



Pashley Down Infant School

Learning at Pashley is an amazing adventure

Behaviour Policy and Procedure

Reviewed/Adopted: November 2022

Next Review: November 2023

Contents

1.	INTRODUCTION	1
2.	CHILDREN WITH SPECIFIC NEEDS	1
3.	THE ROLE OF THE GOVERNING BODY	1
4.	THE ROLE OF THE SENIOR LEADERSHIP TEAM.....	1
5.	THE ROLE OF THE TEACHING AND SUPPORT STAFF	1
6.	PREVENT	2
7.	VALUES	2
8.	VISUAL BEHAVIOUR SYSTEM.....	2
9.	REWARDS	2
10.	KEY GUIDELINES FOR CONSEQUENCES	3
11.	ADDITIONAL SUPPORT	3
12.	POSITIVE HANDLING	4
13.	PARTNERSHIP WITH PARENTS	4
14.	TRUANCY	4
15.	BULLYING.....	4
16.	RACIAL AND SEXUAL HARASSMENT	4
17.	PARTNER SUPPORT AGENCIES	5
18.	BEHAVIOUR PROCEDURE	5
19.	PUPILS WITH CHALLENGING BEHAVIOUR.....	6
Appendix A - Behavioural Management During the Coronavirus (COVID-19) Pandemic		Error! Bookmark not defined.

1. INTRODUCTION

The school plays a significant part in promoting the spiritual, cultural, mental and physical development of its pupils. The aims and visions of our school indicate the values we foster.

This behaviour policy is based on a clear set of principles and values. These include: respect of people and property, honesty, trust, fairness, self-respect and self-discipline.

The aims of this policy are:

- to help our pupils grow into responsible citizens;
- to enable all pupils to take a full and active part in their schooling;
- to promote respect for self and others;
- to help all pupils to feel valued whatever their gender, aptitudes, race, faith and appearance;
- to help our school to manage pupil behaviour and discipline;
- to promote firm action against bullying;
- to reduce anti-social behaviour which can lead to pupils being excluded.

We approach the moral education of our pupils through five key channels. They are:

- the style and atmosphere of the school;
- personal and social education;
- collective worship and assemblies;
- teaching across the curriculum;
- personal example.

2. CHILDREN WITH SPECIFIC NEEDS

The Governing Body is responsible for ensuring that this policy does not discriminate against pupils with specific needs. It is evident that pupils with such conditions such as autism, ADHD, Asperger's Syndrome and Tourette's Syndrome would find it difficult to conform to the behaviour policy. Adults working with such pupils need to adopt an approach to behaviour management which will take into account their specific needs. Some children will have behaviour management programmes designed to meet their specific needs.

3. THE ROLE OF THE GOVERNING BODY

The Governing Body has a general responsibility for directing the conduct of the school. It takes a lead in proposing principles and standards that lead to good behaviour. The headteacher and staff take into account the guidance offered by the Governing Body.

4. THE ROLE OF THE SENIOR LEADERSHIP TEAM

The quality of leadership provided by the Headteacher, Deputy Headteacher, Inclusion Leader and Head of Years is crucial to our school's success in promoting good behaviour. Senior members of staff take the lead in defining the aims of the school in relation to standards of behaviour. They create the conditions for establishing a wide measure of agreement on those standards, and ensure that these standards are consistently and fairly applied throughout the school.

5. THE ROLE OF THE TEACHING AND SUPPORT STAFF

All members of staff are expected to be conversant with this policy and to apply it consistently. They should consider it to be an integral part of their work to teach pupils how to behave appropriately. They will do their best to indicate by word and gesture that they like and respect all the children in their care. They will give clear and quiet instructions, handle misbehaviour quickly and calmly, ensure that work is appropriate to pupils' attainment, set clear goals, start and end lessons on time, and minimise interruptions.

Members of the teaching staff will help the children to develop a sense of responsibility towards others by making positive remarks about everyday acts of consideration, by encouraging older pupils to look after younger ones, by devoting teaching time to issues of mutual respect, by drawing good behaviour to the attention of parents, and by giving rewards to pupils who behave appropriately.

