

CASSIOBURY INFANT & NURSERY SCHOOL

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Behaviour Policy

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

The primary aim of our Behaviour Policy is to promote positive behaviour. We believe it is vital for children to learn how to regulate their own behaviour in a positive way enabling them to become responsible, lifelong learners. For this reason we have adopted the 'Hertfordshire Steps' approach to behaviour management which encourages children to make effective choices about their own behaviour.

Hertfordshire Steps focuses on 'the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life'. Our aim is to promote pro-social behaviour and to question any challenging behaviour to seek an understanding of what behaviour may be communicating.

Our focus is on de-escalation and restorative approaches to enable children to learn from experiences and teach appropriate responses for the future.

This policy complies with Section 89 of the Education and Inspection Act 2006. This policy also pays due regard to the Equality Act 2010 and relates directly to our safeguarding policy, e-safety policy and our behaviour statement which applies to all members of our school community. This policy uses the '10 key aspects of school practice' as identified in the DfE guidance 'Behaviour and discipline in schools' 2014.

AIMS

As members of our school community we want children to take responsibility for their own actions because they want to, not because of fear of punishment. In order to achieve this we will:

- Develop and sustain a whole school behaviour policy which is supported and followed by the whole school community. This includes pupils, staff, parents and governors.
- Create a caring, happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- Teach, through the curriculum, values, attitudes, knowledge and skills which:
 - promote responsible behaviour
 - encourage self-discipline
 - enable children to use strategies to manage their own behaviour
 - encourage a respect for themselves, other people and property.
- Create a learning environment which enables pupils to make choices and learn from them.

The **headteacher and staff** will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

All staff will:

- treat children equally, irrespective of gender, race or religion
- focus on the positive and not the negative behaviour
- use positive phrasing
- deal sensitively with children in distress, make time to listen to them and deal with any incidents appropriately – this will be done using the school agreed de-escalation script
- strive to reduce anxiety for all children
- play an active part in building up children's sense of responsibility towards the school community and will apply consistently the agreed standards of behaviour
- support children and provide opportunities to help them to feel good about themselves
- follow the behaviour poster as detailed in appendix 1

Teachers will:

- Use ABC charts to monitor changes in behaviour and identify patterns
- Put together 'Behaviour 4+1forms' with the Inclusion Leader (INCO) if necessary
- Ensure that any child who presents with particularly challenging behaviour has a designated advocate in school
- Reinforce the Golden Rules with the children as to how they expect them to behave in the classroom and also around the school
- Hold regular Circle Time/discussion to help develop children's social behaviour and responsibility towards the community. Aspects of these discussions will be used in assemblies as appropriate.

Parents

Parents have a vital role in promoting good behaviour in school; effective home/school liaison is very important.

We encourage parents to:

- keep us informed of behaviour difficulties that their children may be exhibiting at home
- inform us of any trauma which may affect the child's performance or behaviour at school e.g. death or serious illness in the family, parental separation, moving house, recognising that each child will have a different tolerance for trauma
- demonstrate positive support for the school's Behavior Policy
- model appropriate behaviour at all times within the school grounds
- report to the school any concerns regarding pupils involved in hurtful behaviors and / or bullying
- support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- respond to requests from the school to provide feedback on the Behaviour Policy and procedures

BEHAVIOUR PRINCIPLES

At Cassiobury Infant and Nursey School we aim to provide an environment where all children feel safe, secure and respected. Children are supported and encouraged to take responsibility for their own behaviour and make a positive contribution to the school community.

Staff enable the children to develop effective learning behaviours as well as social interaction skills. We believe it is important for all staff to understand and follow our whole school approach to promoting positive behaviour with clear and consistent expectations. We also actively involve parents in supporting positive behaviour.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on ensuring that provision matches the needs and interests of our pupils and also recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

Cassiobury Infant and Nursey School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying procedures have been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety

This policy takes account of current statutory guidance on exclusions.

ATTACHMENT

At Cassiobury Infant and Nursery School our staff are trained to be 'Attachment and Trauma Aware' following the delivery of training written by Hertfordshire Virtual School. This enables staff to understand what positive attachment is and what may cause a child to have a 'disturbed attachment cycle'. Through this training staff also look at the ACEs (Adverse Childhood Experiences) and the impact that these may have both directly and indirectly on our pupils. This, along with shared strategies and a clear referral process, enables staff to support children who have experienced a 'disturbed attachment cycle' and, where needed, through discussions with the Class Teacher and Mental Health Lead, make reasonable adjustments to our behavior policy to meet the needs of all children in our school.

REINFORCING GOOD BEHAVIOUR

We expect the children to conform to the 'Golden Rules' in the classroom, around the school and in the playground. Each classroom has the 'Golden Rules' displayed and are reviewed and referred to regularly.

