



**Stonehouse Park**  
**Infant School**

# **Positive Behaviour**

## **Policy**

### **Dec 2017**

#### **Safeguarding Statement**

**At Stonehouse Park Infant School we respect and value all children and are committed to providing a caring, friendly and safe environment for all. We believe every child should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Stonehouse Park Infant School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.**

# Stonehouse Park Infant School

## Policy on Discipline

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## **1. Introduction**

In their document "Ensuring Good behaviour", the department for education have set out the legal powers and duties that govern behaviour and attendance in schools and explain how they apply to teachers, governing bodies, children and parents. Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006.

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of children at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

## **2. Vision and Aims**

### **Our Vision Statement**

**For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.**

### **Our Aims:**

#### **Curious about the world**

- To promote awareness and understanding of other cultures.
- To develop the children's motivation, discovering their special interests and talents.
- To introduce children to a wide range of new experiences, ideas and activities.
- To encourage the children to ask questions about the world, talk about their ideas and express their opinions.

#### **Excited about their future**

- To make children excited about learning and eager to move on to the next stage of their learning.
- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To shape a curriculum which will develop the knowledge and skills that children will need to meet the challenges of their future lives.
- To involve children in problem solving and develop their capacity to be active citizens

#### **Positive of their ability**

- To help children to reach the highest levels of achievement in all they do.
- To demonstrate to all children that they are able to learn and that they can succeed.
- To provide the highest quality of teaching for all children and to meet every child's individual needs.
- To develop children's awareness of their own learning and the value of resilience, perseverance and dedication.

## **Caring of other people**

- To develop sensitivity to the feelings and concerns of other people.
- To demonstrate compassion, respect for others and develop a moral understanding.
- To learn how to co-operate and work with other people.

### **3. Ethos and Values 'Everybody Matters Every Day'**

- We welcome every child and family into our caring and inclusive school and centre.
- We promote a positive and happy environment that embraces and reflects the different lifestyles in our community.
- We recognise individual gifts, talents and differences, celebrate all cultures and religions and value everyone's opinions.
- We will ensure that no one is disadvantaged due to their ethnicity, race, culture or ability.
- Discrimination of any kind will be actively challenged.
- We promote positive behaviour with class reward charts. We also have a reward chart for acts of kindness prompting compassion, respect and embedding a deeper understanding.

#### **3.1 Our School Golden Rules**

- We look after our school and our world
- We are kind, we respect and help each other
- We listen carefully to others and follow instructions
- We tell someone if we feel sad or worried
- We always try our best

**We also like to give the children ownership of these school rules so there will be a slight variation and age appropriate versions throughout the year groups.**

#### **General School Rules**

- We walk at all times inside the school building
- We use quiet voices when walking around the school so as not to disturb other people
- We respond to the hand signal that shows we are ready to listen
- We play friendly games
- We stay in the classroom only when a school adult is there
- The adventure playground and nature area are only used when a teacher is in charge

#### **3.2 OFSTED Grade Descriptors**

- Parents, staff and children are unreservedly positive about behaviour and safety.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

- All groups of children feel safe at school and at alternative placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to safety.

**“Behaviour is often exemplary...pupils feel extremely safe and very well cared for by staff”  
Ofsted 2013**

#### **4. Responsibilities of everyone in our school community**

The commitment of staff, children and parents is vital in order to develop a whole school ethos.

##### **4.1 What children can expect from staff**

- Be enthusiastic and develop positive relationships with you
- Model the behaviours you wish to see
- Celebrate your success in lessons
- Treat you fairly and be sensitive to your feelings
- Be approachable and listen to you at appropriate times
- Always take seriously any complaints of inappropriate behaviour
- Set high expectations, clear boundaries and regularly agree classroom and behaviour expectations
- Have lessons that will help you develop good behaviour, promoting the school's values through SEAL, circle times and the Gloucestershire Healthy Living and Learning Pink curriculum on PSHE and Safeguarding.