6. PREVENT

Staff should also be mindful of their duty to prevent radicalisation (please refer to the Prevent policy).

7. VALUES

The seven Pashley Values have been agreed after discussion with the pupils and staff. They are few in number, easy to understand and positive. The school focus on one value each term. We help the children to know why we have values and understand the benefits of keeping them in terms of all aspects of school life. The rules are displayed in classrooms, corridors, in the hall and in the staff room. Children are reminded about the values at the start of week in assemblies and in classrooms. Reference is made to the rules when members of staff are talking to pupils about their behaviour.

KINDNESS
POSITIVITY
EQUALITY
HONESTY
RESPONSIBILITY
PERSEVERANCE
RESILIENCE

Each of the values is represented by an animal and in the Headteacher, Deputy Headteacher and the Inclusion leaders office there are cuddly animals. In each classroom each class has a mini cuddly toy which represents each of the values. The children are encouraged to show these values in every day school life and the cuddly toys are referred to, shared between children when the children demonstrate them. The mascots are also awarded to celebrate values that have been demonstrated when children go 'above and beyond.'

As part of parental engagement postcards are also sent home to children through the post to celebrate values when they have been demonstrated and re-enforce these in school life.

8. VISUAL BEHAVIOUR SYSTEM

The school has adopted the '2 faces' system, as it provides a clear visual feedback to children. On each classroom board or wall, are displayed 3 faces: a happy face and a neutral face. Names of children behaving well are placed on the happy face, along with praise and an explanation of what they have done that is praiseworthy. If a child starts to make wrong choice, a warning is given through putting their name on the neutral face; the teacher or TA will explain what the child is doing, and what they should be doing. If the child misbehaves again, the child may be moved to a different place in the classroom, or to another class. This will depend on the situation and the child.

The key to this system is that it is a teaching tool; children need to have clear feedback in order to know what is / is not acceptable behaviour. Children can 'earn back' a place on the smiley face, through good behaviour; in this way the child can always start afresh. The positive expectation is that all children can learn to make good choices.

9. REWARDS

The school has a comprehensive range of rewards to offer to pupils who distinguish themselves by their attitude, effort and conduct. They include:

- Class DoJos
- adding a child's name to the 'smiley face'
- oral praise, encouraging facial expressions and positive gestures
- stars, smiley faces and positive written comments on work
- applause
- visits to the Headteacher, Deputy Headteacher and Inclusion leader for praise and stickers
- postcards sent home
- visits to previous teacher for praise

- stickers and certificates presented in class and at assemblies
- communications with parents.

10. KEY GUIDELINES FOR CONSEQUENCES

It is the responsibility of the people delivering consequences to ensure that they are effectively administered. Teachers or Teaching Assistants on playground or dinner duty may delegate supervision to another member of staff. Sanctions are usually carried out in classrooms.

We believe that it is important that children understand why there is a consequence/sanction in place. The consequence should be centred on time for calming and reflection. Members of staff are asked to make sure pupils know what they have done to merit the sanction and how they are going to put it right e.g. "I want you to spend a few minutes off of the playground because I can see you are feeling cross. When you are feeling calm we can talk about how to put this right." It is recommended that this type of discussion takes place after the sanction, when the child has had a chance to reflect on the situation.

There are several ways of 'putting it right' and staff should try to find the most appropriate way. This might take the form of an apology to an individual or a group, a letter or picture, or a service, e.g. tidying up mess caused by their behaviour.

NB It is important that members of staff administer consequences quickly and consistently. Children need to know that boundaries are firm, as this provides security, but they also need normality to be restored quickly so that they can have a 'fresh start' when they are ready. Avoid carrying consequences over to the next day where possible.

Whenever possible, staff should avoid sanctions for a whole group of children, based on the behaviour/negative choices of individuals. On those rare occasions when it is likely that some children receive a sanction which they don't deserve, members of staff should acknowledge the apparent unfairness of the situation, for example:

"I'm not sure that all of you were talking on the way back from assembly. However, I do know that Mrs. X was upset because this class disturbed her children who were working in the corridor; that is why I asked you all to go back to the hall. Thank you to those of you who made good choices and showed us all how to walk nicely and quietly."

