



Brookland Infant and Nursery School

Behaviour Policy

September 2017

Policy Review

This policy will be reviewed in full by the Governing Body annually.

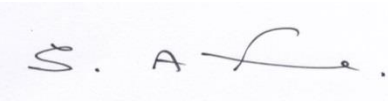
The policy was last reviewed and agreed by the Governing Body on 28th September 2017

It is due for review September 2018 (up to 12 months from the above date).

Signature: 

Date 28th September 2017

Head Teacher

Signature 

Date 28th September 2017

Chair of Governors

BEHAVIOUR POLICY

INTRODUCTION

This policy has been written to reflect the practice that has been developed in our school over the last few years in consultation with staff, children and governors.

It should be read in conjunction with the following documents in school:

- School Aims & Values
- Bullying Policy
- Physical Intervention Policy
- Teaching & Learning Policy
- Racial Equality Policy
- Racial Incident Policy
- Equal Opportunities Policy
- SEN Policy

AIMS

It is a primary aim of our school to create a welcoming and supportive community where each member of the community (adult or child) feels valued and respected.

We aim for staff

- To have a consistent and coherent strategy for positive behaviour management and dealing with behaviour issues
- To always use a calm and reasoned voice. We have a no shouting policy.
- To be good role models for children

We aim for children:

- To feel happy, safe and supported in an environment which instils trust and self confidence
- To become responsible members of the school and wider community by demonstrating a positive caring attitude
- To practice self-control and take responsibility for the choices that they make and the way in which they behave
- To create a positive learning environment for all
- To know what is right and wrong and why (EYFS Curriculum Guidance)
- To know that actions have consequences
- To have a toolkit of strategies that they can use to solve their own problems and be socially independent
- To show respect for other children and adults and be tolerant of differences

The school behaviour policy and practice has been designed to support the way in which all members of the school can live and work together in a supportive way. We have used the advice and guidance of Herts Steps following whole school training.

*We believe that behaviour management is **not** the control of children. In our school we believe that for discipline to happen effectively children need leading, guiding, encouraging and instructing within a positive learning environment. They may need to be taught appropriate behaviour.*

THE BEHAVIOUR FRAMEWORK IN BROOKLAND INFANT & NURSERY SCHOOL

The framework of our policy is based upon the 5Rs:

- Rights
- Rules
- Responsibilities
- Routines
- Relationships

See **Appendix A** for an overview of our Framework of rights, rules and responsibilities

RIGHTS

In our school everyone is entitled to enjoy the following rights.

A right to be and to feel safe

Emotional and physical safety are high priorities within our school. Children need to feel that they are in a safe environment in order to learn and make progress.

To be treated with respect and fairness

Children respond more positively when treated with respect and when they are being treated fairly

To learn without interruption

Children learn best in a calm and safe environment

To communicate and to be listened to

Everybody needs an opportunity to have their say and be heard by other children and adults

To use and share equipment within the school environment

Children can use and share school equipment and resources within the classroom and the playground

Everybody should have these rights to ensure quality teaching and learning within a safe environment. In order for people to enjoy these rights, the rules need to be in place.

RULES

Our school rules have been agreed between staff and children to support the expectations of behaviour and to protect the rights of the children and staff. The rules set reasonable limits to children's behaviour and make expected behaviour clear in advance.

Our School Rules

Act safely at all times
Always use kind hands and feet
Speak to others in a friendly way
Listen carefully to other children & adults
Work hard and always do your best
Look after everything in the school & the playground
Always tell the truth

The rules are:

- Based on the rights of the school community
- Written using positive language
- Published on posters or in books around the school
- They are fair and certain and applied consistently

In addition to these general school rules that are in place across every area of the school, individual classes and teachers negotiate additional guidelines to support the smooth running of their own classrooms. We have also negotiated a set of rules that are specific to the playground to ensure the physical and emotional safety of all. The rules support the rights of individuals, but everyone needs to follow the rules responsibly so that others can enjoy their rights.

RESPONSIBILITIES

We encourage everybody in our school community to take responsibility for their actions. Responsibility is when we make informed choices about our behaviour and take control of our actions. When people are not responsible in the way in which they behave, then others may lose a right to which they are entitled.

We teach children to take responsibility by giving them limited choices with known consequences. In this way children are actively taking responsibility for their chosen behaviour because they are in control of the choice that they make and they know what the outcome will be.

