

Oakley Infant School

Positive Behaviour Management Policy

This policy should be read in conjunction with other key documents including:

- Anti-bullying policy
- Equality scheme
- Child protection and safeguarding policies
- Use of physical intervention policy
- SEN and inclusion policy,
- Teaching & Learning policy
- Complaint's policy
- Acceptable use of ICT policy

The school's work on Rights, Respecting Education (RRE) is key to this policy. As a school which actively promotes Rights Respecting Education, the United Nations Charter of Children's Rights is taken into account when dealing with behaviour, children's rights are respected but in turn they are asked to respect the rights of others. Staff have worked with Primary Behaviour Support to develop a positive behaviour environment.

Aim of the policy

At Oakley Infant School we aim for our pupils to become healthy, independent and responsible citizens. We encourage them to understand their rights as well as to be respectful. Through clear expectations we strive to help develop the pupils' sense of self-worth, their aspirations both now and for the future, so that they thrive to achieve the best they can.

An ambition of the policy is for all children to:

- grow into caring and thoughtful members of society who tolerate the feelings, opinions, beliefs, property and differences of others;
- develop a responsible attitude towards work through the encouragement of independence;
- achieve their potential in terms of self-esteem, academic achievement and spiritual awareness;
- value the importance of good behaviour and co-operating with others;
- take pride and responsible interest in caring for their environment.

Key principles

At Oakley Infant School every child should feel safe, cared for and know that they belong. Strong, kind relationships between staff, pupils and families are essential and central to everything we do. We recognise and celebrate the fact that children are all different in their characters, personalities and abilities and we have high expectations for all. Self-regulation is learned and, like any other skill, is developed more quickly within some pupils than others. Pupils struggling to self-regulate are supported by staff to learn new ways to deal with uncomfortable feelings that do not interfere with the safety and learning of other pupils. Equally, pupils demonstrating skill in self-regulation, kindness and empathy for others are recognised and valued for their important contribution to the Oakley School community.

Our School Rules

- **Ready**
- **Respectful**
- **Safe**
- **Kind**
- **Honest**

Adults in School will:

- Be emotionally consistent
- Show interest in pupils as individuals to build strong relationships
- Celebrate and recognise pupils making good choices and going 'above and beyond'
- Privately (whenever possible) redirect pupils who are not following the school rules

Parents and Carers will:

- Celebrate and recognise when their child has made good choices and gone 'above and beyond'
- Show interest in their child's schooling
- Respect decisions made by the school with regard to behaviour management
- Share any concerns privately with staff members so they can be dealt with in school

Pupils will:

- Follow the school rules
- Celebrate and recognise other children who have made good choices and have gone 'above and beyond'
- Share any concerns or worries with adults in school or at home
- Be proud of their achievements

Positive behaviours encouraged in school

- Good manners
- Respect for all children and adults
- Good care taken of our environment and resources
- Pride in ourselves
- Independence, resilience, curiosity, collaboration, creativity, reflection
- Good listening
- Good use of strategies which help self-regulation
- Patience
- Kindness
- Empathy
- Positive praise

Rewards

- Weekly celebration assembly
- Golden Tea Party
- Hot Chocolate Friday
- Class rewards taken at any time and as often as earned
- Individual stickers and charts
- Recognition in the classroom
- Golden Time

Consequences

While positive recognition is encouraged and recognised there will be occasions where children do not always keep the school rules, test boundaries, find their emotions difficult to manage or misinterpret the rules. Children should be supported to understand and follow the rules which may be via sanctions, reflective conversations or targeted pastoral support. Children do make mistakes so it is important for adults to support and actively work together to prevent and address inappropriate, unsafe or abusive conduct.

