



# **Positive Behaviour Management Policy**

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## Aims and expectations

Everyone at Cunningham Hill Infant School has the right

- to feel safe, healthy and happy
- to be treated with respect, dignity and equality
- to learn or to teach, or to do their job

In Cunningham Hill Infant School, everyone has a responsibility to uphold these rights. We treat all children fairly and apply this behaviour policy in a consistent way. Expectations of good behaviour are an integral part of our learning. We have a consistent approach within the school to all behavioural matters. We help children develop their social and moral attitudes through discussions, through explanations and by example taking account of the needs of the individual.

### TOGETHER WE AIM:

- to develop understanding and respect for others
- to encourage the development of self discipline
- to encourage care and responsibility for our school environment
- to foster an awareness and understanding of the difference between right and wrong

Good behaviour is encouraged and praised in every area of school activity and children are helped to recognise examples of good behaviour at all times.

Children who may experience difficulty in developing appropriate behaviour are given individual support to help them recognise the value of good relationships and praise to develop self esteem.

We encourage parental involvement to work with the school in supporting their child in all aspects of their school life.

Together parents and school should work to help 'our children' to become responsible citizens of the future.

### Golden Rules

Positive behaviour is linked to following the Golden Rules that govern all behaviour. The Golden Rules represent a code of conduct, indicating how to behave for the common good. These Golden Rules (see below) governing how people behave apply as much to adults, including all staff in the school, as to the pupils themselves.

Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. 'Positive activity' covers not only quality of work, but also effort, attitude and behaviour. Pupils who contribute positively to the learning environment and follow the Golden Rules are entitled to Golden Time (see below).

### Golden Rules: a whole school approach

#### Golden Rules

We are gentle	We don't hurt others.
We are kind and helpful	We don't hurt anybody's feelings.
We listen	We don't interrupt.
We are honest	We don't cover up the truth.
We work hard	We don't waste our own or others' time.
We look after property	We don't waste or damage things.

### Golden Time: the underlying principles

Golden Time is a privilege that is available to all pupils if they adhere to the Golden Rules.

- Golden Time is a fixed amount of time (maximum - 30 minutes) set aside each week during which pupils may undertake individual, paired or group activities of their own choosing. All classes take part in Golden Time on a Friday afternoon.
- Activities on offer during Golden Time are negotiable between teachers and pupils.
- Unsatisfactory behaviour can lead to a pupil losing some of his/her Golden Time. Pupils who have lost Golden Time lose it at the start of Golden Time. They are required to sit and be silent, whilst watching a sand timer 'countdown' their lost time. When they have completed their sanction and worked off their 'debt' they join the activities.
- No pupil forfeits Golden Time without first being warned that he/she is at risk of doing so. Only in exceptional circumstances is Golden Time lost without prior warning.

- Golden Time can be earned back if behaviour is improved
- A record is kept, and displayed, of all Golden Time lost by individuals.
- For EYFS and KS1, time is lost in increments of three minutes. Sad face warnings are given to pupils before each three-minute block is lost.
- Pupils who regularly lose Golden Time will have a letter sent home detailing which of the Golden Rules have been broken.
- Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished. Pupils, who find it difficult to adhere to the Golden Rules, and frequently lose Golden Time, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and his/her teacher.

### Other Achievements

Children's work which is of an exceptional standard can be sent to the Headteacher and recorded in the Golden Book. The children receive a golden sticker and they are mentioned in the monthly newsletter.

### How unacceptable behaviour is discouraged

We discourage unacceptable behaviour by (for example):

- keeping a sense of proportion about minor incidents, while maintaining consistency of approach with all children;
- responding as soon as possible to instances of inappropriate behaviour;
- showing unambiguously if an action is unacceptable (by a look or a quiet word);
- asking a child to explain what they are doing or which golden rule they have broken and what they could do better;
- appropriate discipline in more serious instances: the following sanctions may be applied:
  - moving a child to sit away from other children;
  - sending a child to another class: the child will have to tell the teacher of that class why he or she is there;

If a child misbehaves during lunchtime or playtime the 3 level model is used

- Timeout at the 'waiting wall'
- Time out with the teacher/ MSA
- Time out and sent to school office

Midday supervisory assistants play an important role in ensuring that lunchtimes are happy and pleasant for all our children. This policy has been explained and shared as part of our Whole School approach, in order that they should be confident in dealing with matters of behaviour. Guidance has been developed for Mid-Day Supervisors. 2 teams of midday supervisors are in place ~ indoor team and outside team. Each of the teams are aware of their responsibilities.

If poor behaviour is serious or persistent, the Headteacher will speak to the child.

Children who misbehave are required to think about their actions, talk about them with either the class teacher or the Head, and to give an apology to the persons affected by their behaviour. They are also encouraged to explain to their parents what has happened.

If a child's behaviour is causing concern, then parents will be notified by the class teacher in order to discuss the matter, so that any problem can be worked on at home as well as at school. A record of this meeting is kept. In some cases, where a child is not in control of his or her behaviour, outside professional support will be sought and parents notified. If it is necessary to make a referral to CSF then the School works with 'Links' behaviour support. It may also be appropriate to involve the Parent Support Worker from the Extended Schools Consortium who will work with the family.

Exclusion of a child is rare, but is reserved as an option in the most extreme cases. CSF guidelines must be followed if this course is ever taken.

All children are treated fairly and equally..

### Discouraging Inappropriate Behaviour

We discourage inappropriate behaviour by using the stages below.