Rights and Responsibilities are very closely connected and should work together. Along with the rules, these form the basis of the Behaviour framework.

ROUTINES

Young children need routine to help them to feel emotionally safe. If they are familiar with the sequence of their day, they will feel safe and secure with the familiarity and continuity this provides. Within the routine we build in consistency and certainty. When there are planned changes the children need to be informed so that they can accommodate them.

RELATIONSHIPS

The relationships between all adults and all children should be positive and based on mutual respect and understanding. Consistent application of the rights and responsibilities becomes more effective when relationships are based on trust and will support the aim of our school to be an environment within which children can feel happy and secure and gain in confidence.

CONSEQUENCES

In our school everybody has a responsibility to use our agreed rules. Positive consequences follow positive behaviour and negative consequences follow negative behaviour. If a rule is broken then a consequence will follow. We have adopted the term consequences rather than punishment in our school as the consequence is related to the behaviour. .

POSITIVE CONSEQUENCES

We praise and reward children for good behaviour in a variety of ways:

- Teachers give children specific praise individually and as groups
- Each week a "Star of the Week" is chosen for their behaviour or learning
- Some classes have a "Brilliant Bench" and children are chosen to sit on it for different reasons
- MSAs select 2 children each week from their linked class to be given a certificate for positive behaviour. They also give stars to children in the Dining Room
- Certificates or stickers are used with whole classes as individual teachers are working at specific behaviours (eg getting to the class circle quickly at the end of playtime)

See **Appendix B** for a more detailed list (this list is not exhaustive as it is constantly changing as teachers put in place new ideas and strategies)

NEGATIVE CONSEQUENCES

When children show signs of negative behaviour, we begin with less intrusive measures for dealing with the behaviour initially (eg tactically ignoring -ive behaviour by praising children using +ive behaviour; non-verbal, visual reminder before a verbal reminder is given)

Shouting at, or using a raised voice to a child is not an acceptable consequence. We believe that negative experiences lead to negative feelings which produce anti-social behaviour, but positive experiences lead to positive feelings and pro-social behaviour, therefore it is our policy that to ensure that all interactions with children are positive.

When children choose to act in a negative way or break a rule, the consequence is logical and related to the chosen behaviour and applied appropriately to individual situations.

*e.g. If a child decides to run through the corridor, s/he will be asked to go back and walk.
If a child spills something, s/he will be asked to wipe it up*

Consequences are often immediate and can offer quick strategies for dealing with on the spot behaviour. They lead to the child taking responsibility for their own actions. However, they do not necessarily change children's behaviour long term.

When a child chooses to break an agreed rule, the consequences are related to the right that has been taken away from someone else through the breaking of the rule. The logical consequence is the loss of a right for the perpetrator (see **APPENDIX A**)

Our response as adults is graduated in accordance with the seriousness of the action that has taken place and the related rights and rules.

Example Consequences related to the right to be and feel safe.

- If a child has been unsafe by using a skipping rope in an inappropriate way, they may be reminded to use the rope safely and if the behaviour continues will be asked to leave the skipping area and play with something else. It is always good practice to tell the child the consequence in advance ... "Use the rope safely or you will need to leave the skipping area". This is an educational consequence (Herts Steps).
- If a child has been unsafe by throwing stones at someone on the playground then he/she may lose their right to be on the playground to ensure the safety of others. This is a protective consequence (Herts Steps).

It is essential to separate the child from the action in the process of applying consequences.
I like you, but I don't like it when you ... hurt other children

The consequences need to be:

- Fair
- Certain (applied consistently)
- Known in advance
- Logical and related to the action

3Ws

When dealing with a child's negative behaviour, it is important to encourage the child to take responsibility for their actions.

We usually ask 3 "What" questions:

This leads to the child taking responsibility for their actions.

3 Ws

- What did **you** do?
- What should you have done?
- What are you going to do to put it right?

TELLING THE TRUTH

We believe that children will tell the truth if they feel it is safe to do so. This involves the adult being calm, fair and consistent. We tell children that:

The truth is what really happened - not what you wish had happened or what you think happened.

It is hard to tell the truth and if you do tell the truth, I will be proud of you for telling the truth, even if I don't like what you did and then we will just need to put it right.

Sometimes when they are thinking about what happened, we give the children options to choose from:
Maybe you hurt Tom, and you did it on purpose and now you feel sorry...

Maybe you hurt him but it was an accident and you didn't mean to...

