

# Behaviour Management Policy for Infant Schools



# **Behaviour Management Policy**

## **Ad Astra Infant School & Canford Heath Infant School**

### **Statement of Intent**

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

### **Our Vision**

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Define what is unacceptable behaviour
- Define what peer-on-peer abuse and harassment is
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on documentation from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Ofsted review of sexual abuse in schools and colleges (10 June 2021)
- Education and Inspections Act 2006

It is also based on the Special Educational Needs and Disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- DfE guidance explaining that maintained schools and academies should publish their behaviour policy and anti-bullying strategy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## 3. Ethos

- We are Rights Respecting schools and the United Nations rights of the child will be upheld through the school day. A collectively agreed charter sets well-defined boundaries and key behaviors and routines. These will be displayed throughout the school and consistently used by all adults and pupils. Rights Respecting language must be applied at all times.
- We are an inclusive school and all children will be supported to participate in all aspects of school life.
- All pupils, staff and parent(s) and carer(s) should treat each other with mutual respect, dignity and fairness.

- British values will be promoted throughout the school. The principles of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith will be actively encouraged.
- All pupils and staff have the right to feel safe and secure and should respect the rights of others.
- Pupils are actively encouraged to report any peer-on-peer abuse and harassment. Any reports of abuse are recorded and are fully investigated.
- Pupils' character traits should be developed, nurtured and celebrated. Resilience, self-esteem and honesty will be promoted and pupils encouraged to take responsibility for their actions and decision.
- Disputes and differences between all members of the school community will be resolved in a non-aggressive manner.
- The school curriculum should inspire and engage pupils and actively promote our school values.
- An atmosphere of positive encouragement and praise should be promoted, with a fair and consistent response to behaviour management.
- Close home-school communication and mutual support is essential and actively encouraged.

#### **4. Positive Behaviour Strategies**

All staff are responsible for promoting positive behaviour at all times throughout the school. Responsibility for dealing with behaviour management in the classroom lies with the class teacher in the first instance. TEACH Trust infant schools aim to implement a positive ethos and create a climate where praise and encouragement far outweigh the need for sanctions.

- Positive comments given verbally to a child/written on their learning.
- Use of the school's 'Reach for the Stars' reward scheme. Each week, all children start in 'the pot'. If a child consistently follows the Classroom Charter, then an adult can ask them to move their peg up to the 'sunshine'. If further good behaviour is observed, then the child can move their peg onto the 'Rainbow'. Finally, in KS1, if the excellent behaviour continues over a number of days in the week then the child can move their peg onto the 'Star'. Those children the furthest up the reward get the first choice of activity during 'Sparkle time'. At the end of the week, all children return to 'the pot' ready for the following week.
- Stickers given for good learning/appropriate behaviour.
- The class character can be taken home.
- Certificates awarded in assemblies across the week.
- Positive postcards are sent home to let parent(s) know 'good news' about their child.
- Contacting parent(s)/carer(s) directly to let them know about the excellent behaviour.
- When necessary, individual reward charts are used for some children.

#### **5. Early intervention and pupil support**

The school recognises its legal duty under the Equality Act 2010 (see Equality Policy 2021-2022) 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. Support will be available from the Inclusion Leader, Pastoral Care Worker or members of the Senior Leadership Team as needed.

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 parent(s)/carer(s) to create the plan and review it on a regular basis.

Staff will be vigilant in identifying pupils whose behaviours are causing concern; the following help may be required:

- **Early identification of underlying SEND** ensuring appropriate differentiation and support in the classroom. For some children with SEND there may need to be reasonable adjustments made to the standard school behaviour management policy. E.g. Children with SEND may be put on a Successful Learning Sheet, as opposed to a report card, as it better enables children with complex needs to reflect on and improve their behaviour.
- **One to one/group sessions** with an Emotional Literacy Support Assistant (ELSA).
- **Referral** to outside support agencies – these may include Longspee Behaviour Support Outreach Services, Education Psychology Service, Home Academy Liaison Officer, Family Outreach Service, Child and Adolescent Mental Health Services or Children’s Services.
- **Pastoral Behaviour Support Plan** – a plan is created to identify a pupil’s areas of need and to formalise consistent strategies that will support the pupil’s behaviour in school.
- **Pastoral Support Plan** – a formal plan is created when the child is considered to be at risk of exclusion. This involves senior staff/parent(s)/carer(s)/pupil/outside agencies to discuss and review alternative strategies to support behaviour. Should a PSP be in place, it should be reviewed and adapted at least every 6/8 weeks.

## 6. Sanctions

At times, children will behave in a way that is not in keeping with the expectations of our school. When this happens, we adhere to the following procedures:

- Using Rights’ Respecting language, we talk to the child about the behaviour that is not appropriate.
- Keeping positive, we explain to the child that it is the behaviour that we do not like and not the child themselves.
- When we need to remind the children of their rights we can say comments such as: “You have the right to learn. Remember to work in harmony and you should try your best.”
- We explain why the behaviour is not appropriate and remind them of the agreed Rights. If the children are not following the charter, we do not use the word 'Responsibility' and instead use phrases such as: “You are stopping the other children from being safe - they have the right to be safe just like everybody does.”

