

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

**Last Reviewed: January 2022**



Parkgate Infants & Nursery School  
Northfield Gardens,  
Watford,  
Herts,  
WD24 7RL  
Tel. 01923 221984

e-mail : [admin@parkgateinfants.herts.sch.uk](mailto:admin@parkgateinfants.herts.sch.uk)

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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.
- To support the development of children's pro-social behaviour.
- To celebrate pro-social behaviour.

### **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**

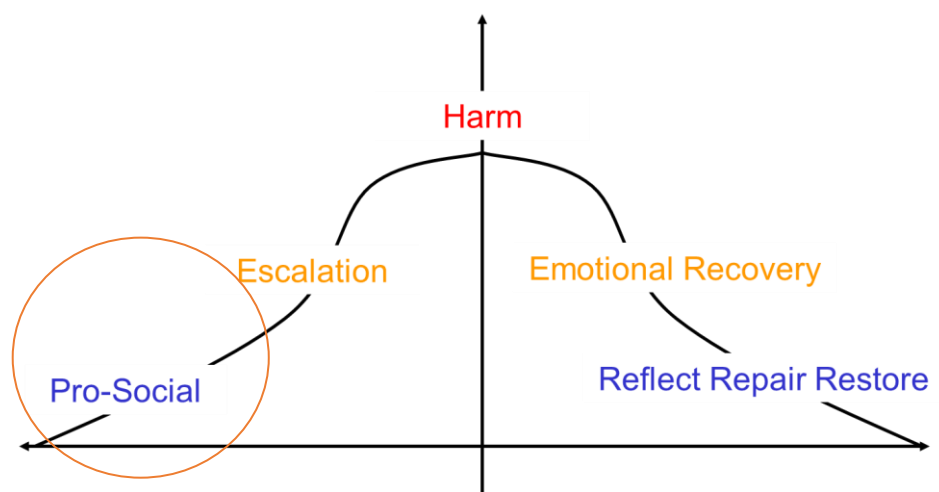
- Children's achievements, academic or otherwise, will be recognised.
- Assembly will be used as an opportunity to acknowledge achievements, to foster a sense of community and model our 'Anything is Possible' vision statement.
- Children will be encouraged to share their achievement with a senior member 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**

- 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.

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.

As part of the policy, we also concentrate on the pro social behaviour that we see and celebrate these. We use examples of good pro social behaviour to support children's behaviour further.

Examples of prosocial behaviour are –

- Walking inside the school building
- Putting their hand up
- Sitting at their carpet spot
- Sharing their pencil
- Working with a peer
- Sharing an activity with an adult
- Starting their work independently
- Working for 5 minutes independently
- Coming in off the play ground
- Finishing a task and moving on to the next topic
- Sitting in assembly
- Eating in the canteen

This is not an exhaustive list.

Pro-Social behaviour is celebrated in the following ways -

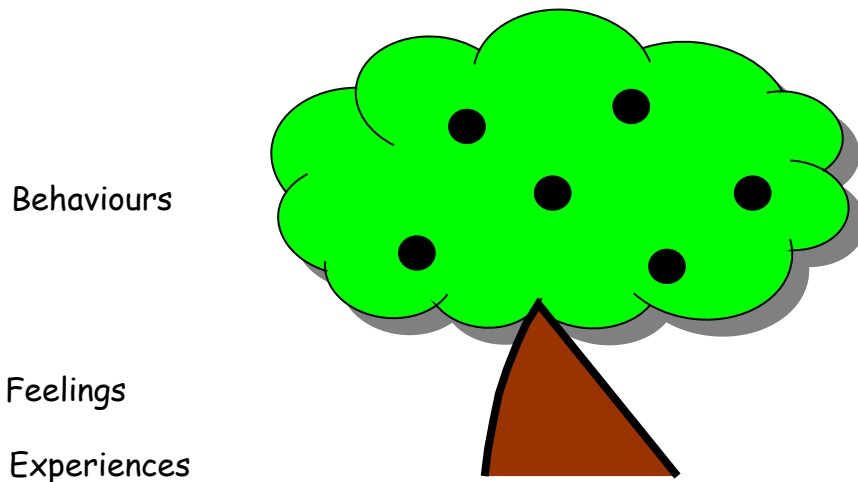
- Verbal praise from staff
- Responsibilities given
- Showing good work to the Headteacher
- Stickers

- Team Points
- Certificates of Achievement e.g., end of term awards.
- Star of the week
- Star of the Term

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 the tools available through the Hertfordshire steps Therapeutic approach to do this.



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 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.

When children are exhibiting anti-social behaviour, we understand that external discipline can suppress children's behaviour and that teaching children internal discipline will lead to long term change rather than a short term fix offered by external discipline.

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 the Hertfordshire steps flowchart (Appendix 3) will be followed.

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.

If following this more support is needed, then we will follow the Hertfordshire steps flow chart (see appendix 3). The flow chart needs to be followed and each stage completed. If a stage completed does not support the child's behaviour further, you then move on to the next stage.

This will include using the following tools, Early Prognosis Tool, Risk Calculator, Conscious and Sub-conscious behaviours checklist, anxiety mapping, predict and prevent, roots and fruits and finally the risk reduction plan.

Once all steps have been followed and further support is required a referral to specialist support will take place.

### **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 school's 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.

## Appendix 3 – Hertfordshire Steps flowchart