It is important to be respectful of children when applying consequences; shaming children e.g. making them stand in assembly, should be avoided. Children should be moved to a place and then be able to join in without distractions. Staff should be aware of the individual and their personalities when applying consequences; some children may need to have conversations away from other children and staff, to avoid a sense of shame/embarrassment)

11. ADDITIONAL SUPPORT

Our Inclusion Team consisting of Inclusion Leader, Inclusion Assistant, SEN Higher Level Teaching Assistant and SEN Learning Assistant provide additional 'outreach' support to children and staff in classrooms. This support includes:

- providing advice
- personalised resources
- behaviour plans
- pupil passports
- linking with outside agencies such as ESBAS.

The Education Support, Behaviour and Attendance Service (ESBAS) provide specialist support and guidance to schools to support children and young people with poor attendance, challenging behaviour, and issues related to bullying.

Children's wider needs are assessed using the Boxall profiling system and additional support groups are set up based on these outcomes. The groups aim to support children with social skills, emotional literacy, self-esteem and confidence.

Sometimes the support that children have is on a one to one basis and is bespoke and can use other staff expertise. For example, if a child is struggling to get into school with some quiet colouring or a special 'job' to do for the classmates.

12. POSITIVE HANDLING

Our aim is to actively avoid the use of physical restraint, as this can be both distressing and dangerous for the child and for the member of staff. The only time staff will intervene is when a child is causing physical harm to other children, prevent children from harming themselves or others, prevent a child from leaving, if leaving would risk their safety or remove a child from an area if they are continually disruptive. This is not an exhaustive list.

See separate policy.

13. PARTNERSHIP WITH PARENTS

Parents have a powerful effect on children's behaviour in school. Children need parental encouragement and support to participate fully in their day-to-day schoolwork and in the wider life of the school and the community. For the school behaviour policy to be effective, parents need to co-operate with the school in matters of discipline and reinforce the efforts of the school at home.

Parents are informed about the school behaviour policy in the prospectus, the Starting School booklet, at consultation evenings and in newsletters. This behaviour policy is available to parents from the website, and also in paper form through office.

Where serious incidents occur, parents are notified as soon as possible and offered an early opportunity to discuss the matter (*see below under Pupils with Challenging Behaviour*).

14. TRUANCY

Truancy is rare in Infant schools as the vast majority of young pupils enjoy coming to school, and most children are escorted to and from school by responsible adults. We operate first day absence procedures, which make it almost impossible for a child to miss school without parental permission.

If we learn of a child being absent from school for no good cause, we will work with parents to resolve issues together and if necessary, get support from ESBAS.

15. BULLYING

Incidences of bullying are, fortunately, relatively rare in Infant schools, although the potential for bullying is apparent in some children. We have an anti-bullying policy, which defines bullying, describes our attitude towards bullying, the steps we take to prevent it, and how we deal with bullying should it occur.

All members of staff, teaching and non-teaching, look out for signs of bullying and act firmly and promptly to stop it. For further information, refer to our *Anti Bullying Policy*.

16. RACIAL AND SEXUAL HARASSMENT

A working definition of racial harassment is: 'violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins'. We take all incidents of racial harassment seriously, and make it clear to pupils and parents that it will not be tolerated - see Equalities policy.

Our programmes of study across the curriculum encourage pupils to respect the sexual identity of each other. Members of staff are aware that precocious or otherwise inappropriate sexual behaviour may be a sign that a child is being abused. The Child Protection policy includes further information about this issue.

17. PARTNER SUPPORT AGENCIES

The school benefits from the expertise and support of Partner agencies, such as the Education Support, Behaviour and Attendance Service (ESBAS), the Education Psychology Service and CAMHS (mental health service). In some cases, a Key Worker can help families at home; this support is provided as part of the Early Help service, through Children's Services.

ESBAS is usually the first port of call. They provide services such as:

- observations of pupils in school followed by recommendations for pupil support strategies;
- discussions about individual cases with school staff;
- discussion with pupils themselves;
- home visits;
- acting as a neutral chairperson at meetings between school representatives and parents;
- Contributing to programmes of in-service training for staff.
- Issues with attendance.

