



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

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Date: Reviewed November 2019

Review date: November 2020 or before if any changes need to be made.

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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 outlines how the school by working together with parents and carers can create a positive and motivating environment which enables children to learn. It is written in conjunction with the Single Equality Scheme and is inclusive of religion, race, and culture, Special Educational Needs, disabilities and vulnerabilities and ensures safeguarding of children.

OUR VALUES

Altogether we learn, love, respect and have fun!

Our school values serve as the basis for decision making by every member of our community. They promote adults and children 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

All members of our school community are expected to follow them.

Agreed expectations based on our values

Pupils

- Demonstrate the school values
- Follow class and school expectations
- Strive to manage their own behaviour, making appropriate choices which allow children around them to learn in a calm, safe environment

Parents/Carers

- Encourage children to appreciate the diversity within our community and our school
- Model the school values to all members of the community
- Ensure their child attends school, arrives punctually and in appropriate uniform, notifying the school of reasons for absence
- Support the school's policy and systems to promote high standards of behaviour at school and at home.

Staff

- Model the school values to pupils and each other, treating all members of the school community with respect
- Follow the school systems and policies consistently
- Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child has work appropriate to his/her level of ability
- Teach the children to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need
- Work in partnership with parents in dealing with any behavioural issues
- Work closely in partnership with outside agencies, implementing advice and strategies in dealing with children with behavioural difficulties.

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

PROMOTION OF POSITIVE BEHAVIOUR

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.

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

All adults when with children will actively scan the area, model, interact, move around and reinforce wanted behaviour. Desired behaviours will be praised and rewarded by bonus coins given out by mid-day supervisors and 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.

Midday Supervisors receive training on how to support behaviour during lunch time.

They give daily feedback to class teachers as appropriate and the Senior Midday Supervisor meets at least half termly with the Deputy Headteacher to discuss and resolve any general issues.

Resilience

It is important that children develop a skill that gives them strategies to manage their emotions, and therefore, their behaviour. We promote a growth mind set which helps children to learn from their mistakes.

Engaging lessons that cater for the needs of individual children

In order to promote good behaviour, engaging lessons will be planned and delivered to keep children focused on their learning and progress while also teaching our core values. Early intervention ensures that issues are dealt with as they occur so that unwanted behaviours do not escalate.

REWARDS

Positive behaviour is awarded through: -

- Verbal praise
- Stickers
- Messages home
- The Rainbow model (see below)

The Rainbow Model

Implemented for dealing with behaviour within the classroom setting consistently:

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.

Managing Challenging Behaviours

Whenever possible with children, we use restorative conversation:

- What happened?
- What were you thinking/feeling?
- Who has been affected/hurt?
- What needs to happen now to put things right?
- Are you happy with how it's been sorted?

Sanctions

When children choose not to follow our School Values and rules all staff are expected to deal with them in a calm and consistent manner and follow the agreed consequences.

- Reminder/initial discussion with the child explaining why the behaviour is inappropriate

- Verbal warning
- Thinking time/timeout including an age appropriate reflection activity

If the behaviour continues and 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:

If persistent unacceptable behaviour continues a personalised behavioural plan will be put in place with home and school working together to support the children with following our positive behaviour policy.

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.

Reasonable Adjustments

As an inclusive school we have children who come to the school with special educational needs. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teachers(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to the relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new setting for those pupils transferring to other schools.

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.

Related policies and documents

- Attendance
- Child Protection and Safeguarding
- Equality Scheme
- Home School Agreement
- SEND
- SMSC
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Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, and if necessary makes recommendations for further improvements. The school keeps records concerning incidents of inappropriate behaviour. All staff are responsible for recording incidents that occur during the school day. The Inclusion leader and Senior Leadership Team analyse this data to identify patterns of behaviour and implement intervention swiftly. The school council also monitors behaviour and the behaviour systems using pupil voice surveys.

The Headteacher keeps a record of any child who is suspended for a fixed term or who is permanently excluded.

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

Reviewed November 2019

Date of next review November 2019