

Great Bradfords Infant & Nursery School



Behaviour Management Policy

Ratified by the Governing Board: 4th December 2023

Signed Headteacher: _____

Chair of Governors: _____

Review Date: December 2024

Behaviour Management Policy

Rationale

Good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and children can develop self-esteem, independence, self-discipline and responsibility.

Aims

- To promote learning through our **school values** and **motto**.
- To create an environment that encourages and reinforces positive behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To ensure everyone feels safe, valued, happy and secure in school.
- To ensure everyone feels free from harassment and discrimination.
- To promote further achievement both academically, socially and emotionally.
- To enable children to develop self-esteem, respect of others, tolerance and compassion.
- To encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment.
- To develop children's emotional literacy, their ability to deal with conflict and their resilience.
- To encourage the involvement of both home and school in the implementation of this policy.

School Motto

Through challenge, fun and friendship, being the best we can be.

School Values

Honesty, respect, fairness, kindness, perseverance.

Implementation and Rewards

- School values and school motto displayed throughout the school on noticeboards, classroom displays, school website...
- Reward system of smiley faces used throughout the school, with whole school team rewards and/or class rewards earned each term.
- Expected behaviour acknowledged through the use of positive language.
- Rewarding children's efforts towards good behaviour i.e. verbal/non-verbal praise, stickers, certificates etc...
- Calming down techniques and self-management techniques are taught explicitly.
- Children's efforts and achievements, including behaviour, are celebrated in our weekly certificate assembly.
- Teaching positive behaviour through circle time, PSHE, assemblies and morality stories.
- That staff and children have a shared awareness of children with special needs. Staff share specific needs of individual children with all staff.
- Share positive experiences through Tapestry or Class Dojo

Consistency

We understand the importance of a consistent approach by all staff in school. We aim to achieve this by:

- Staff meeting and greeting children at the start of the day and saying good-bye at the end of the day.
- All staff being consistent in their approach to giving rewards to children demonstrating positive behaviours and attitudes, as well as demonstrating our school values.
- Dealing consistently with unacceptable behaviour in line with this policy.
- Being positive role models for the children to see good behaviours
- Build positive relationships with children in line with our whole school approach in line with Trauma Perceptive Practice (TPP).
- Creating an inclusive environment where children are given the support they need.

Consequences and Sanctions

To enable staff to have a consistent approach to the management of inappropriate behaviour the following guidelines should be implemented:

Children might need:

- Positive behaviour being acknowledged.
- Proximity praise – praise the good behaviour of another child sitting nearby modelling desired behaviour.
- Non-verbal, hand and facial gestures.
- Child is offered the choice to stop, sit quietly or sit elsewhere.
- Reminding of expected behaviours / values.
- Stop – Think – Do approach
- Time out or calm down time.
- When in the outside environment children may need to walk alongside staff to observe appropriate behaviour.

In exceptional cases some children might need:

- The Headteacher being made aware of the behaviour, dealing with the child through discussion with them and the class teacher.
- Parental involvement. Informal steps are agreed between the class teacher, parent and child to promote positive behaviour.
- The child may be placed on the Special Education Needs register to formalise arrangements. An Individual behaviour programme is devised for the child in consultation with the parents.
- Involvement of other agencies, where appropriate, to discuss individual needs and appropriate strategies.
- Suspension: In rare cases it may be necessary to suspend a child for a fixed period of time. This will only ever be considered after all other possible avenues have been explored. Careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. In line with Essex guidelines.
- Permanent Exclusion: The decision to exclude a child permanently would only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others such as staff or children in the school.

The Restorative Approach:

At our school, we have high expectations of our children. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and children to uphold and maintain our school values.

For occasions when this is proving not to be the case, we use restorative approaches to help children understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving children the skills to independently make better and more informed choices in the future.

Restorative approaches encourage children to think about how their behaviour affects others, both children and staff. It helps children to develop respect, responsibility and truth telling.

If a child in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place. By using the Restorative Approach, it allows ALL parties to have their say AND be listened to.

About Restorative Language:

When our children find themselves in conflict or upset we will ask them:

What happened? (Story Telling)

Who has been affected by this? (Impact)

What needs to happen now? (Solution Focus)

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation. Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, a meeting with parents, staff and the child may take place to decide a suitable course of action.

Parental Responsibility

Parents and carers have a vital role in their child's education, supporting their learning and co-operating with school. It is important that all adults on the school site, including parents and carers, model positive behaviour at all times and in particular with their interactions with each other.

Physical Intervention and Power to Use Reasonable Force

All staff are committed to ensuring that everyone has a responsibility for children's safety and welfare and will deal professionally with all incidents involving aggressive behaviour, and will only use physical intervention as a last resort.

If used at all, it will be in the context of a respectful, supportive relationship with the child.

In line with government non-statutory guidance, reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. Guidance states that, 'In a school, force is used for two purposes, to restrain pupils [that is to hold back physically or to bring a pupil under control or control a pupil, for example if two pupils are fighting and refuse to separate] or to control them [that is either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom]. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.'

At school, where all other measures have failed, reasonable force can only be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit leading to a safety concern;
- prevent a child leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

We will not use force as a punishment and reasonable adjustments will be made for disabled children and children with SEN. We will always speak to parents/carers about serious incidents especially if reasonable force has been used and this will be recorded appropriately in school and the Headteacher will monitor.

Policy Review

This policy will be reviewed **annually** by the Governing Board and staff of Great Bradfords Infant & Nursery School.

To ensure access by everyone in the community, this policy can be made available in large print and translated into languages as appropriate upon request.