BRITISH VALUES

At Cassiobury Infant and Nursey School the curriculum actively promotes the fundamental British values as outlined by both Ofsted and the Department for Education. This is embedded alongside our behaviour policy

Cassiobury Infant and Nursey School is working effectively in reinforcing and securing these shared values in the following ways:

Democracy:

Democracy is considered to be very important within the school and the children have an understanding and respect for the democratic process at a simple level. They are actively encouraged in decision making and know that their viewpoints are important.

During lessons children are provided with the opportunity to feedback the views of others within the group. They all get the opportunity to contribute during Circle Time. Children have the opportunity to have their voices heard through our School Council and pupil voice monitoring.

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced on a regular basis, as well as when dealing with behaviour and also through school assemblies. School rules and expectations are clear and fair. The children are taught about the reasons why we have laws and how these keep us safe and also the consequences when the Golden Rules are not followed. This is done through regular Circle Time sessions, cross curricular work (for example about people who help us) and also through fully utilising external visitors.

At Cassiobury Infant and Nursey School the children are aware that the school rules are there for all children and that everyone is expected to adhere to these. They are aware that these rules relate to their rights and responsibilities.

Individual Liberty:

Children are actively encouraged to make choices at school, knowing that they are in a safe and supportive environment. At Cassiobury Infant and Nursey School we are committed to ensure that our children develop their self-knowledge, self-esteem and self-confidence. When dealing with any behaviour issues that may arise, children are reminded that they have a choice and it is up to them to make the right choice and to take responsibility for their behaviour.

As a school we educate and provide boundaries for the children to make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. There is also a significant focus on their responsibilities to ensure that they are also respectful about the rights of others. They understand the importance of listening to each other and the right to be able to disagree when discussing their viewpoints.

At Cassiobury Infant and Nursey School the children have a range of opportunities to experience a range of activities that they choose to participate in, for example during busy learning time in the Early Years Foundation Stage and Golden Time.

Mutual Respect:

At Cassiobury Infant and Nursey School a huge emphasis is placed on respecting each other while children are learning and also at play. This is a core value that is promoted through our behaviour management and fundamental in everything we do. Values such as being respectful and also taking personal responsibility for actions are promoted in classes and also in school assemblies. The Golden Rules promote respect for others and this is reiterated through our policies and home school agreement. The resources that are used reflect our many cultural and ethnic diversity particularly books, art materials, videos, songs and music from around the world. Good listening is modeled by adults and is actively promoted. A huge emphasis is placed on promoting and nurturing respectful relationships between all members of the community.

Respect for (Tolerance of) those of Different Faiths and Beliefs:

Cassiobury Infant and Nursey School serves a very culturally rich community and this is celebrated in our curriculum, activities and commitment to ensure that all experiences are valued.

Differences and similarities between cultures and ethnic groups, disability and gender and family situations are discussed during class and whole school activities. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHCE.

Children are actively encouraged to share their knowledge to enhance learning within classes and the school. Visitors from and visits to different religious places of worship are actively encouraged. A majority of significant festivals and religious days are respected and there is a program of visits to different places of worship. Any comments deemed as intolerant are treated highly sensitively.

REWARDS

We believe that when children behave well it is important that this is acknowledged.

Rewards appropriate to the age of the child may include:

- A smile
- Thumbs up
- Praise - we aim to give more positive comments than negative ones
- To use praise strategies as agreed as part of Read Write Inc. Phonics Training – E.g. Firework; Marshmallow Clap; Round of applause – circular quiet clapping.
- Responsibilities -Year 2 Play Monitors
- Showing good work to the Headteacher
- Showing good work in Star of the Week assembly
- Telling the parents how good their child has been
- Sending child to the Head, Deputy or other member of staff for praise
- We also use “proximal” praise – if a child is misbehaving, we praise a child nearby who is behaving well

MONITORS

All Children in Year 2 are provided with the opportunity to be a ‘monitor’ and to take on some responsibilities such as collecting and returning the registers, helping the Reception children return to their playground after lunch and to support children in the playground at play time and lunch time. They are expected to be excellent role models to the other children and to take this responsibility seriously.

UNACCEPTABLE BEHAVIOUR

We believe that the following behaviours are unacceptable

- disturbing the teaching and learning at Cassiobury Infant and Nursey School
- refusal
- biting, spitting, hitting, scratching, pinching and kicking
- swearing
- unkind remarks
- laughing at others when they make a mistake or hurt themselves

- damaging property
- answering back, rudeness or aggression to an adult
- not being honest
- stealing
- racist comments
- 'gangs', hurtful behaviours and continuous hurtful behaviour (bullying)
- actions which endanger the safety of themselves or others
- touching another child in way that the other child does not like

HOW WE DEAL WITH UNACCEPTABLE BEHAVIOUR

All staff, including the Midday Supervisors are made aware of any children who may need support or close monitoring with regard to behaviour.