Stage	Action Taken by Teacher	
1	Verbal Warning	First time a golden rule is broken, quietly tell the pupil which rule they have broken and issue a warning ~ name placed on yellow face warning

2	Verbal Warning	Second time a golden rule is broken; quietly tell the pupil which rule they have broken and issue a warning ~ name placed on red face warning
3	Loss of Golden Time Loss of 3minutes	Third time a golden rule is broken, quietly tell the pupil which rule they have broken and they have chosen to loose some golden time.
4	Informal notification/Call to parents by Class Teacher	If golden time is lost for 3 consecutive weeks tell the pupil which rule they have broken and they have chosen for their parents to be told about their behaviour. Inform parents/guardians
5	Visit to Head Teacher Letter to Parents Call to Parents by HT	If golden time is lost for 5 consecutive weeks tell the pupil which rule they have broken and they have chosen to be sent to the Headteacher to discuss their behaviour.
6	Visit to Head Teacher Letter to Parents Call to Parents by HT	If golden time is lost the week after visiting the headteacher, parents will be invited in to discuss their child's conduct in school. In preparation for implementing this consequence the teacher must have met with the Head Teacher and discussed actions to be taken prior to a pupil being sent to the office.
7	Fixed term exclusion	Formal exclusion procedures implemented (fixed term and, ultimately permanent) in cases when there is a significant risk of harm to the child or other children (or adults) in the school or that the education of the child or other children in the school is significantly disrupted. Pupils may be given fixed term exclusion for serious breaches of behaviour. when there is a significant risk of harm to the child or other children (or adults) in the school or that the education of the child or other children in the school is significantly disrupted. A fixed term exclusion can be given for up to 45 days in one academic year. When establishing the facts in relation to an exclusion decision the Head Teacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt', which requires proof. Parents or Carers must be informed on the day that the exclusion is imposed. A letter outlining the reasons for the exclusion will be sent to the parents and must comply with the guidance articulated in "Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion" (DFE 2017). Parents are requested to attend a meeting on the pupil's return from fixed term exclusion with Headteacher/SLT member. Where an exclusion exceeds 5 days, alternative provision must be arranged for the 6th day onwards
8	Permanent exclusion	Below outlines the non-exhaustive list of misdemeanours, for which the Head Teacher could merit permanent exclusion, though each case will be reviewed on an individual basis: <ul style="list-style-type: none"> <li>• Racial harassment</li> <li>•Sexual harassment</li> <li>•Persistent bullying and intimidation</li> <li>•Theft by pupil of school property</li> <li>•Malicious damage to school property</li> <li>• Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other pupils</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Violent behaviour towards any member of the school</li> <li>• Other very serious issues</li> </ul> |
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### **Severe behaviour**

Sometimes staff may have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some other way stopping the entire class from learning, a pupil would not receive a warning. He or she loses the right to proceed through the hierarchy of consequences.

Severe misbehaviour calls for an immediate consequence that will remove the pupil from the classroom. (e.g. sit in cloakroom for some time out to calm down)

Verbal aggression will be dealt with similarly taking into consideration the individual needs of the pupil concerned when selecting from the above consequences.

If a child leaves the school grounds without permission this should be reported to the Head Teacher/ Person designated in charge. They will attempt to locate the child, notify Parents and in extreme cases inform the Police.

**Dangerous behaviour:** Breaches of health and safety rules or behaviour which endangers any of our community will be dealt with on an individual basis as and when they occur. All staff receive Step On training from our team of trainers and are skilled at de-escalation and behaviour management. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive Step Up training. As allowed under Section 93 of the Education and Inspections Act 2006 staff may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

### **Monitoring and evaluation**

Much of this is continual and ongoing through observation in the classroom, playground and around the school by all members of staff. Children are observed in lessons, at school meeting, at lunch, at playtime, and entering and leaving the school, which gives a picture of the overall level of behaviour within the school. This enables us to take appropriate action immediately if there are any causes for concern, e.g. bringing the whole school together to talk about things that might have happened at lunchtime.

Children who have specific behavioural difficulties are notified to the whole staff so that they can be carefully monitored and special help and guidance applied, with the help of the SEN co-ordinator and outside agencies as appropriate. Our aim is a positive one to help children develop to the point where they no longer need such detailed special attention. Incidents of poor behaviour are reported to the governing body.

Governors are kept informed of any major incidents or concerns including bullying and/or racially motivated incidents. Staff use the de-escalation script when emotions are extreme. All staff are trained on the "STEPS" approach for remove children from dangerous behaviour and received the annual refresher.

Pupils behaviour, both pro social and anti-social, should be managed with sensitivity and professionalism consistent with Hertfordshire Steps. Staff need to constantly re-examine their responses, attitudes and behaviours in order to appreciate the messages that they are giving children. They will be familiar with clear guidelines and strategies, through knowledge of the principles of Hertfordshire Steps to help maintain positive behaviour and discourage and understand 'anti-social' behaviour when it occurs. All Staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

### **Home school partnership**

We aim to establish a good working partnership with parents before their children start school in order that we work together to support each individual child. Throughout the school year there are regular consultation evenings and curriculum evenings where we can explain our whole approach to education. This is reflected in our home school agreement. Parents are welcome to come and speak to the class teacher at the end of the day or by prior appointment with the Head Teacher. Concerns about children's behaviour are shared with parents as soon as possible. Likewise if parents are concerned about their child's behaviour at home or if they are worried (for example) that their child is unhappy at school for whatever reason we expect to see them as soon as possible in order to agree a common approach. All complaints and concerns are taken seriously and acted upon.