18. BEHAVIOUR PROCEDURE

SYSTEM FOR MANAGING MINOR MISBEHAVIOUR

Staff should consistently follow these three steps when dealing with minor disruptions. Children should know about these stages and expect them to be carried through consistently.

Before going on to use any of these steps, the first action should be to praise other children who are demonstrating good behaviour.

STEPS ONE - Oral exchange/warning

Children who choose not to follow school rules are asked quietly and politely to make a good choice by the adult in charge.

They are reminded of the rule they should be following. They are told why it is important to follow this rule. The child's name will be moved to the neutral face on the visual display. *It may be appropriate at this point to think carefully about the child's frame of mind. Would it be beneficial to provide a brief learning break/opportunity to turn their behaviour around elsewhere?*

STEP TWO – Child moved to different area in class or year group

Depending on the child, the adult will decide where to move the child. Every class has a yellow 'spot', a round mat which can be used if appropriate. This spot should be positioned away from the main body of children, preferably at the back of the room, so that the child does not feel 'on display' or looked at by the class. (This procedure should be used sensitively, and may not meet the needs from some children who will feel embarrassed or children that could find this action heightens negative behaviour.

After a short period of time (*usually around 5 minutes – it can be useful to use a sand timer as this can be calming in itself*) the teacher or LA should go over to the child to speak to them about their behaviour, and what they could do to put things right (*e.g. apologise to someone they have upset, share fairly, join in quietly on the carpet*). It is also good practice to praise the child for things they have done well, for example sitting quietly on the spot, calming down, telling the truth about what they did, explaining how they could put it right. It is important that the staff member does this calmly and quietly, as this helps the child to get control of their emotions and to rejoin the class in a positive frame of mind.

The behaviour incident will be logged on MyConcern if it is significant and the adult feels it is appropriate that the Inclusion Team are aware and can offer support if needed.

STEP THREE - Consequence supervised by member of teaching staff

If there is no significant improvement in behaviour after the first two steps have been taken, a consequence will be applied. For example:

- missing part of the next playtime, on the same day (usually 5 minutes)
- being sent to complete their work in another classroom (the class teacher retains responsibility for collecting the child at the end of the lesson, for talking to the child about the behaviour, and for welcoming the child back into the class)
- Note: Children should not be sent outside classrooms to stand or sit in the corridor

Behaviour that has reached Stem 3 must be recorded on MyConcern.

IF THE THREE STEPS SYSTEM DOESN'T WORK ...

There may be times when the three steps and visual behaviour system doesn't work. For example:

- Extended disruption of a lesson which prevents effective teaching;
- Refusal to move to the reflective spot
- Disruptive behaviour while on reflective spot.
- Swearing
- Unpleasant teasing of other pupils
- Temper tantrums
- Running off
- Aggressive actions with intention to hurt
- Bullying

In these instances, a behaviour support specialist or a senior member of staff should be called. The best method for doing so is to phone the main office, but where this is not possible, and then an adult (or a reliable child if necessary) should be sent to the main office or Inclusion office with a red card.

It is not advisable to try to bring the child TO the senior member of staff. When a child is angry or upset, making them walk down the corridor could, in some circumstances, make the situation more difficult.

If a child is sent to Senior Leaders for more serious behaviour issues, then the parents / carers should be informed. It is important for the class teacher to make contact with the parent, and to explain what happened. It is important to be factual and calm and to listen to the parents, as this sort of news can be upsetting to hear. Senior Leaders are happy to support with these meetings.

Through the monitoring of MyConcern, it is very likely that the Senior Leaders will already be aware of higher level behaviour issues. It is also likely that the Inclusion Team will have been involved, and so it is can be helpful to ask them to meet with the parents.

Some children may refuse to move and continue with the learning. If they are not disturbing others, children can be ignored then stay in at breaktimes or lunchtimes or finish work at home.

19. PUPILS WITH CHALLENGING BEHAVIOUR

There are some pupils who have on-going emotional, behavioural and social difficulties. Such children may be withdrawn, passive, depressed, over-excitabile, noisy, impolite, un-cooperative, physically aggressive, or self-injurious, and they may exhibit a range of disturbing behaviour. Some of these children display challenging behaviour. These children have special needs, and, in line with the East Sussex and school inclusion policy, the school does its best to include such children in all aspects of school life.