- Two-minute conversation – at break / lunch / after school
- ‘Natural’ consequence e.g. – tidy up mess / finish work at lunchtime / take work home to finish
- Restorative conversation at lunchtime or after school (if pre-agreed with parent)
- Spending a lesson / morning away in another classroom. To be used for the benefit of the pupils in the home class and with agreement from a member of SLT.
- Suspension – this will only ever be used after careful consideration by the Headteacher in line with the DfE and Hampshire Guidance. See Appendix B.

Agreed Practice

In the classroom

- Adults will ‘meet and greet’ pupils as they enter the school and classroom at the beginning of the day and after breaks, demonstrating that pupils are welcome and that staff are interested in them as individuals.
- Adults will make use of a class focus board in the classroom and reward with a simple dot in an outline- jar, class leaf, working towards a simple class reward such as-
 - 5 mins extra play
 - 10 minutes of a class movie
 - Longer story time
 - Mini disco
 - Games- yes/no, heads down, thumbs up, Go Danny
 - Use of unusual equipment e.g., Beebots, torches, iPads
 - Extra time on Friends’ Trail
 - Exclusive use of playtime equipment etc etc....
- Staff will praise desired and expected behaviours and ‘catch the good’ using the class jar/leaf to capture the reward
- Staff will use language which is clear, concise and sentences/key phrases are used
- Staff will use phrases if a child is demonstrating dysregulated behaviour such as
 - ‘Name of child’ I can see you are feeling angry/excited/disappointed/frustrated
 - I wonder if you need some help/a drink/something to eat/time out
 - I wonder if you can tell me how your body feels?
 - Oh, it looks like you are finding that really tricky. I am sorry, let me/would you like me to help?
 - I imagine that must be really hard for you/I can see you are struggling
 - I know it is really hard when... (things end/you don’t get picked/ you have to wait)/I can see that is hard

Useful strategies

- Catch the good
- Use of distraction and playfulness
- Child’s name... Instruction.... Thank you
- Give a win-win choice. ‘Are you going to tidy the book corner on your own or do you need help?’
- Give a nice- not nice choice. @Are you going to tidy the book corner now or during choosing time?’
- Give children time to comply by giving instruction and walking away
- Earshot with other adults.
- Use when and then. ‘When I can see everyone sitting down then we can go out to play.’
- Use proximity praise- ‘that’s really good sitting *Fred*, thank you.

- Adults will make use of a range of classroom management techniques to help pupils needing more support to self-regulate, such as careful seating arrangements, movement breaks, positioning of adults within the classroom, visual signals and timetables.
- Adults will privately (whenever possible) redirect pupils not following the rules and give pupils uptake time of two minutes to follow the redirection.
- If pupils are still having difficulty following private redirection, they will be asked to remain behind for two minutes after the lesson. The teacher will deliver a clear, predictable message:
 - In the lesson I could see you
 - You broke our rule about being ready / respectful / safe / kind / honest
 - (If appropriate, i.e., adult is unsure what has happened, give the child time to explain their view)
 - As a consequence, I have kept you behind for two minutes / you will catch up with your work at breaktime / lunchtime / with the HT or DHT / clear up the mess you have made.
 - Do you remember when you completed that great piece of work last week / helped Tom with his maths / earned rewards for the class? – that is who I need to see today
 - Thank you for listening
- Pupils causing significant disruption to the learning of others or whose behaviour places others at risk may need some additional support to regulate. Teachers will call for an additional adult to support this pupil or direct support from within the classroom to this pupil – possibly taking the pupil out of the classroom to regulate. The adult supporting the child to regulate will not give sanctions, but listen and calm the child. This adult’s job is to help the child get back to their learning as quickly as possible. At the end of the lesson, the class teacher will deliver the clear predictable message above and choose the appropriate sanction.

