

Behaviour Policy

Parkgate Infants and Nursery School

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Behaviour Policy

The Behaviour Policy of Parkgate Infants' School is consolidated 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.

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.
- All staff will follow the school's statement of behaviour principles see Appendix 2

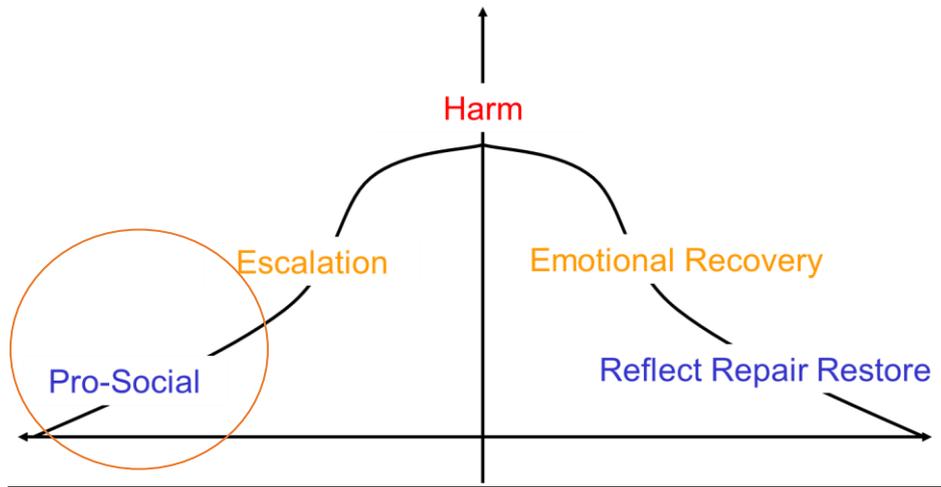
Children

- 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, to foster a sense of community and model our 'Anything is Possible' vision statement.
- Children will be encouraged to share their achievement with a senior member of staff, their parents and other children.
- To celebrate children's work and achievements examples will be displayed in the classrooms and around the school.

Children with Special Educational Needs

In the case of children identified as having SEND, inappropriate behaviours can be due to the difficulties that these children experience. As part of the SEN Assess, Plan, Do, Review cycle (see SEND Policy) we will support the child as required. We will follow the Hertfordshire Steps model of behaviour management and use as detailed below. **This will be recorded on the class Provision Plan.**

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 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.

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 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 –

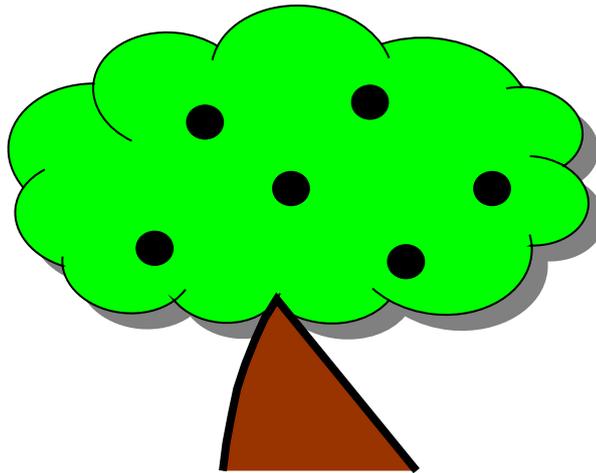
- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

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. (Please refer to the playground/playtime policy).

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

- Biting, spitting, hitting and kicking
- Swearing
- Making unkind remarks
- Damaging property
- Answering back and rudeness
- Racist comments
- Bullying
- Physical disputes

If any of the behaviours above take place the behaviour must be recorded on the behaviour log (see Appendix 1). The behaviour log will be kept in the class behaviour folder. If the behaviour continues then the teacher will begin to use the tools listed under the Hertfordshire Steps section. This will be recorded on the Class Provision plan.

If a child has 3 behaviour logs in the classroom folder then the class teacher will meet the child parents to discuss the behaviour, what is causing the behaviour and how we will support the child to change their behaviour. The inclusion leader (INCo) will also be informed. If there are 6 behaviour logs in the class folder then the class teacher will inform the headteacher who will meet with parents. If there are 9 behaviour logs in the classroom file then a behaviour plan will be set up alongside a 'roots and fruits' exercise.

The following behaviours will be recorded on a behaviour log and immediately reported to a member of the Senior Leadership Team see Appendix 1. All staff must ensure that they have found out what has happened during the incident and spoken to all children involved before speaking to a member of the SLT.

- Biting, spitting, hitting and kicking
- Swearing
- Aggression to an adult/child
- Racist comments
- Bullying
- Physical disputes

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

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 the parents and the 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.

Behaviour outside of school

We expect all pupils to follow the schools behaviour expectations (Golden Rules) outside of school. Any incident reported will also be dealt with using this policy. As listed in the behaviour principles we involve families in behaviour incidents to foster good relationships between school and pupil's home life. The school will support parents with pupil's behaviour at home. We will work with the pupil and put in place strategies to support their behaviour at home. If required we will involve outside agencies to support the family.

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.

Fixed term and permanent exclusions:

Only the 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.

- Parkgate Infants and Nursery school follows Hertfordshire County Councils 'Exclusions Guidance Supplement'.
- If the headteacher excludes a pupil, he informs the parents immediately, giving the 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 LEA and the governing body of any permanent exclusion and about any fixed-term exclusions beyond five days in 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 discipline committee of three members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governor's appeal panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Appendix 1

ABC Behaviour log

Behaviour log

Pupils Name:	Day:	Date:	Time:
Class:	Staff involved:	Report Writer:	Duration:

Where did it take place?	Who else was there?	What was the activity?
Classroom Hall Playground Other _____ _____	On own Few Peers Class Certain Peer: _____ _____	Transition Assembly Play time Free Choice Lesson _____ _____

What was the behaviour?
 Write 1 if behaviour was to self
 2 if to Peers
 3 if to staff
 4 if to objects

Bite		Head butt		Scratch		Theft	
Damage		Hit		Slap		Throw	
Escape		Kick		Spit		Other	
Grab		Pinch		Swear			
Hair pull		Racial Abuse		Threaten			

What was the consequence?

Class Teacher Signature -
SLT reported to –
SLT Response –

Appendix 2: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination. Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by parents, pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.