##### **4.2 What staff can expect from children**

- You follow classroom rules and not disrupt the learning of other children
- Follow instructions given by staff and other adults without arguing
- Listen to each other's ideas and be cooperative
- Use appropriate language
- Tell the truth and learn from your mistakes
- Care for the classroom and resources, respecting others property
- Accept responsibility for your behaviour and actions
- Consider the needs of everyone in the classroom

##### **4.3 What staff can expect from colleagues**

- Treat you with respect
- Work and cooperate with you for the overall good of the school community
- Respect your values and individual beliefs
- Treat all children and staff issues with the highest standards of confidentiality
- Offer support when appropriate

##### **4.4 What staff and other adults in school can expect from parents**

- Treat you and your colleagues with respect
- Treat other parents, children and visitors to the school with respect

- Behave responsibly whilst on school premises
- Report any incidents as soon as they are discovered so that it can be dealt with promptly by school staff
- Encourage their child to have high standards of behaviour
- Support the school policies, strategies and guidelines for behaviour
- Inform the school of any concerns or problems that may affect the child's behaviour
- Ensure that your child has adequate rest and sleep
- Make sure that your child is supervised until school starts and collected at the end of school at the designated points.
- Consider the implications of posting inappropriate or defamatory details on social network sites

#### **4.5 What Parents can expect from staff and other adults in School**

- Treat you with respect
- Deal promptly and fairly with any incidents reported
- Promote positive behaviour
- Discuss your child's actions with them so that they know what is expected
- Support with behaviour at school and at home.

### **5. Strategies, Sanctions and Consequences**

**We ensure these are individual to each child's needs and developmentally appropriate.**

#### **5.1 Interactions are positive using model from George Robinson**

- Give eye contact, praise and a light touch to reinforce what is being said (touch releases endorphins creating feelings of safety and satisfaction)
- Keep the language simple and include the language of feelings Use 'I' language, e.g. When you.... (describe behaviour) I feel... (describe feelings) because....
- Put negative first and end on the positive
- Ask children to repeat back to check for understanding

#### **5.2 Strategy for Responding to Problems and Conflicts**

- Approach calmly and at child's level
- Acknowledge children's feelings (name and describe)
- Gather information
- Restate the problem
- Ask for ideas for solutions and choose one together
- Give follow up support (Say you solved the problem)
- Children with reoccurring behaviour difficulties will also have a behaviour risk assessment in place

**If unable to resolve**

- 'Time out' is given, at a place in the classroom (age appropriate amount of time)
- Child is sent to work with another class for 10-15 minutes
- Lunchtime supervisors will use strategies from 5.2 and then 'Time out' to sit on the wall, or walk with the supervisor. This also applies to morning playtime.
- The child is sent to the Head teacher who discusses behaviour and withdraws a privilege
- The Teacher / Head teacher discusses the child's behaviour with his or her parent/carer and an approach with home cooperation is developed and recorded

**5.3 All members of the school community are expected to refer to the following positive handling strategies.**

**Stages of a crisis**

<b>Stage 1 ( Low level )</b>	
<b>Low level behaviours</b>	<b>Low level positive handling response</b>
hiding face in hands, bent over, pulling down hat, rocking or tapping, withdrawing from group, refusing to speak, dismissive, non cooperative, defensive postures	Read body language/behaviour, intervene early, Communicate Offer reassurance, Talk low, slow and quietly Divert and distract.
<b>Stage 2 ( Medium level )</b>	
<b>Medium level behaviours</b>	<b>Medium level positive handling response</b>
Belligerent and abusive, Personal and offensive remarks Louder, higher, quicker talking Aggressive postures Change in eye contact Pacing around Breaking minor rules Low level destruction Picking up objects that could be like a weapon Challenges- I will not... you can't make me	Use level 1 plus State desired behaviours clearly Set clear enforceable limits Offer alternatives and options Offer clear choices Give a get out with dignity Assess and consider making environment safer and getting help Guide the elbows towards safety

### Stage 3 ( High level )

High level behaviours	High level positive handling response
Shouting and screaming Crying Damaging property Dangerous climbing Threatening to do dangerous things Threatening towards others Hurting self Hurting others	All level One and Two Make environment safer Guide assertively- hold or restrain if absolutely necessary Ensure face, voice and posture are supportive, not aggressive Use help protocol to save face by changing face

### Stage( 4 Recovery )

Recovery behaviours	Recovery positive handling response
Can be confused with anxiety stage Hunched position Can revert to extreme violence	Support and monitor Avoid touch as it can provoke reversion to crisis Give space and time Look for signs of being ready to talk

