

**Behaviour Policy**  
**Parkgate Infants and Nursery School**

**Last Reviewed: March 2018**

DRAFT



## **PARKGATE INFANTS & NURSERY SCHOOL**

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### **Behaviour Policy**

The Behaviour Policy of Parkgate Infants' School is encompassed within our Golden Rules:-

- ☺ We think of other people's feelings.
- ☺ We take care of our school and equipment.
- ☺ We work hard and quietly and allow others to do the same.
- ☺ We are kind, gentle, polite and honest.
- ☺ We listen to others.
- ☺ We keep ourselves and others safe.

Each class develops their own set of positive class rules based on the Golden Rules.

### **Aims**

- To encourage self-discipline and responsibility for own actions.
- To respect and value each individual for the part they contribute to the School community.
- To create a purposeful atmosphere where everybody is able to achieve their potential without interference from others.

### **Objectives**

#### **For children to show:**

- Self-confidence
- Self-control
- Sensitivity and consideration for others
- A pride in themselves and their School
- An interest in their activities

#### **For children to develop:**

- Responsibility for their learning and their environment
- Their ability to work and think independently
- A sense of fairness

- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- Non discriminatory attitudes
- A persistent approach to tasks
- The confidence to report bullying

### **Implementation**

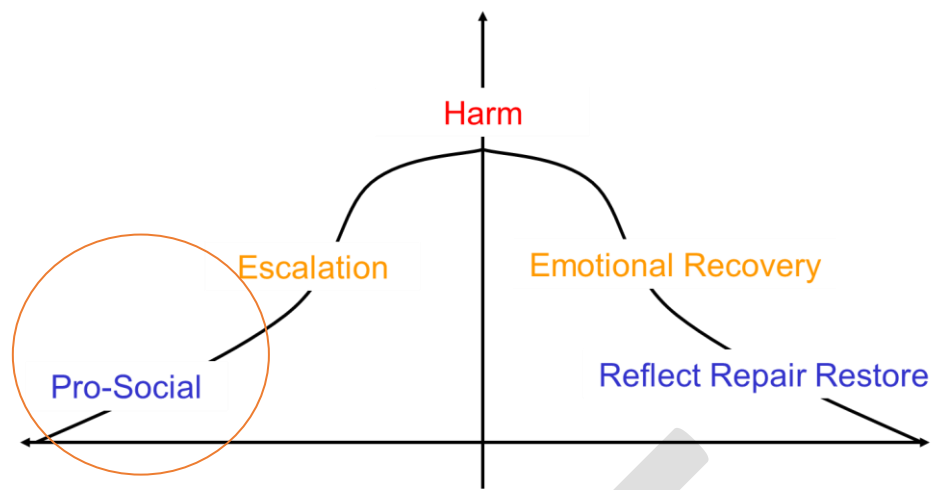
#### **All staff:-**

- Will treat all children equally.
- Play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour.
- Have a responsibility to model the type of behaviour felt to be acceptable.
- Will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems.
- Will record any incident of racial harassment.
- Will deal sensitively with children in distress, will listen to them and deal with any incident appropriately.
- Will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.
- Will follow the Hertfordshire Steps model of behaviour management as detailed below.

#### **Children**

- Children's achievements, academic or otherwise, will be recognised.
- Rewards will be accessible to all children.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.
- Children will be encouraged to share their achievement with a senior member of staff, their parents and other children.
- Examples of children's work and achievements will be displayed in the classrooms and around the school.

### **Hertfordshire Steps**



At Parkgate Infants and Nursery school we follow the Hertfordshire Steps model of behaviour management. This approach is focussed on promoting pro social behaviour and managing difficult or dangerous behaviour. All staff are aware that the behaviour might be a form of communication and that this needs to be investigated further. All staff focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

We understand that when children are showing Pro- social behaviours, the key is to catch the children getting it right. This is promoted through Rainbow, Sun and Cloud system See Appendix 1.

When children are exhibiting Anti - social behaviour we understand that external discipline can suppress children's behaviour and that teaching the children internal discipline will lead to a long term change rather than a short term fix offered by external discipline. As a school we focus on teaching the children the right behaviour and this can be done through the following -

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

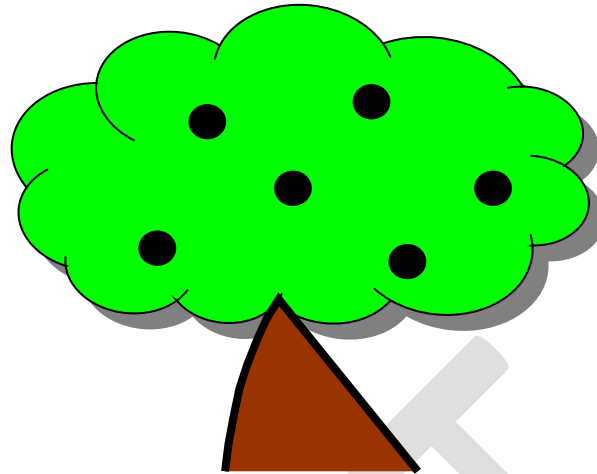
At Parkgate Infants' and Nursery school we have a therapeutic approach to behaviour. We believe that Negative experiences create negative feelings. Negative feelings create negative behaviour. Positive experiences create positive feelings. Positive feelings create positive behaviour. All staff are trained to investigate what the cause of the

behaviour is and use Anxiety Mapping and the Roots and Fruits activity to look further into a child's behaviour.

Behaviours

Feelings

Experiences



When behaviour is escalating all staff are trained to use the de-escalation script. Planned responses to escalating behaviour can include -

- Positive Phrasing - "Walk in the corridor."
- Limited choice - "Would you like to sit on the carpet or on a chair?"
- Disempowering the behaviour - "You can listen to the story from there."
- Consequence - "Before you go out to play I need to check that you understood the story."

