



## Policy Statement & Procedures

# Behaviour

Inc. School Rules, Rewards and Sanctions; Use of Reasonable Force / Restraint; Exclusion; Anti-bullying

<b>Category:</b>	Teaching and Learning	
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	No	

## **1 – Scope**

- 1.1 This policy applies to all employees, children and stakeholders;
- 1.2 This document provides context and principles-led guidance on how behaviour is conducted within Henry Hinde Infant School (HHIS).

## **2 – Policy Statement**

The school will

- 2.1 Manage whole school behaviour in accordance with guidance from the Department for Education (DfE); Education Endowment Fund (EEF); Use of Reasonable Force; Team Teach Workbook v. 2019; Nurture provision 2020 and any other subsequent acts and/or national or regional guidance;
- 2.2 Promote consistently good behaviour, self-discipline and respect in order to support effective learning in a culture of acceptance and tolerance;
- 2.3 Promote anti-bullying and operate a zero-tolerance approach to incidents of bullying;
- 2.4 Work in partnership with children, parents and carers, the community, external agencies and professionals to promote good behaviour;
- 2.5 Reward and promote good behaviours and sanction and educate incidents of negative behaviours using a consistent, whole school approach;
- 2.6 Provide additional support for children who consistently struggle to follow the school's behaviour expectations, in partnership with parents and external agencies and professionals where appropriate;
- 2.7 If appropriate, and only when there is a risk of danger, use reasonable force to ensure everyone's safety at all times (using Team Teach);
- 2.8 Provide and uphold whole school rules for expected behaviour and share these with children and parents;
- 2.9 Publicise procedures for managing behaviour via the school website and through the school office;
- 2.10 Seek parental acceptance of behaviour management strategies by asking parents to sign the school's Home-School Agreement following their child's admission to school;
- 2.11 Ensure that staffs' training and knowledge of managing behaviour is up-to-date, appropriate and relevant.

## **3 – Principles**

- 3.1 Every child has a fundamental right to learn within an environment where they feel safe.
- 3.2 Every adult that enters our school should know two things:
  - 1 That each of them plays a part in keeping children safe;
  - 2. That the school is acting to keep them safe.

## **4 – Rationale**

- 4.1 Emotions play a significant part in the behaviours seen in school and beyond. We want our children and stakeholders to be happy, motivated and inspired to experience and live in a world of their making.
- 4.2 We are aware that the last few years has changed us and the experiences of our children. As a school we have seen children less able to deal with their own emotions, struggling to cope with conflict and desperate for attention and affirmation.
- 4.3 The number of children who have experienced significant Adverse Childhood Experiences has more than doubled as has those with medical conditions that we have not dealt with before such as Foetal Alcohol Syndrome, Epilepsy and long term illness.
- 4.4 As a school community we have dealt with more significant life changing events such as family deaths, poor mental health and long term health issues in the last year than in the last ten years.
- 4.5 We believe that behaviour is one form of communication. Behaviour needs to be taught consistently and systematically.
- 4.6 As a community we strive to learn, to challenge ourselves and each other. Our vision is **to equip children for a world of possibilities**. It is based on this background and in construction with all stakeholders that this policy has been rewritten.

## **5 – The Rules**

5.1 Our school rules are:

1. Be Safe;
2. Be Respectful and Kind;
3. Be Ready.

## **6 – Staff Responsibilities**

5.1 All staff are expected to teach and model good behaviour at all times in order to establish a safe environment where children can thrive.

5.2 Every member of staff is responsible for every child. We do not turn a 'blind eye' to any child's needs nor their behaviour around school.

