

The Park Infant School
Policy on Positive
Behaviour

Sept 2014

The 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, pupils 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 pupils 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

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.

Curious about their world

- To promote awareness and understanding of other cultures.

Excited about their future

- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To involve children in problem solving and develop their capacity to be active citizens

Positive of their ability

- To demonstrate to all children that they are able to learn and succeed.

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 work and cooperate 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 recognize 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.

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

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 pupils 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 behavior 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.

4. Responsibilities of everyone in our school community

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

4.1 What pupils can expect from staff

- Be enthusiastic and develop positive relationships with you
- Model the behaviours you wish to see (Keep solid, Positive, In control, Focused)
- 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 behavior expectations
- Have lessons that will help you develop good behaviour, promoting the schools values through SEAL and circle times

The schools Values are taught by incorporating them into our six terms topics they are:

APPRECIATION COMMITMENT CONFIDENCE CREATIVITY
CURIOSITY EMPATHY ENTHUSIASM INDEPENDENCE
INTEGRITY RESPECT and TOLERANCE

4.2 What staff can expect from pupils

- You follow classroom rules and not disrupt the learning of other pupils
- 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 pupil 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, pupils 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 schools 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

5. Strategies, Sanctions and Consequences

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)

If unable to resolve

- 'Time out' is given, at a place in the classroom (10 mins)
- Child is sent to work with another class for 10-15 mins
- 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

Stage 1 (Low level)	
Low level behaviours	Low level positive handling response
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 (I'll listen) Offer reassurance, Talk low, slow and quietly Divert and distract.

Stage 2 (Medium level)	
Medium level behaviours	Medium level positive handling response
Beligerent 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

5.4 Exclusions

Fixed term exclusions

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

Permanent exclusion

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

- In response to serious breaches of the school's Whole School Behaviour Policy; and
- If allowing the pupil to remain would seriously harm the education or welfare of the pupils 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 Home School Agreement

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

5.6 Pupil Support

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 pupils.

- Behaviour charts to enable celebration of good behaviour
- 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.
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies

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 pupils or restrain them.

- Passive contact- standing between two pupils or blocking a pupil's path.
- Active physical contact- leading a pupil by the hand or arm.
- Medical advice will be sought about the safest way to hold pupils 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 pupil 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 pupil might include withdrawal of privileges, fixed term or permanent exclusion.

8. Bullying

The Governors, staff and pupils at The 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

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

The Park Infant School encourages close links with parents/carers and the community. We believe that pupils 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

The 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.