Minor misdemeanours and low-level difficulties in class will be handled within the year groups by the members of staff who know the children best, referring to the class charter where possible. We encourage the child to take responsibility, think through their behaviour and to “make the right choice” referring back to the class charter. Sometimes difficulties arise when friends fall out and our staff work hard to help the children sort through their feelings and teach them to handle upsets in an acceptable manner.

### Minor sanctions might include:

- An apology and reparation to anyone upset by the behaviour/ A verbal reprimand (after or before moving their peg down).
- Loss of part of break or lunchtime to complete learning that has not been done.

- Moving their peg down – Each time a child moves their peg down, they must have some time out to reflect on the thinking chair within their own classroom. If a peg is moved down to the lowest cloud, then the child will be sent to a thinking chair in the year leader's classroom.

If a child ends the week on the 1<sup>st</sup> cloud, they will miss 1 minute of their 'Sparkle time' on Friday afternoon.

If a child ends the week on the 2<sup>nd</sup> cloud, they will miss 5 minutes of their 'Sparkle time.'

If a child ends the week on the 3<sup>rd</sup> cloud, they will miss 10 minutes of their 'Sparkle time.'

These 10 minutes will be spent in their Year Leader's classroom. At the end of their missed time, the children will be able to reflect on the choices made during that week with their class teacher/ Year Leader.

### **More serious misbehaviour**

We work with parent(s) and carer(s) to understand serious incidents or persistent misbehaviour. More serious misbehaviour may include hurting another child or adult on purpose or swearing.

We need to balance the demands of justice, responsibility and fairness with the need to support the child to improve their behaviour. We also need to consider the rights of the rest of the school community.

The following sanctions will be considered as part of this process:

- **Need for additional support** – after a warning for persistent disruption, and having referred to the class charter, a child may be asked to leave the class if they are taking away others' rights to learn or teach. The teacher will either take the child to their own Year Leader, the Pastoral Care Worker (PCW) or a member of the Senior Leadership Team (SLT). They will discuss the behaviour with the child and the parent(s)/carer(s) will be informed by the class teacher, PCW or a member of the SLT.
- **Pastoral Support Plan (PSP)** – These may be put in place to support children and are shared with relevant staff and parents.
- **Loss of privileges** – non-attendance at a school event (to be agreed by a member of the Senior Leadership team).

### **Break and Lunchtime arrangements**

There will be a senior member of staff and the Pastoral Care Worker on call each lunchtime to deal with serious misdemeanours in the playground alongside the teachers, TAs and MDSAs.

- Children who are not following the school charter at breaktime or lunchtime will be given a warning, if appropriate, then if the behaviour continues, they will be asked to stay with the TA/teacher/MDSA supervising that particular area for 5 minutes. If the behaviour continues or in an instance of more serious behaviour at lunchtime, they will be taken to the Lead Midday Supervisor. The child will either stay with them, be taken to the child's Year teacher on duty, a member of the SLT or the Pastoral Care Worker.
- Children on Pastoral Support plans will participate in break and lunchtimes, unless stated otherwise.
- Children involved in serious misdemeanours will lose some of their lunchtime playtime. The child's Year teacher on duty, a member of the SLT or the Pastoral Care Worker will supervise the child.

## **7. Suspensions and Exclusions**

In extreme circumstances, suspension or exclusion is the ultimate sanction that can be applied by the school. The Executive Head Teacher makes the final decision as to the suspension or exclusion of a pupil. This can take the form of:

- Internal exclusion – the child works under close supervision for a fixed term away from the other children but within school.
- Lunchtime exclusion – the child is excluded from the school for the lunch period and collected and returned for afternoon schooling by a parent(s)/carer(s).
- Suspension - the child is suspended from the school for a fixed term (see Exclusions Policy) and on their return, a Pastoral Support Plan will be drawn up.
- Permanent exclusion.

## **8. Staff Training and Positive Handling**

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development. Identified staff will receive training on physical or restrictive intervention, on a needs basis. Where a child's behaviour indicates that there is a strong likelihood for the use of some restrictive intervention, then a Positive Handling Plan will be drawn up for that child. This will also include an up-to-date pupil specific risk assessment. Incidents of physical restraint will always be used as a last resort, and conducted in a way to maintain safety and dignity. All physical interventions are formally recorded and reported to parent(s)/carer(s). (See Physical Intervention Policy)

## **9. Children with Special Educational Needs or Disabilities (SEND)**

Teachers will liaise with the Inclusion Leader regarding red card sanctions for children with SEND. In accordance with the SEND Code of Practice (2014), children with additional needs may need a differentiated approach to behaviour management and reasonable adjustments made accordingly. All staff working with children are aware of our pupils with SEND and of the strategies we use to support them – particularly the language we use. (See Appendix D, Emotion Coaching Script)

Some children with SEND may need to be in a safe space in order to regulate their emotions. Only when a child has de-escalated, can they be ready to receive a sanction. Some children with additional needs will need to be supported through a mindfulness approach, in a calm environment, before a sanction is given. (See Equality Policy)

## **10. Prejudice**

We are a Rights' Respecting Trust. Our schools have all achieved the Gold Rights' Respecting Award. Our schools will not tolerate any discriminatory behaviours, including but not limited to sexism, racism, homophobia and transphobia. Any incidences or allegations will be fully investigated. Parent(s)/carer(s) will be informed and the incident will be recorded on the pupil's file.