### Stage 5 ( Depression )

Depressive behaviours	Post incident support
Can become depressed May not wish to interact	Need support and reassurance Respond to signs that they wish to communicate Monitor Show concern and care Do not attempt to resolve residual disciplinary issues at this stage

### Stage 6 ( Follow up )

Listening and learning Observe- Look for early warning signs of reoccurrence Report, record, review and communicate Follow up any disciplinary or restorative issues (anger is a secondary feeling- what are the underlying feelings? Anxiety, frustration, jealousy etc.) Plan to avoid similar events in the future
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## **5.4 Exclusions**

### **Fixed term exclusions**

Exclusions will always be seen as a last resort at Stonehouse Park Infant School and will usually follow a lengthy period of work with the child and parents.

### **Permanent exclusion**

A decision to exclude a child permanently will be taken only:

- In response to serious breaches of the school's Whole School Behaviour Policy; and
- If allowing the child to remain would seriously harm the education, safety or welfare of the child or others in school.

### **Right of appeal and legal duties**

In most cases parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the right to appeal to an independent appeal panel.

The school has a duty to provide suitable full time education from the sixth day of any fixed period of exclusion of more than five consecutive school days.

Local Authorities are under a duty to provide suitable full time education from the sixth day of a permanent exclusion.

## **5.5 Support for Children**

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support them.

- Behaviour charts to enable celebration of good behaviour
- Kindness reward chart
- Increased communication between home and school
- Individual behaviour plans
- Support from the SENCO, identified teaching assistants, teachers.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture groups sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Additional pastoral support from our Play Therapist and Family Support Officer
- Alternative curriculum provision
- Reduced timetable

- Referral to outside agencies

Wherever possible we aim to start each day afresh, not carrying forward incidents from one day to the next, promoting positive behaviour at all times.

We will offer parents extra support at home with behaviour management to foster positive relationships. We work alongside the Children's Centre, Early Help Hub, Social Care and Family Support Officers. We also offer Behaviour workshops for parents to attend and have used some Pupil Premium money to fund a Play Therapist and in house Family Support Officer who can work with parents and support the children in school and at home.

## **6 Use of reasonable Force**

All members of staff have a legal power to use reasonable force. Force is generally used for two different purposes, either to control a child or restrain them. All members of staff have attended the Team Teach Positive Handling training and have gained a certification.

- Passive contact- standing between two children or blocking a children's path.
- Active physical contact- leading a child by the hand or arm.
- Medical advice will be sought about the safest way to hold children with specific health needs, special educational needs and disabilities.
- Unreasonable force that is unacceptable includes kicking, slapping, punching, any hold that might restrict breathing, tripping, holding by the hair or ear, holding a children face down on the ground.
- Parents will be informed about serious incidents involving the use of force.
- A written record must be kept.

## **7 Allegations of abuse against staff and other adults working in school.**

The procedure complies with the framework for managing cases of allegation of abuse against people who work with children, as set out in relevant DFE statutory guidance.

### **7.1 Action in the event of a malicious allegation**

- The Local Authority designated officer (LADO) will be informed and will refer the matter to local authority children's social care services.
- Disciplinary action taken against a child might include withdrawal of privileges, fixed term or permanent exclusion.

## **8. Bullying**

The *Governors*, staff and children at Stonehouse Park Infant School accept the following definition of 'bullying' taken from SEAL materials. It may be physical, verbal or written and has three key characteristics. Adults will address any such incidents immediately following the strategies outlined above and a written log kept.

1. It is ongoing
2. It is deliberate
3. It is unequal- it involves a power imbalance

Refer to our Friendship and Bullying Policy

## **9. Behaviour of Parents/Carers and Other Visitors to the School**

Stonehouse Park Infant School encourages close links with parents/carers and the community. We believe that children benefit when the relationship between home and school is a positive one.

- Violence, threatening behaviour and abuse against staff or other members of the school community will not be tolerated.
- All members of the school community have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.
- Unacceptable behaviour may result in the police being called or informed of the incident. It is also an offence under section 547 of the Education Act 1977 for any person (including a parent/carer) to cause a nuisance or disturbance on school premises.

## **10. Unacceptable Use of Technology**

Stonehouse Park Infant School takes the issue of unacceptable use of technology by any member of the school community very seriously. Incidents may be reported to the police.

Refer to our Safeguarding and E-Safety Policy.