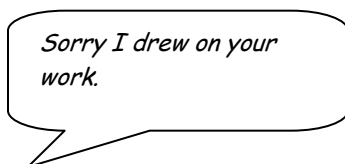
Maybe you didn't hurt him at all...

Often the children will own up to the action and say that it happened by accident. We always thank them for telling the truth about what they did and then move on to thinking about how they can put it right.

If more than one child is involved and the stories still don't match, then more thinking time may be necessary and getting each child involved to tell their side again to the others, with an adult as mediator.

SAYING SORRY

Part of way that we encourage children to take responsibility for their behaviour is to put right what they have done. This will often involve saying sorry to a child or an adult. In our school, we stress the importance of saying sorry and naming the behaviour



We tell children that "*Sorry is a promise that you won't do it again*" and then ask them "*Can you make that promise?*"

TIME OUT

This is thinking time. Children are given time out when they have had several rule reminders and yet have chosen to continue the negative behaviour. It is usually within the classroom (or may be on the playground) and for a maximum of 5 minutes. This is a calm time when the children are asked to think about the rule that they have ignored using the 3 *What* questions. In extreme circumstances, the child may need time out in another classroom.

BEHAVIOUR CONTRACTS

We believe that some children need help with their behaviour. They need to know

- How to make the right choices
- What the appropriate behaviour looks like
- How to belong to a group

A contract is a process leading to a behaviour agreement and is made between an adult and a child. It will usually target just one or two unwanted behaviours and will teach the appropriate behaviour.

Behaviour contracts can be long term and may require the support of the community if the contract is an agreement about behaviour out of the classroom. Appropriate staff need to be informed about contracts so that the follow through is consistent (MSAs, TAs). Parents may also need to be informed so that they can reinforce the messages that school are giving.

RECORDING INCIDENTS

Any serious incidents should always be recorded using the Behaviour Incident Form attached to the back of this policy. This should be used

- For extreme out of character behaviour particularly if serious and unsafe
- If physical intervention used
- For an internal exclusion

For children who are needing a lot of support with their behaviour it may be useful to record behaviours in the following format to help identify triggers

Antecedent - What led up to the event?

Behaviour - What behaviours were displayed?

Consequence- What consequences were put in place?

For those showing frequent and regular inappropriate behaviours a more manageable method of recording is needed. We suggest that different behaviours are categorised as Low, Medium or High Level Behaviours and that numbers of each are recorded with only high level being detailed.

REPAIR AND RESTORE

Children will need time to calm following an incident before looking at repairing and restoring the situation.

Purpose:

To re-visit the experience by re-telling and exploring the story with a changed set of feelings.

During the incident the student's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective.

Process:

- 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?

Restorative Questions:

- What would you like to happen next?
- How can we make things better for *John / you*?
- If everything was going to be alright, what would need to happen?

Restorative Activities:

- Supported thinking book / area
- Social stories
- Role-play with dolls/ teddies/animals/puppets

BULLYING

Our school does not tolerate bullying of any kind. If we discover that bullying is taking place, we act immediately to stop any further acts of similar behaviour. Any incidents of bullying (including racist bullying) should be recorded on the forms attached to the bullying policy:

Form 1 Allegation of Bullying

Form 2 Integrated Bullying and Racist Incident Form

Please refer to our Bullying Policy which outlines our procedures and strategies for dealing with incidents of bullying.

THE ROLE OF THE ADULTS IN BEHAVIOUR MANAGEMENT

Class Teacher

It is the class teacher's responsibility to ensure that school and class rules are adopted in their classroom and that the class behave in a responsible manner during curriculum time. It is essential that there is mutual respect between adults and children, and a high standard of behaviour in the classroom, to ensure that effective teaching and learning can take place in a positive learning environment. Some suggested teaching strategies are outlined in **Appendix C**

Any negative behaviour should be dealt with consistently and in line with the guidance in this policy. Class Teachers should therefore communicate with other relevant staff (MSAs/ duty staff) if any contracts need to be followed through at playtime / lunchtime / assembly time etc. The Class Teacher (or Headteacher) may contact parents if there are ongoing concerns about a child's behaviour. The class teacher, with the head, deputy and/or SENCo may need to develop a risk management plan to support the child with their pro social behaviour (Herts Steps).

Teaching Assistants

TAs should support Teaching Staff in following the guidance set out in the behaviour policy and with following through any consequences that are put in place. They should keep the class teacher informed of any incidents that occur during small group times.