If the behaviour escalates into the harm stage children may require further support in order to develop their internal discipline and pro-social behaviour. For these children it might be necessary to develop an Individual Risk Management Plan to formalise strategies that differentiate from the behaviour policy.

An important part of the Steps approach is Emotional recovery and Reflect, Repair and Restore. It is important that at this time we -

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

We understand that the child needs to have a consequence for their behaviour and that this consequence should logically follow the action. We use Protective consequences and Educational consequences.

Protective consequences can be -

- Limited access to outside space

- Escorted in social situations
- Differentiated teaching space
- Exclusion

#### Educational Consequences can be

- Completing tasks
- Rehearsing/Pre teaching
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

#### Behaviour Expectations

- Assembly - Children should enter quietly into the hall, with the teacher to remain supervising their class until the whole school is present. Teachers need to be aware of children's supervision on their exit from the hall.
- In School - Children should move around school in a quiet and calm manner. They should be discouraged from running or shouting. Within the classroom there should be a calm but busy atmosphere. There is an expectation of good manners which needs to be encouraged.
- Playtime/lunchtime - There should not be any unsupervised children in school at these times. Children should seek permission from the adults on duty before coming into school to use the toilets. Children should be discouraged from jumping over or climbing on the walls. The Patio area is best suited to skipping and passive activities. The playground and grass (when used) for more energetic pursuits. There is a friendship bench on the playground. This is a place which children can go to if they do not have someone to play with. The school council monitor this bench and offer to play with children sat there.

At Parkgate Infants and Nursery we feel that unacceptable behaviour includes:

- Disobedience
- Biting, spitting, hitting and kicking
- Swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to an adult/child
- Racist comments
- Bullying
- Temper tantrums and physical disputes must be dealt with.

We operate a 'Rainbow, Sun and Cloud' system in the classroom to promote and reward good behaviour and provide a consequence for children whose behaviour is unacceptable. See appendix 1.

### **Additional Rewards**

- Verbal praise from staff
- Responsibilities given
- Showing good work to the Headteacher
- Stickers
- Team Points
- Certificates of Achievement e.g. end of term awards.
- Star of the week
- Star of the Term

### **Further Sanctions**

- Discussion with the child about what and why something has happened.
- A period of cooling off may be appropriate.
- Many classroom incidents will be dealt with by teachers. If a child is repeatedly unable to conform to the atmosphere of the school then parents should be involved in discussions about possible reasons and any action the school feels is appropriate (i.e. restrictions on going out at set periods of the day). The safety of all children is paramount.
- Advice from the Educational Psychologist, Social Services and Health Service may be sought on appropriate occasions.
- If a matter persists, parents will be formally invited to discuss the matter with the Headteacher and, perhaps, the Chair of Governors in certain cases.
- We may use a positive behaviour grid that is agreed with parents and child. The grid is filled in for every session and then if the child is successful an agreed reward is provided.
- Exclusion from School (HCC guidelines to be followed).

### **Racist Remarks**

- a) There will be a consequence for using racist remarks and a record of the incident kept.
- b) Repeat offence - record kept and parents informed.
- c) In persistent cases parents may be asked to discuss the matter with a school governor.

### **We expect parents to:**

- Sign a home/school agreement when their child starts school. The golden rules are printed on this document.

- Give their full support to the school in dealing with their child's behaviour.
- Keep us informed of behaviour difficulties they may be experiencing at home.
- Inform us of any trauma which may affect their child's performance or behaviour at school, e.g. a death in the family.
- Inform us about their child's ill health and any absences connected with it.

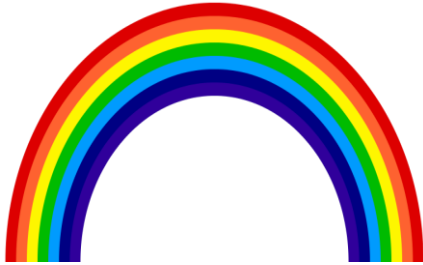
**The School will endeavour to achieve good home/school liaison by:**

- Promoting a welcoming environment within the school.
- Giving parents regular constructive and positive comment on their child's work and behaviour.
- Encouraging parents to come into school on occasions other than parent's evenings
- Involving parents at an early stage in any disciplinary problems.



## Rainbow, Sun and Cloud system at Parkgate Infants School

Each class has a rainbow, sunshine and cloud which will be displayed on the door of the classroom.



If children are exceptionally well behaved then their name is placed on the rainbow. Children will be given a sticker and parents informed.



All children are on the sunshine at the start of the day.



If a child's behaviour is not acceptable then they will be given a warning. If this behaviour continues then they will be moved onto the cloud and their name will be placed inside the cloud book. When a child's name is written in the cloud book their behaviour will be discussed using the following questions- **What went wrong with your behaviour? What will you do better next time.**

If a child's behaviour improves then their name can be moved back onto the sunshine. If children names are on the cloud then parents will be informed.

If the unacceptable behaviour continues after their name has been placed on the cloud then they will be asked to go to the class teacher in the other year group class.

If the behaviour continues after they have visited the teacher in the other year group then they will be asked to visit a member of the SLT. If this behaviour continues after this stage then the teacher will begin to use the tools listed under the Hertfordshire Steps section.

The headteacher will collect cloud books on a regular basis to review for patterns. If a child's name is seen regularly in the cloud book then the headteacher may request a meeting with parents.

If after a child's name has been placed on the cloud the behaviour continues then they are asked to have time out in the classroom. During this time they are asked to consider "What did I do wrong?" "What will I do better next time?"

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