5.3 We expect all adults to act in a calm, and consistent manner.

## **7 – Procedures Principles**

7.1 There are **visible consistencies** that can be seen across the school:

- Every child is **greeted** by name every morning;
- **Lovely Lining** up is ensured before moving around school (1, 2, 3, 4, 5 Lining up – hands by sides, eyes facing forward, following the person in front, no talking, walking / not running);
- At the end of **lunch-time a bell** is run only ever by an adult on duty. The first bell signifies stop, the second bell signifies time to line up in alphabetical order;
- **Wonderful Walking** is insisted upon when walking around school;
- Everyone **stops and freezes** when they hear a tambourine being shaken;
- To transition from the carpet to tables, **1, 2, 3** is used. 1 – stand up, 2 – walk to table, 3 – sit down and start;
- To avoid hands-up: a **finger on the nose** indicates I have a response; a held out – **open hand** signifies I have something to offer; a **hand-up** signifies I need the toilet

7.2 There are **relentless routines** that can be seen across the school:

- Praise in Public – successes will be acknowledged in front of others (where appropriate to do so);
- Remind in Private – reminders will be aimed to be given in private rather than through public humiliation. Learners who disrupt will be dealt with privately.

7.3 First attention is given to the best conduct. *You get more of the behaviour you notice the most.* (See Rewards.) Staff will persistently acknowledge the expected behaviours and right attitudes to learning.

## **8 – Rewards**

8.1 We want children to be proud of their own efforts and be motivated by their own achievements. Our rewards are linked intrinsically to our learning behaviours rather than just achievements. These are acknowledge at three levels.

8.2 Class based acknowledgements. We teach children to acknowledge their own successes. We re-enforce this through verbal praise and public acknowledgement. This is supported through the use of stickers. To focus on a particular behaviour, the use of recognition boards are sometimes used. A postcard or telephone call home is used when a child has shown a particular learning behaviour.

8.3 Year Group acknowledgements. Each week the whole year groups meets together on a Friday where the past week's achievements are acknowledged. In particular awards are given to Star Writers and Problem Solvers. An additional award is given to a Silver Cup child. These are displayed in communal areas in each year group.

8.3 Whole School acknowledgements. Each week the Year Group Awards are publicised in the whole school newsletter alongside any external awards that a child might achieve. At the end of each year a Golden Assembly is held where every child is acknowledged in front of the whole school.

## **9 – What to do when inappropriate behaviour is seen?**

9.1 Scripted conversations at had wherever possible if a child is seen breaking a rule. The same conversation is spoken by every adult in school. At the point of the incident:

- I've noticed that ... (name the behaviour).
- You know our rule about ... and I need you to ...
- You need to ... (name the sanction)
- Do you remember ... (remind of previous positive behaviour)

An examples of this:

I've noticed	<i>I've noticed you've not got started.</i>
Rule Reminder	<i>Remember our rule of Ready to learn. I need you to make a start.</i>
Connect to consequence	<i>If you choose not to, you know you'll need to see me at lunchtime.</i>
Remind learner of previous positive behaviour	<i>Remember yesterday, when you did some fantastic reading, you got your name on the RB and were so proud. I know you can do this.</i>
Set time frame and allow take up time	<i>I'll be back in 2 minutes.</i>
Thank them for listening	<i>Thank you for listening. (Respect)</i>

The aim is to always carry out this conversation in private. If that is not possible, such as the child is on the carpet an appropriate, dignified response might be: 'NAME, Show me READY. You did some great reading this morning. Now I need you to sit sensibly and listen. Thank you.' Or the behaviour is public and can't be intervened with privately: I know that's a word we're not comfortable with. You can trust me to deal with it because I will never give up on any of you.

9.2 After an incident, and only when the child is calm, a restorative conversation is held. Behaviour has to be taught in the same way that any subject is taught. This conversation is carried out away from other children.

- What has happened? Who was involved?
- How were you feeling at the time?
- How were they feeling at the time?
- How could you make it better?
- What would you do differently in the future?



9.3 As adults it is important that we are aware of our own emotions at the point of an incident. Any response to a child must be calm and consistent. It is the child's behaviour that needs to change.

