



Kent County Council
Children, Families and Education Directorate

**GOOD BEHAVIOUR POLICY
STATEMENT**

OF

DOWNS VIEW INFANT SCHOOL

Responsible People named in this policy

Chair of Governors
Head Teacher
Deputy Headteacher
Inclusion Leader

Felicity Moore
Tracy Kent
Sarah Collins
Lisa Somerville

Date: Reviewed September 2018

Review date: September 2019 or before if any changes need to be made.

DOWN'S VIEW INFANT SCHOOL

BEHAVIOUR POLICY

RATIONALE AND AIMS

Our aim is to provide an environment in which our children feel secure and confident. We aim to teach children the importance of living and working as part of a team, group or community where every child and adult matters. We aim to promote good behaviour which encourages children to become good citizens and respected members of the community.

All members of the school community have the:

- Right to learn
- Right to teach
- Right to feel safe
- Right to be respected
-

In relation to this we are working towards achieving:

- A strong sense of community
- The opportunity to work, play and learn without distraction
- The absence of physical threat or verbal intimidation

This policy is written in conjunction with the Single Equality Scheme.

OUR VALUES

Altogether we learn, love, respect and have fun!

Through following these all children are encouraged to :

- Always listen to one another
- Always be kind and gentle
- Always look after everything in school
- Always be helpful and polite
- Always work hard and try your best
- Always keep the school tidy

These are implemented by all staff.

CLASS RULES

These rules are generated by children with their class teacher and displayed in each classroom. Children agree to follow these within their classroom and around the school.

A weekly award will be given to a child from each class for overall achievement for their behaviour and learning which underpin the school values.

HALL RULES

We encourage children to:

- Enter the hall in a quiet and sensible manner
- Stand clear of the equipment around the outside of the hall such as apparatus at all times or unless they are instructed to use it
- Listen carefully during assemblies
- Keep hands and feet to themselves

LUNCH TIME RULES

We encourage children to:

- Line up quietly and sensibly
- Keep your hands and feet to yourselves
- Walk around the hall
- Ask an adult for permission to leave their seat
- Be polite and say 'please ' and 'thank you'
- Scrape their plates independently

Children are rewarded for good behaviour by midday supervisors and these bonus coins are collected collectively for each class. The class with the most at the end of the week is awarded extra play time or I.D by the class teacher. This achievement is celebrated in the Friday Awards assembly.

SANCTIONS

If any member of staff is confident that a child has an understanding of Downs View's rules and is able to differentiate between right and wrong and yet still displays inappropriate behaviour, it will be necessary for the adult to use sanctions. A yellow card will be given as a warning.

A child will be given a red card if this inappropriate behaviour continues. In these situations the child will move their name/photograph to the lightning picture within the rainbow model.

When sanctions are used, it is important that they are:

- Fair
- They help the child to understand the consequences of inappropriate behaviour
- They do not humiliate the child
- They are given to those who deserve them
- Consistent with this policy

Sanctions which will be used:

- Time out within the classroom, in conjunction to the rainbow behaviour model or removal from a situation outside of the classroom
- Child to reflect by drawing a picture or writing about the rule they have broken to develop their understanding

- Withdrawal of privileges such as child initiated play or playtimes. This will be replaced, when appropriate with spending time in the 'Beach hut' on the playground, learning how to play appropriately under the supervision of an adult.
- Punishment to rectify the behaviour: e.g dropping litter = picking up litter

More severe sanctions may be used if the child persistently misbehaves or if the misbehaviour is very serious. This could be bullying, stealing, persistently swearing, causing serious harm to another individual or damage to property.

These sanctions are:

- Time out for sustained period of time with another teacher or to the Headteacher/Deputy Headteacher
- Speaking/writing to child's parents/carers
- Removal of privileges for a longer period of time
- Physical intervention in extreme situations – see below:

Exclusion

This may be used in extreme situations where there is serious breaches to our behaviour policy. A decision will be made by the Headteacher (or most Senior Teacher in her absence) when it has been investigated thoroughly and agreed that all strategies have been used with no effect and the child, adult or other children are in danger or school property has been consistently damaged. The school will follow the Kent Exclusion Guidance: <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

At Downs View the exclusion types used are:

Internal exclusion which means a child being removed from their timetable but remaining on school premises for at least half a day. This will be used when it is perceived that a child can remain in school but with an adjustment made to timetable/environment.

Fixed-term exclusion means that a child is sent home for at least half a day, and up to 45 days. Parents would be informed via telephone and letter. A re-integration meeting would be held following any fixed term exclusion with the parent/ carers and the child before a child returns to child.

All exclusions should be reported to the LA via Digital Front Door (DfD) on KELSI. The LA must be informed of the exclusion within one school day where the exclusion totals > 5 days in a term. The LA should be informed as soon as possible of exclusions of 5 days or fewer in a term.