On the playground

- Adults will engage children in a range of playground activities and support pupils that are finding social interaction hard.
- Adults will privately redirect pupils not following the rules whenever possible and give pupils uptake time of two minutes to follow the redirection.
- If pupils are still having difficulty following private redirection, the adult will deliver a clear predictable message:
 - I could see you
 - You broke our rule about being ready / respectful / safe / kind
 - (Give the child time to explain their view)
 - As a consequence, you will stand with me for two minutes / spend some time reflecting / clear up the mess you have made.
 - I know that you are able to do better
 - Thank you for listening
- There are generally 3 adults on duty but if further support is required if a serious medical or behavioural incident occurs then one adult will call for help either by coming inside or by sending a responsible child. If deemed necessary one of the adults will seek support from a member of senior leadership team or trained first aider.

Individual Behaviour Plans (Appendix D)

There are times when daily adjustments may be needed to normal classroom practise for an individual pupil. If this is the case, these adjustments will be discussed with the parent / carer and an individual behaviour plan created. It is acknowledged that there is a legal duty to make reasonable adjustments for children with disabilities and children with special educational needs. Advice in creating the plan may also be sought from the school SENCo, The Primary Behaviour Service or Educational Psychology. The school will regularly (approximately every 6 weeks) review all

pupils who are on an IBP or receiving additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact eg CAMHS, Social Care, Primary Behaviour Service.

Pupil Conduct Outside of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school visit/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. The school cannot be responsible for pupil behaviour outside of school hours but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve its pupils.

Staff CPD

We understand that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. We encourage staff who are experiencing difficulties with individuals or groups of pupils to discuss and share practice ideas.

Bullying and Hate Abuse

Bullying and incidents of hate abuse have specific definitions. The school is required to report any such incidents directly to the Local Authority. Please read the 'Anti-bullying Policy' and 'Recording of Racial Incidents' (found within the Equality Scheme) advice as these give specific information on what must happen in these circumstances.

Tracking Behaviour

Adults in school will log any behaviour incidents that warrant a child to receive any consequence greater than being kept behind for a two minute conversation on CPOMS. Incidents will be reviewed regularly by the team of designated safeguarding leads and actions / interventions will allocated as appropriate.

Behaviour likely to cause harm to the individual child or other children (Appendix C)

All of the school staff have a legal power to use reasonable force when a child is at risk of hurting themselves or others. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow instructions to do so
- Prevent a pupil behaving in a way that disrupts a school event or a trip or visit
- Prevent a pupil leaving a classroom where allowing a pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking an adult [staff and/or visitor] or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outburst.

It is always unlawful to use force as a punishment.

A Headteacher and authorised staff also have the legal right [Section 45 of the Violent Crime Act 2006 and by Section 242 of the ASCL Act 2009] to search pupils without their consent for prohibited items: knives, alcohol, illegal drugs, stolen items, tobacco and cigarette paper, stolen items, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The policy acknowledges that certain types of restraint techniques present an unacceptable risk when used on children. These techniques have no place in Oakley Infant School and will never be used.

The Headteacher and SENCo will ensure staff have the appropriate guidance to restrain children in the context of school life and in compliance with Section 45 of the Violent Crime Act 2006 and Section 242 of the ASCL Act 2009. This will only ever occur when all other strategies and techniques have failed to modify a child's behaviour that is likely, in their opinion, to result in harm to the child or others.

Appendix A - Governor's Statement of Principles of Behaviour

Oakley Infant School

Governing Body Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2013) requires the Governing Body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice. It should be read in conjunction with the Positive Behaviour Policy.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Head teacher, parents, staff and pupils.

The Governing Body at Oakley Infant School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Oakley Infant School, we value everyone as an individual, capable of growth, change and development. Relationships are underpinned by the principles of Rights and Respect and justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens including the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of beliefs and faiths.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Positive Behaviour Policy by stating the principles that the Governing Body expect to be followed.

The Governing Body expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Oakley Infant School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the Positive Behaviour, Child Protection, Safeguarding and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governing Body expect these rules to be consistently applied by all staff
- Governing Body would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied (ref. Positive Behaviour Policy)
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governing Body strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governing Body expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governing Body wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governing Body expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Appendix B – Suspensions / Permanent Exclusions

Oakley Infant School is committed to using suspension and permanent exclusion as an absolute last resort after all other sanctions have been exhausted.