- How are you feeling in that moment?
  - *Are you tense?*
  - *Do you feel stressed?*
  - *Are you experiencing anxiety?*

Some children seem to have no concept of other people's feelings. For these children additional support is put into place:

1. Explore reasons for the lack of empathy – undiagnosed need, homelife, is it particular learners/adults or situations where they seem to have no concept of others' emotions?
2. Build a feelings vocabulary.
3. Talk about all emotions being positive and healthy – it's about how we use those emotions.
4. Stories are a great way of building emotional empathy in children – point to facial expressions, discuss how the characters are feeling and the triggers.
5. Make links with the stories to real-life situations or scenarios you've created involving other learners/adults to further enhance their ability to decode the feelings of others and empathise.
6. Consider whether a learner has no concept of others' feelings or if they are uncomfortable with the idea of facing up to the fact that they have hurt someone's feelings – it might be both. Here we need to ensure learners recognise the adults are supporting them through this process and although they will be expected to play some part in the repair process (what this process looks like will depend on the learner and context), they will not be expected to 'go it alone' down a punishment road.

9.4 For low level incidents:

1. Give a specific reminder. (Aim to REMIND in private using script.)

•If child responds praise the specific behaviour.

2. Give final reminder linked to sanction. CAUTION (Use script.)

•When child responds praise the specific behaviour.

4. Give immediate TIME OUT with adult if possible or appropriate CONSEQUENCE

5. When calm have RESTORATIVE CONVERSATION.

9.5 For High-Level Incidents (Disruptive, difficult or dangerous behaviour.) :

1. (Name) I can see you are feeling .... EMOTION

2. It's OK to feel .... VALIDATE THE EMOTION

3. I am here to help. Come with me and . . . (encourage child to SAFE PLACE.)

4. It's OK to feel ... bit it's not OK to ... NAME INAPPROPRIATE BEHAVIOUR

5. Restorative conversation.

9.6 There may be occasions when an individual's behaviour means that they need to be escalated through the hierarchy of sanctions more rapidly. This may be when a child's actions are presenting a danger to themselves or others, or show particular intent to hurt others or damage property. In particular, this related to the school's zero tolerance on the use of physical and/or verbal aggression, including the use of derogatory terms. If a child show physical and/or verbal aggression towards another individual, they will be sent straight to the Principal / Assistant Principal. (In the unlikely event that neither are available a teacher will be summoned.) The incident will be talked through using the Restorative Conversation and parents will be notified via a telephone call.

9.7 All incidents will be recorded within class away from the child's knowledge and in order to see if any additional intervention is required (See Appendix 3)

## **10 – Use of Reasonable Force / Restraint**

10.1 The majority of classroom staff at HHIS have received training in Team Teach in order to ensure that, in the unlikely case that a child's behaviour requires physical intervention, that this is done in a consistently safe way.

10.2 Central to this procedure is the understanding that and physical intervention used by staff must be in accordance with the idea of 'reasonable force' and only used as a last resort once all other strategies have been exhausted.

10.3 Prevention and De-escalation techniques are always used to help calm a child at the point of crisis. Children can enter into crisis due to a number of emotional, environmental and physical reasons. For some children who have experienced significant trauma, a response to an event, may be involuntary.

- Use verbal/visual communication to calm the situation
- Try to stay calm
- Talk calmly but firmly, without shouting unless necessary
- Give the child a choice or a way out
- Avoid an audience if possible
- Separate the behaviour from the child
- Only give ultimatums that are reasonable and can be kept
- Consider humour
- Avoid dealing with situations alone
- A change of face can be helpful
- See eye contact
- Move the rest of the class
- Avoid escalating arguments
- Try to find a diversion to stop escalation.
- Avoid mentioning past misdemeanours
- Let the child know that you are listening
- Describe the child's feeling back to them
- Diffuse the situation and avoid the use of restraint if possible

At the point of heightened behaviour, is not the time to deal with the behaviour. This is the time to calm the child.

10.4 Holding or guiding a child may be done by taking the child by the hand or using 'caring c' hands on the child's elbows to steer the child in the preferred direction.

10.5 In more extreme circumstances the use of more restrictive holds may be necessary. This will never be isolation but a strategy available to staff that should always be seen as a last resort when all other strategies have failed.

10.6 Physical intervention / restrictive holds should only be used by staff that are Team Teach trained unless the safety of an individual or others would be at significant risk should restraint not be used. This should always be for the minimum amount of time possible, which may involve moving the child safely to the school's Quiet Room where they should not require physical intervention to ensure their safety but will require a member of staff to remain in the room with the at all times, ideally with another member of staff observing.