MSAs

MSAs will need to follow through any strategies that have been put in place by class teachers. They should follow through any incidents that occur in the Dining Room, the Playground or the classroom at lunchtime, using strategies that are in line with the guidance in this policy and the training that they have had. MSAs also need to communicate back to the teaching staff about any big incidents that have occurred at lunchtime or incidents that have not yet been dealt with

Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to Governors on the effectiveness of the Policy. In addition, the Headteacher should support all staff in the school with managing the behaviour of all children. The Headteacher keeps records of all reported serious incidents of negative behaviour and in consultation with the class teacher, may contact parents to speak to them about behaviour concerns.

Governors

The Governing Body has a general responsibility of setting guidelines on standards of behaviour and reviewing the effectiveness of the policy. They may occasionally need to become involved with incidents relating to particular individuals.

Shared Areas

NB All staff need to take responsibility for all children in shared areas of the school and may need to follow through behaviour issues with children who may not be in their class. They will also need to inform the class teacher of any issues that need to be monitored.

Working with parents

We aim to work collaboratively with parents and develop a positive partnership in order to support children in school. When school and parents are working together then any support we put in place is more effective for the children involved

If parents have any concerns about their child, they can talk either to the class teacher or the Headteacher.

The school prospectus has a section about behaviour and we have also published a behaviour booklet for parents.

ADDITIONAL SUPPORT STRATEGIES

Occasionally, the school may need to refer an individual child to external agencies for additional support in terms of their behaviour. This is always done with the consent of parents.

Other professionals may include:

- The Educational Psychologist
- Rivers Education Support Centre
- Andrews Lane Primary Support Base
- CAMHS (Child & Adolescent Mental Health Service)
- Herts Steps - Adam Hayes

These professionals will advise school staff on strategies for dealing with the child, offering support to staff and children involved. Children may require additional risk management plans to ensure the risk of harmful behaviour is managed and reduced.

Sometimes a child may need a Statement of Special Educational Need (SEN) as a result of issues surrounding their Behaviour, particularly if it is impacting on their personal learning and the learning of others. Please see the SEN Policy

Very occasionally a child may be subject to a fixed term exclusion or a permanent exclusion as a result of a specific serious incident or a sequence of incidents. (See Hertfordshire Exclusions Guidance)

MONITORING

Class teachers monitor the behaviour of their own class on an ongoing daily basis. Any serious incidents are recorded on a **behaviour form** and kept on file with the Headteacher.

Key Sources of Evidence for Monitoring and Evaluation of this policy includes:

- Attendance & Exclusion Data
- Incidents of bullying, racism and other oppressive behaviour
- Lesson Observations
- Pupil Opinion
- Parent Opinion
- Staff Opinion
- Attainment Data
- Use of rewards and sanctions

Behaviour Incident Form

Date / Time

Where

Who was involved?

Incident - What happened?

Action Taken

Any Further Action Planned?

Signed (All Adults involved)

APPENDIX B - POSITIVE CONSEQUENCES/REWARDS

Star of the Week	Certificate awarded in Fridays celebration assembly for conduct behaviour, learning, friendship etc Badge worn for whole week until the next celebration assembly
Star of the Day	Awarded to someone each day for positive conduct behaviour or learning behaviour. Star of the Day sits on the brilliant bench for the next day
Team Points	Children sit in teams and can earn team points during the day
Team of the Day	Team of the Day awarded for the team with the most points
Class Treats	Often used to motivate individuals /groups/classes to improve a specific behaviour
Stickers	Used as an immediate incentive for conduct behaviour and learning behaviour
Learning Tokens	Used as an incentive for using particular learning attitudes such as perseverance, concentration, collaboration etc
Verbal Praise /Affirmation Thanks for.../Naming positive behaviour	Specific praise that tells the child what the adult is pleased with "You have concentrated really well on that writing. I like the way that you have used adjectives to describe the character" "Well done. You are showing good listening skills by sitting quietly and looking at the speaker"
Reach for the Stars - incentive stickers	
Non-Verbal praise/gestures	Thumbs up and other indications to the child that their positive behaviour has been noticed
High 5s	
Visiting other staff	Used to give additional feedback from other key staff
Award of the Day to promote specific behaviours or curriculum areas	Used by different teachers at different times Writer of the Day/ Tidier up of the Day/Friendship Awards
Secret Star	Used to support whole class improvements in conduct behaviour. Teacher draws a name without telling the children. That person is the secret star. The teacher awards all the children ticks/points during the day and if the person who is the secret star gets 4 ticks then they are given a reward the next day (soft toy etc) Can be a whole day/half a day.
Daily Privileges - leaders/helpers/	Awarded to those who show good conduct behaviours Leader in the line Helper for the teacher
Marking - positive feedback/smiley faces/stars etc	Marking Policy