Children who display challenging behaviour often suffer from low self-esteem, and so it is important to help them to develop a more positive self-image high and raise self-esteem, through finding ways for them to

experience success and praise. Often this means recognising small steps of success and reflecting this back to the child, through positive praise and recognition of achievement.

Staff needs to be prepared to make special efforts to get to know and understand children with behavioural needs, so that they feel valued and accepted. ('Pupil Passports', outlining specific difficulties for individual pupils and successful strategies, are available for staff to view.)

Staff also need to provide children with challenging behaviour with security, through firm rules applied consistently. It is also important to give verbal guidance (akin to 'horse whispering'), so that the child is clear about what is acceptable and what is unacceptable, and that they are have choices to make. Expectations can be reinforced through the use of personalised Reward Charts and Rewards/Consequences Guidance. This can be linked with the Pashley Values. e.g. Kindness Koala

It is essential that the work given to children with challenging behaviour is suitably differentiated. Failure to achieve will exacerbate poor behaviour.

It is important to acknowledge the effect that disruptive pupils can have on their peers. Children who encounter frequent outbursts of physical and verbal aggression may become adversely affected – a few may start to copy the anti-social behaviour, others may become reluctant to attend school.

In dealing with behaviour, it is important to think about the rights of all the children in the class. Coping with difficult behaviour is the responsibility of the whole staff team, and the Inclusion Team and Senior Leaders will be fully involved. Children with challenging behaviour are unlikely to respond to the usual school rewards and sanctions; they often require more complex strategies offered over a long period of time. In order to support class teachers and Learning Assistants, there is a five stage programme for Challenging Behaviour.

When a child has challenging behaviour it is crucial to involve parents / carers, at the earliest opportunity. It is usually the case that the parents bring useful information, which could be indicators of a special need, or perhaps give the wider picture of particular stresses for the child or their family. Positive benefits can come from parents and school working closely together; especially when this provides a consistent approach for the child.

FIVE STAGE PROGRAMME FOR CHALLENGING BEHAVIOUR

Below is a five-stage programme of support for children with challenging behaviour. In most instances the problems are resolved before points four and five are reached.

STAGE 1: Identification of children with challenging behaviour and first contact with parents

STAGE 2: Observation and monitoring of behaviour by the Inclusion Team. The class teacher will keep an on-going record of the pupil's behaviour in the Yellow Inclusion file, on an individual page for the child. The Inclusion team will analyse the information in the file, and they will also observe the child over a number of days and in different times in the day. The aim will be to try to understand the behaviour triggers, and any patterns. This information is key for devising individual support strategies.

STAGE 3: Drawing up and implementing, a Behaviour Support Plan. This plan is likely to bring in additional support, for example including the child in targeted intervention group sessions, or through 'outreach' support from the SEN LAs. It may also be the case that partner agencies will be involved, such as the Behaviour Service / ESBAS. The Behaviour Support Plan will be shared with parents. It is likely that that plan will include additional targeted support– eg Nurture group. It is also useful for the parents to implement some new strategies at home; these will be agreed as part of the Plan. All staff involved in supporting the child will continue to log incidents the Yellow Inclusion File. Advice may be sought from partner agencies such as the Education Support, Behaviour and Attendance Service (ESBAS). ESBAS often works with the family, and sometimes provides 'hands on' practical support in school.

STAGE 4: Intensive behaviour support from the Inclusion Team administered between the classroom and the Tree Room with a targeted programme of support with a clear exit plan / outcomes.

STAGE 5: Consideration given to moving the child to another class for a 'fresh start'. If behaviour continues to be high level, the child is likely to have a Special Educational Need. A School Support Plan will be written,

in partnership with parents and other agencies. In more extreme cases, where the medium level in-school support is not enough, and assessment by partner agencies indicate a specific need (e.g. ASD, ADHD), an application may be made for an Education and Health Care Plan.

NOTE: For extreme behaviour incidents, there will be instigation of exclusion procedures, either temporary or permanent.