10.7 The degree of restraint should be directly proportionate to the level of challenging behaviour presented or the consequence it is intended to prevent.

10.8 Restraints where two people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk. Staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

10.9 A Positive Intervention Plan will be put in place for children whose behaviour may lead to the more routine use of physical intervention to ensure their safety and the safety of others. This plan will be shared with parents. The plan will include a hierarchy of strategies that should be used with the child in order to recognise escalating behaviour and actions that should be taken to avoid the use of physical restraint. Deeper investigations will take place as to any underlying concerns that may be affecting the child's behaviour. (See Appendix 2)

10.10 All incidents of physical intervention need to be recorded in the Physical Intervention Log Book which is kept in the medical cupboard outside the office. Staff should also complete the Bound and Numbered Book located in the same place and cross reference this with the Log Book entry.

## **11 – Exclusion**

11.1 The decision to exclude a child will be taken in the following circumstances:

- a. In response to a serious breach of the school's Policy for Behaviour
- b. If allowing the child to remain in school would seriously harm the education or welfare of other persons or the child themselves in the school

11.2 Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent will always be considered on a case-by-case basis and any decision to exclude a child will be based on consideration of:

- the context and severity of the child's behaviour;
- the danger they pose to themselves and/or others;
- the impact the child's behaviour is having on their own and/or others' learning;
- the actions taken to support behaviour prior to the exclusion (where appropriate).

11.3 Exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Policy for Behaviour:

- Persistent refusal to follow instructions from an adult
- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour. This is not an exhaustive list and there may be other situations where the Principal makes the judgement that exclusion is an appropriate sanction. Please see Exclusion Policy.

## **12 – Lunch-times**

12.1 Lunch-times provide their own unique challenges when dealing with behaviour. At HHIS we want all children to respect every member of staff and respond appropriately when directed. Whilst eating in the hall children will remain seated at their tables until they ask to take their trays up to the trolley. If a child becomes too loud, they will be reminded in private to use an 'inside voice'. If this continues, they will be cautioned about Time Out. If this continues they will be told they have one Last Chance. After this they will either be moved to a different table with excellent role models or be asked to stay on the bench for 5 minutes. After which the adult will speak to them following the restorative Conversation step as above. This will be recorded on a sheet per class.

12.4 Once there are 10 children on the side bench, one supervisor will ask them to stand using the five point position and walk them calmly outside.

12.5 At the end of playtime one of the supervisors will ring a bell, kept in the outside green shed. All children will be expected to stand still. Everyone will wait until they are. The second bell will indicate that they need to line up in alphabetical order. The bell will only be used twice and not to quieten the children. Before moving back into school the five point position will be used. If they children run or talk, they will be reminded and asked to do it again.

12.6 At HHIS we trust our supervisors to deal with any behavioural incidents outside so that they do not impact on teaching within the classroom. Any incidents involving physical aggression will be sent in to be dealt with by the Principal or Assistant Principal.

12.7 Feedback will be given at the end of each lunch-time to the class teacher or teaching assistant..

## **12 – Anti-Bullying**

12.1 Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. Bullying can occur through several types of anti-social behaviour. It can be:

a) PHYSICAL

A child can be physically punched, kicked, hit, spat at, etc.

b) VERBAL

Verbal abuse can take the form of name calling or teasing that causes distress. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.

c) EXCLUSION

A child can be bullied simply by being excluded from discussions/ activities, with those they believe to be friends.

d) DAMAGE TO PROPERTY OR THEFT

Pupils may have their property damaged or stolen. Physical threats may be used by the bully in



order that the pupil hand over property to them.

It involves the abuse of power, it is persistent and it is personal to the individual child. Bullying is anything that is a form of emotional or psychological aggression, which is painful to the victim.

## 12.2 Immediate responses to bullying

First steps - stop the abuse and resolve the incident

1. remain calm - reacting emotionally may add to the bully's fun and give the alleged bully control of the situation
2. make it plain to the bully you strongly disapprove
3. encourage the alleged bully to see the victim's point of view
4. take any incident reported seriously
5. take any action as quickly as possible
6. think whether the action is private or public
7. reassure the victim that help/support will be given
8. punish the bully (without acting aggressively, as this will give the wrong message 'that it is all right to bully if you have the power')
9. explain the punishment and why it is being given - be consistent
10. try to 'get to the bottom' of the incident so that everyone feels that they have had a fair hearing and receive fair treatment.

