a longer plan.

Exclusion:

If a child's behaviour is deemed to have been extreme they may have to be removed from their own classroom and based in another for either half or a whole day. They would be supported by another familiar adult if necessary. This would be an in-school exclusion.

If the behaviour is escalating beyond the safety boundaries of the school or a child physically severely harms an adult or another child they may need to be excluded from school completely. In this instance the child's parents would be called and KCC would be involved. Exclusion would be for a fixed term, initially one day, and the child would be supported with integrating back into the classroom on return to school. Exclusion is the last resort in all circumstances.