APPENDIX C - TEACHING STRATEGIES

Positive Language	Eyes this way! Walk, thanks! Can I...? Yes, when you have ... I want to (don't want to)! Maybe you do (don't), but right now this is what we are doing.
Clear expectations & rules	Ensure children know the expectations through agreed rules and picture clues as reminders around the room. Catch the children doing using expected behaviour.
Tactical Ignoring & Proximity praise	Ignore negative behaviour tactically, by praising positive behaviour in someone else. "Well done Alex, you are sitting quietly and putting your hand up!"
Timers	Timer to set the challenge of doing a routine job within a time frame eg tidying up, lining up etc
Now and Next Board	Now we are ... Next you can ... to support follow through of adult directed activity
Choice and Consequence	Play calmly with the bricks or you will have to change area You need to get on with your work so you finish it now or you will need to do it in your own time (playtime, CHIL)
Reminders	Remember to walk through the school
Hand signals, gestures	A helpful (private) reminder to sit quietly, keep looking, turn around etc
Singing	Make up songs to remind children how to do routine tasks like lining up
Teaching expected behaviours	What does good sitting look like? Good listening?

APPENDIX D - SUPPORT STRATEGIES

Individual Charts	Charts set up for individuals to support them in getting through the parts of the day which they find challenging. These may be sticker charts or smiley face charts Individualised charts for playtime and/or classroom behaviour
3 Ws form	What did I do What should I have done What am I going to do to put it right
Sorry Messages	May take the form of a letter or a chart showing What I did, What I should have done
Clubs to practice appropriate behaviour	Sitting Club, Safety club, Listening Club
Buddies	Usually two children who can support the child in making good choices and can report to an adult as appropriate
Thinking Time	Time away from others to think about the 3 Ws. May be in the classroom or on the playground
Withdrawal	Withdrawal from their team, or their activity within the same classroom

APPENDIX E - HIGHER LEVEL SUPPORT STRATEGIES

There may be occasions when higher levels of support and consequences become necessary in order to help a child to change their behaviour.

- Deliberate + Persistent unacceptable behaviour
- Aggressive & Emotional outbursts
- Refusal to use the rules
- Refusal to listen to or respect adults

Contracts	<p>Contract process</p> <ul style="list-style-type: none"> • Adult talks to the child in private about the behaviour <i>seen</i>, and asks the child if they want help. • Adult mirrors the behaviour (acts it out) for the child to <i>see</i>. This gives him/her a visual understanding of what it does to others. (<i>An alternative to this is drawing the behaviour</i>) • Adult teaches the child the appropriate behaviour • Child practices the appropriate behaviour • A contract is drawn up between the adult and the child • The targeted behaviour is monitored daily • The child is rewarded for appropriate behaviour <p>Sometimes it may be helpful to involve the peer group in supporting a child with a contract. Buddies may be set up to support children who need help with their behaviour. They can be used in the classroom, on the playground or in other areas of school life and will help the child to make right decisions about their behaviour.</p>
Playtime Plans	<ul style="list-style-type: none"> • Thinking Time • Selected areas to separate children in different activities • Hand Hold - walking round with an adult (not necessarily holding their hand) • Chart to earn back playtime rights a few minutes at a time • Isolated playtime in the courtyard (complete loss of playground rights) • Buddied playtime in the courtyard to support calm and safe playtime
Exit to another class	Exit for thinking time, time out for a short period of time. Sometimes to give the class a few minutes break and/or the teacher
Internal Exclusion	Exclusion from the class to another class for a whole session or day. Often children take all their belongings with them to make an impact
Fixed Term Exclusion	<p>Up to 6 days exclusion from school (5 days or fewer)</p> <p>This could be for ongoing behavioural issues or a one off serious offence</p> <p>The school follows Hertfordshire Exclusions Guidance & Procedures</p>
Permanent Exclusion	<p>Rarely happens in Hertfordshire.</p> <p>May involve a managed move to another school.</p> <p>The school follows Hertfordshire Exclusions Guidance & Procedures</p>