12.3 The method of shared concern devised in Sweden, which aims to establish ground rules to help children get along better within school is an approach that is used in our school when dealing with incidents

involving groups. It involves:

1. a conversation with each individual involved including the bully/bullies to unravel the incident and seek a commitment that they will try to help the 'victim' in some way;
2. a conversation with the bullied pupil offering support and reassurance that they will be helped and the bullying will be stopped;
3. a conversation with the bully, helping him/her to understand more about how the 'victim' is feeling and to emphasise that bullying will not be tolerated under any circumstances. The bully should be encouraged to consider ways he/she can apologise to the 'victim' e.g. verbal or written apology and to learn to get along with the 'victim' (not best friends, just tolerably);
4. a week later the Principal checks on the current situation and has a meeting with all those involved to reach agreement and discuss long term strategies;

Involve others

1. inform the Principal, Assistant-Principal
2. inform other colleagues in order that they can be vigilant;
3. inform both sets of parents - clearly and concisely, explaining that bullying is totally unacceptable and that the school will do all in its power to prevent it.

Final steps

- make sure that the incident does not live on through reminders;
- try not to hold a grudge against the bully: give him/her the chance to make a fresh start (don't assume the bully is bad through and through).

## 12.4 Record Keeping

It is important to keep a formal record of all bullying incidents, discussions and resolutions. Incident forms are kept in the reprographics rooms. Once completed, forms should be handed directly to a member of the Senior Leadership Team.

## 12.5 Strategies to identify incidents of bullying

In order to identify incidents of bullying and the identities of bullies, at Henry Hinde Infant School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All staff use a firm but fair discipline structure. The rules are few, simple and easy to understand
- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times
- Pupils are encouraged to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is and forms part of the P.S.H.E. programme.
- All staff encourage pupils to treat everyone with respect
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary

## **13 – Equality Statement**



- 13.1 We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with due regard to their protected characteristics), and it helps to promote equality across the Trust.

## **14– Monitoring**

- 14.1 It is the responsibility of the Board of Trustees, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 1 of this policy.

<b>Our Rules</b>	<b>Our adults will:</b>	<b>Visible consistencies</b>	<b>Relentless Routines</b>
<ul style="list-style-type: none"> <li>• Be safe</li> <li>• Be respectful and kind</li> <li>• Be ready</li> </ul>	<ul style="list-style-type: none"> <li>• Be calm</li> <li>• Be consistent</li> <li>• Be confident</li> </ul>	<ul style="list-style-type: none"> <li>• Morning named greetings</li> <li>• Lovely lining up</li> <li>• Wonderful walking</li> </ul>	<ul style="list-style-type: none"> <li>• Praise in public</li> <li>• Aim to Remind in private</li> </ul>

<b>At the point of incident</b>	<b>Restorative Conversation</b>
<ol style="list-style-type: none"> <li>1. I've noticed that . . . (name the behaviour).</li> <li>2. You know our rule about ... and I need you to ...</li> <li>3. You need to ... (name the sanction)</li> <li>4. Do you remember ... (remind of previous positive behaviour)</li> </ol>	<ol style="list-style-type: none"> <li>1. What has happened? Who was involved?</li> <li>2. How were you feeling at the time?</li> <li>3. How were they feeling at the time?</li> <li>4. How could you make it better?</li> <li>5. What would you do differently in the future?</li> </ol>

<b>Rewards</b>	<b>Sanctions</b>
<p>Class based</p> <ol style="list-style-type: none"> <li>1. Praise – verbal / sticker</li> <li>2. Recognition Board</li> <li>3. Note / phone call home</li> </ol> <p>Year Group</p> <ol style="list-style-type: none"> <li>1. Gold Book assembly</li> <li>2. Display in communal areas</li> </ol> <p>Whole School</p> <ol style="list-style-type: none"> <li>1. Newsletters</li> <li>2. End of Year Gold Assembly</li> </ol>	<p>Step 1-Reminder</p> <p>Step 2- Caution</p> <p>Step 3 – Last Chance</p> <p>Step 4- Time out</p> <p>Step 5- Internal Referral</p>