If a child does misbehave, on most occasions a firm reprimand or warning will be sufficient. The child should be taken aside, away from an audience and a calm but firm voice used; we do not shout. However if this fails the following procedures will be adopted:

In the classroom

Step 1	The child will receive a verbal reminder
Step 2	The child may need some time out i.e. at a time-out table or mat in the classroom (where the child sits with a timer)
Step 3	The child may lose some of their Golden Time or playtime
Step 4	Time out in another classroom by arrangement with another teacher (Behaviour logged)
Step 5	Class Teacher will speak to parents if this has not happened already (Follow up log)
Step 6	<ul style="list-style-type: none"> • Child will be sent to Headteacher or Deputy Headteacher with an explanatory note or accompanied by an adult if behaviour continues to impact on teaching and learning • Headteacher will speak to child and parent/carer if necessary • Child to be clear about making the right choices • Written apology if this is appropriate • Plan to be drawn up with parent/carer and Inclusion Leader/INCO if necessary

This is shared with our children via the behaviour poster as seen in appendix 1.

IN THE PLAYGROUND:

- Adult discusses incident with child with reference to the Golden Rules
- Walks around with an adult for five minutes looking for positive examples of play
- Class Teacher to be informed and logged on behaviour record/CPOMs
- The child will be sent to the Headteacher or Deputy Headteacher for serious incidents to be followed up

Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure (Exclusions from Maintained Schools, Academies and Pupil Referral Units, DfE 2012) As part of our positive behaviour strategy and depending on the severity

of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving on to the exclusion process.

Health and safety issues may lead to temporary exclusions as the last resort if a child has injured someone or damaged property.

Physical Intervention.

At Cassiobury Infants and Nursery School we have adopted Hertfordshire Steps, which is the local authorities preferred approach to supporting positive behaviour management in schools. Our main focus is de-escalation, supporting children to make positive choices about their behaviour. Our emphasis is on consistency and educational consequences (not punishments) which support children to understand, learn from and improve their own behaviour.

Staff at Cassiobury Infants and Nursery will never physically restrict a child's movements, unless there is imminent danger to the child.

Physical intervention refers to any contact between a member of staff and pupil. There are times where this is appropriate as laid out below. Physical Intervention may be used:

To comfort a pupil in distress (at an age appropriate level)

To gently direct a pupil

For Curriculum reasons (e.g. PE, Drama)

First aid and medical treatment

In an emergency to avert danger to pupil or pupils.

In rare cases, where further support is needed, the school will seek this through the Hertfordshire Steps Support team, whereby additional training will be provided, parents will be kept informed of this process.

Fixed-term and permanent exclusions

- Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil 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 pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs 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 pupil or extend the exclusion period made by the Headteacher.
- The governing body has a statutory duty to consider exclusions as outlined in guidance issued by the Department for Education. The governing body will delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least three governors which will act in accordance with applicable regulations and guidance from the DfE/LA from time to time.
- When a sub-committee meets to consider an exclusion, it will consider the circumstances in which the pupil was excluded, consider any representation by parents, the school and the LA, and consider whether the pupil should be reinstated.
- At one meeting the sub-committee may consider more than one exclusion as long as they comply with the statutory time limits relating to each one.
- If the sub-committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

SPECIAL EDUCATIONAL NEEDS

Where appropriate for SEND children a support plan will be drawn up with targets which apply specifically to behaviour. This will be done in consultation with parents. It will include a consistent strategy of behaviour management involving both sanctions and rewards.

For children who require further support, advice will be sought from Colnbrook or Chessbrook Education Outreach Services, the Specialist Advisory Teachers or the Educational Psychologist. If appropriate the school may consider therapeutic support.

USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. As a school we have adopted the Hertfordshire Restrictive Interventions Policy and should be read alongside this policy.

ROLES AND RESPONSIBILITIES OF HEADTEACHER, OTHER STAFF, GOVERNORS

The **headteacher** is responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The headteacher will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** will establish an Exclusion Committee of three members and ensure that they receive training to fulfil their role. The headteacher will not be a member of this committee. County exclusion guidelines will be followed.

ARRANGEMENTS FOR MONITORING AND EVALUATION

Much of this is continual and ongoing through lesson observation in the classroom, playground and around the school by all members of staff. Children are observed in lessons, assembly, at lunch, at playtime and entering and leaving the school, which gives a picture of the overall level of behaviour within the school. This enables us to take appropriate action immediately if there are any causes for concern e.g. bringing the whole school together to talk about things that might have happened at lunchtime.

Where appropriate, children who have specific behavioural difficulties are notified to the whole staff so they can be carefully monitored and special help and guidance applied, with the support of the INCO and / or outside agencies. Our aim is a positive one to help children develop to the point where they no longer need such detailed support.

The governing body will evaluate the impact of this policy by receiving information from the headteacher on a termly basis in the Headteacher's report to Governors.

Cassiobury Infant & Nursery School KS1 - Behaviour Poster



Class:

Name & Date	Incident(s)	Reminder 	Verbal warning 	Time out 	Be sent to another classroom 	Head Teacher and parents informed