## **11. Peer-on-peer abuse and harassment**

Schools will not tolerate any form of peer-on-peer abuse or harassment. All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case

scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff are trained and are proactive in looking for and identifying potential indicators that abuse may have taken place. Staff actively encourage children to report incidents of peer-on-peer abuse or harassment by holding regular peer conferencing sessions. Pupils are consulted upon to provide school staff with feedback on any issues they face in the school and to allow school staff to gain a more accurate picture of what goes on in school between pupils. With the support of the victim, we fully investigate all reports of peer-on-peer abuse, regardless of if it takes place on school premises, or in the wider community. Parents and carers are made aware of any incidents of peer-on-peer abuse and harassment and we encourage working closely with parents. We liaise with outside agencies to ensure that support is given to the victims and perpetrators, and follow up all investigations by outside agencies. (see Child Protection Policy) (see Peer-on-peer abuse and harassment action plan)

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **12. Bullying**

Our schools will not tolerate any form of bullying. Bullying involves taking away people's right to safety and dignity. Bullying is unacceptable and will not be tolerated.

For behaviour to be bullying, it includes all of the following:

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience
- It involves an imbalance of power (the target feels s/he cannot defend her/himself or perpetrator/s exploiting their power)

The children will be taught the definition of STOP. This stands for 'several times on purpose'. It also stands for 'start telling other people'.

Bullying can be:

Emotional - Being unfriendly, excluding, tormenting e.g. hiding books, threats

Physical - Pushing, kicking, hitting punching or any use of violence

Sexual - Unwanted physical contact or sexually abusive comments

Verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber - Relates to areas of internet use, such as:

- Email & internet chat room misuse
- Mobile threats by text messaging and calls
- Misuse of associated technology, i.e. camera and video facilities
- Any on-line platforms

Or any other prejudice against protected characteristics.

The Safer Schools Community Team may be contacted to offer pupils support and education. (Please refer to anti-bullying policy).

We encourage pupils to tell an adult as soon as bullying takes place. This could be a teacher, pastoral team member or teaching assistant.

The following list identifies the order that action will be taken when an incident of bullying is reported:

- Incident of bullying reported to **ANY** adult within the school
- Incident reported to the Pastoral Care Worker by the adult concerned
- Pastoral Care Worker to investigate and write incident report
- Report of the incident passed on to the class teacher / Year Leader for further action as appropriate
- Feedback to parent(s)/carer(s) of all pupils involved via the class teacher, Pastoral Care Worker or a member of the SLT

### **13. Monitoring arrangements**

#### **Monitoring and Evaluation**

An annual audit of behaviour will measure the effectiveness of this policy. The audit will inform the school improvement plan and lead to the identification of targeted training for staff. Monitoring of the issuing of sanctions and rewards will be a regular occurrence across the school year.

This behaviour policy will be reviewed by the Head of School and Teach Trust Trustees every year. At each review, the policy will be approved by the Trustees.

Policy last reviewed June 2021

Next review date 2022

#### **Consultation**

This policy was subject to the following consultation:

- Children were consulted through the formulation of the school charter.
- Teaching and non-teaching staff consultation took place in the form of discussions.

## APPENDIX

### School charter:

We have the <b>right</b> to:
Play and Learn
Share our views
Be safe
Respect and dignity

### Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	<input checked="" type="checkbox"/>
	Trustees	<input type="checkbox"/>
	Staff	<input type="checkbox"/>
	Parent(s)/Carer(s)	
	Local Authority	
	Trade Unions	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Other Advisors (give details)	
	Termly	
	Annually	<input type="checkbox"/>
	When applied	
	If legislation changes	
	If a formal complaint	

<b>Characteristic Group</b>	<b>Is there a potential for positive or negative impact?</b>	<b>Please explain and give examples of any evidence/data used</b>	<b>Action to address potential positive/negative impact (e.g. adjustment to the policy)</b>
<b>Disability</b>	✓	All children with protected characteristics are at risk of negative impact if this policy is not consistently and appropriately	Policy is applied, reviewed and adapted as needed to meet the needs of all pupils
<b>Gender reassignment</b>	✓		
<b>Marriage or civil partnership</b>	✓		
<b>Pregnancy and maternity</b>	✓		
<b>Race</b>	✓		
<b>Religion or belief</b>	✓		
<b>Sexual orientation</b>	✓		
<b>Sex (gender)</b>	✓		
<b>Age</b>	✓		
<b>SEN</b>	✓		
<b>Vulnerable</b>	✓		
<b>Traveller, migrant, refugees and people seeking asylum</b>	✓		
<b>EAL</b>	✓		