## Appendix 2 - Behaviour Investigation

Name of Child:

Year Group:



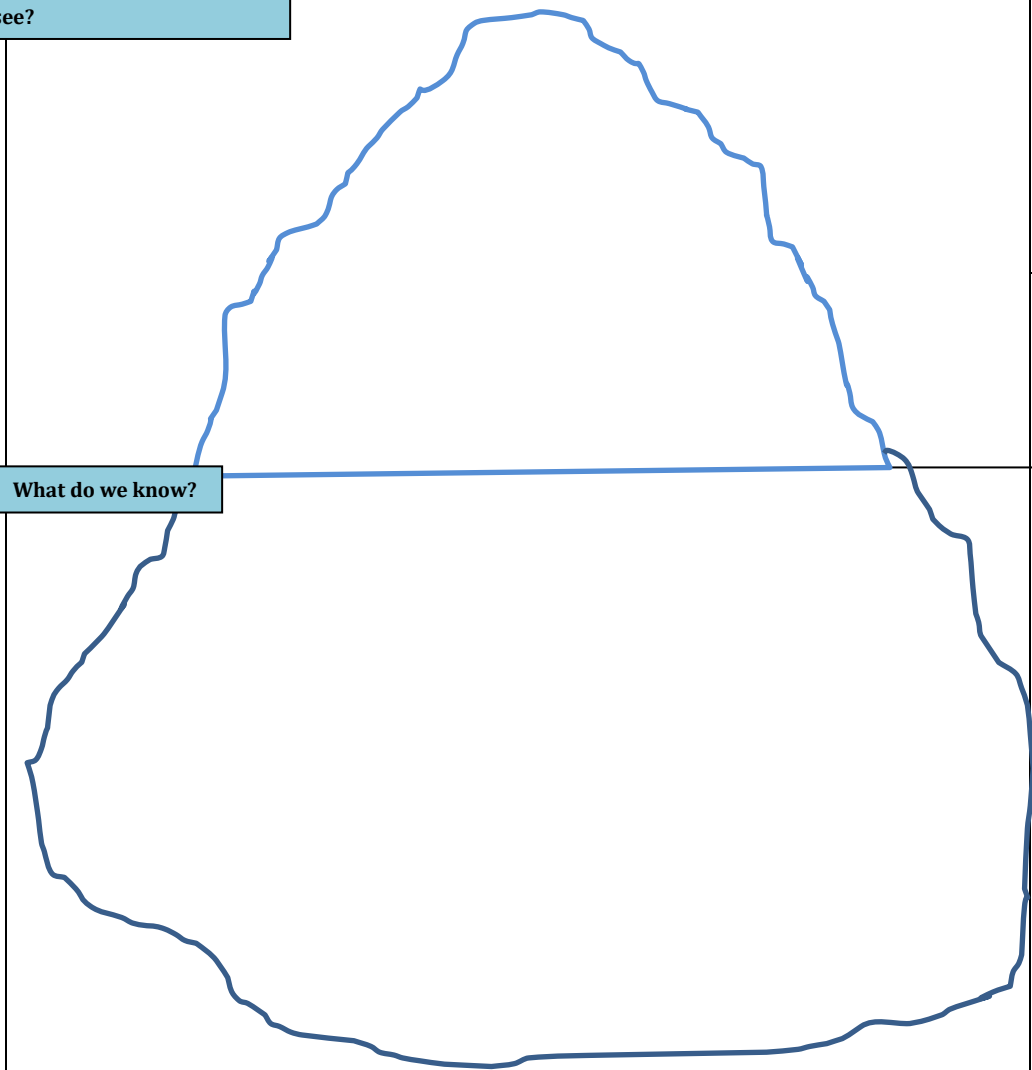
What behaviours do we see?

What is in place already?

What unmet behaviours are there?

What needs to be put in place?

What do we know?



### Appendix 3 – Behaviour Record

[illegible]