Our school policies encourage and enable pupils to participate fully in school life and enjoy their time at school. When children experience behavioural difficulties, the Behaviour Policy is used to reinforce positive behaviour and to discourage negative behaviour. Our aim is to keep all children in school full-time so that they may get the utmost benefit from a full and rich education. However, should a child persist in violent, abusive or disruptive behaviour after full implementation of the Behaviour Policy, discussions with the child and their parents or carers, the suspension / permanent exclusion option will be exercised. It also needs to be acknowledged that in exceptional circumstances any child would need to be suspended / permanently excluded for sudden, unprovoked violence of a serious nature towards another pupil or member of staff.

Types of exclusion:

- Suspension (varies from ½ a day to 45 days)
- Permanent exclusion (the child is removed from the school and educated elsewhere)

The school seeks to use suspensions extremely rarely believing that rewarding poor behaviour with a 'day off' is counter-productive. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

Action and Procedure

Hampshire County Council has a full procedure for suspension and permanent exclusion, which will be followed in all cases. The key points are:

- Suspension allows a cooling off period for the child and school. It allows the school space and time to consider steps or help needed to better support the child. It helps the parents and carers to take some responsibility for the behaviour of their child whilst in school.
- There is a Behaviour policy in place in the school to enable staff to respond appropriately to pupil behaviour and which teaches the child about appropriate behaviour responses. This is fully implemented at all times.
- The Headteacher (or deputy in her absence) is the only person with the power to make a decision about suspension / permanent exclusion.
- The Governing Body should set up an Appeals Committee to deal with each appeal against fixed term suspension of between 6 and 15 days or permanent exclusion as it arises. This should consist of three independent Governors and must not include the Chair, the Headteacher, anyone involved in the incident, or anyone known to the family of the child. Parents and carers have a right to appeal against an exclusion and can bring a 'friend' to the hearing. Both sides will present their cases and the Governor's Committee will reach a decision. If that decision goes against the child, the parents or carers may then appeal to the County about that decision.

Staff are required, under the SEND Policy, to keep records of incidence and action taken and make them available to the Governors' Appeals Committee in all cases of serious behavioural needs.

When a pupil returns following exclusion a reintegration meeting should be held by a senior member of staff to include the child and their parents or carers. If appropriate, a support plan should be agreed at this meeting as a positive step to improvement, identifying any additional support or arrangements.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

If pupils are suspended for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion).

From Day 6 of suspension, pupils will be expected to attend alternative provision (details to be confirmed in agreement with local authority). In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary. The school would try and avoid permanent exclusion for particularly vulnerable pupils. (eg for those who are 'Looked After' by the Local Authority or who have statements of SEN where other alternatives are sought.)

Appendix C – Supplementary Information and Procedures

USE OF FORCE (Please refer to Physical Intervention Policy)

We aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. We are alert to pupils whose personal circumstances may make even this inappropriate.

In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. As a mainstream school we have staff trained in positive handling (Team Teach) and will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

ALLEGATIONS

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

DATA

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions
- Bullying incidents

Data is analysed at individual pupil level by class teachers, Year leaders and the SENCO and is used to inform referrals to school based interventions, PLPs (personal learning plans) and referrals to outside agencies.

Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

Appendix D - Individual Behaviour Plan (IBP)

Name	Class	Date
Nominated staff member to oversee plan		
Key behaviour difficulty and understanding of the behaviour		
What we want to see instead		
Plan for lesson time	Key staff:	
Plan for lunchtime	Key staff:	
Responding to difficulties:		
How the pupil can be involved		
How parents/carers can be involved		
This plan was developed by:		
Agreed by (please sign): School: Parents:		
Review date:		
Review Outcome:		