Physical Intervention/Team Teach approach

Occasionally children need additional support when their behaviour puts themselves or others at risk through intentional or unintentional action. As a result the school has trained staff in Team Teach which is accredited and in line with local and national policy and guidance. This training has given staff additional skills to support students whose behaviour is out of

control. It includes de-escalation, distraction and diversion techniques alongside physical techniques to support children who are behaving dangerously or causing disruption. This training was brought in to support children's learning and to prevent children from having higher level sanctions which may now be avoided due to this training. Where De-escalation techniques form part of our regular practice the physical interventions are a new addition for a few identified pupils. Staff have the rights and powers to use contingent touch to direct and support pupils who are in need of alternative support, this does not fall under the restrictive physical intervention discussed below e.g. a side hug for a child who is crying, support pupils in P.E or practical activities, guiding a pupil in the direction we wish them to go or holding hands with a pupil who needs this reassurance.

Staff have the right to use restrictive physical interventions when:

1. A child poses a risk to themselves (self-harm, prevent climbing and absconding or any other behaviour that may cause themselves harm).
2. A child poses a risk to others through deliberate assault or unintentional but dangerous behaviour.
3. Damage to property. (If a child is at risk through intentional or unintentional action of causing significant damage)
4. A child poses a risk to the good order and smooth running of the school, causing high levels of disruption which pose a risk or detriment to the learning of others.

We are obliged to make the following statement in regard to physical interventions at the school.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

(George Matthews – Director Team Teach)

Physical intervention must only be used:

- for the shortest period of time to enable a safe environment to be re-established
- after exhausting all other techniques
- after telling the child to stop the inappropriate behaviour
- after informing the child of what will happen if they do not stop
- after summoning assistance from other colleagues, if possible.
- To prevent harm to self, peer, adult or property

Staff should remain calm and continue to communicate verbally with the student.

Whenever possible a member of the Senior Management Team should be called for/present.

Physical intervention may take several forms.

Staff may:

- physically interpose between students; blocking a student's path
- escort or lead a student by the arm, or
- (in extreme circumstances only) using more restrictive holds
- make it clear that the physical contact will stop as soon as it ceases to be necessary.

To aid staff communication and ensure a consistent approach the following strategies have been put in place:

- information regarding the emotional volatility of each student is recorded on individual risk assessment plan. A copy is placed on student's individual file
- a Risk Assessment is carried out, by the school's Inclusion Leader and child's Keyworker or qualified person. This details the length of time staff may use positive handling techniques and reasons for the use of physical intervention.

ADDITIONAL EDUCATIONAL NEEDS

Children who persistently misbehave, develop patterns of misbehaviour or exhibit a lack of understanding appropriate to their age in relation to how to behave may be placed on the SEND register. This would be based on the involvement and/or advice from outside agencies, such as Behaviour Support. This procedure will take place after consultation with the child's parents. A behaviour modification programme will be developed to support the child.

PARENT/CARERS as PARTNERS

We value the partnership we have with parents at Downs View Infant School. Their support and co-operation is crucial. Our children need to understand that we are both working towards the same goals and that we share the same values. At the beginning of each academic year we inform parents about our school and class rules. We ask the parents to discuss the school rules with their child at home which parents have agreed to do as part of their child's admission to the school.

This policy has been written and adapted in conjunction with our Equality Scheme and accessibility plan.

This policy will be reviewed at least yearly and changes will be made as necessary.

OUR CLASSROOM BEHAVIOUR SYSTEM

Implemented for dealing with behaviour within the classroom setting consistently:

The Rainbow Model

The aims:

- To recognise praise and reward good behaviour and to use sanctions for inappropriate behaviour
- For all adults to use a consistent approach to deal with behaviour

Each class must display the following pictures with all children's names on the rainbow, which are moveable.



Every child begins on the rainbow every morning. Children are shown a green card to praise good behaviour and a yellow card for bad behaviour.

Green happy face cards – child moves name to rainbow/sun and then to the sun.

If a child goes on to the sunshine in one day for the:

- 1st time – child gets a sticker from the class teacher and returns to the rainbow
- 2nd time- child takes green card to year group leader and receives a certificate and a sticker, then returns to the rainbow (children in year group leader's class to send child to go to another year group leader)

Yellow sad face cards – child moves name on to the cloud and then to the Lightning.

If a child goes on to the lightning in one day for the:

- 1st time – child receives 5 minutes immediate time out then back to the rainbow.
- 2nd time – child takes red card to year group leader and has time out in teacher's classroom
(Children in year group leader's class to go to another year group leader)
- 3rd time – child takes red sad face card to Headteacher/ Deputy Headteacher and either spend time with HT/DHT or spend time in Beach hut, dependent on the incident(s). Parents will be notified.
- The child returns to the rainbow after this for a 'fresh start'.

For severe behaviour, child must be sent to Headteacher/ Deputy Headteacher straight away.