



Christchurch Infant School

Behaviour Management Policy

Approved by Board of Governors:	July 2022
Next Review Date:	July 2023
Written by: Date:	Deputy Headteacher June 2020

CHRISTCHURCH INFANT SCHOOL BEHAVIOUR MANAGEMENT POLICY



Principle

We recognise the importance of providing a safe, happy, secure environment through establishing a whole school approach to behaviour management, encouraging positive attitudes to achievement, increasing self-esteem, self-discipline and a sense of responsibility in thought, word and deed. By raising the child's social conscience, we aim to create the conditions of an orderly community in which effective learning can take place and where there is a genuine desire to conform to the norm of social behaviour, both in and outside school.

By committing themselves to operating the system conscientiously, staff are acting responsibly and modelling the behaviour they expect pupils to develop. Good discipline depends upon partnership with parents, carers, and the school.

All adults who come into contact with the children have a collective responsibility for behaviour management within the school.

Aims

- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To promote good behaviour, self-discipline and respect
- To prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision making
- To value everyone equally, enabling them to become independent and confident members of the community
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To allow children to learn by making choices. Children will be given the opportunity to reflect upon their behaviour and coached to make appropriate choices in the future
- To raise children's self-esteem
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parents / carers have a sense of direction and feeling of common purpose
- To achieve an excellent standard of behaviour supported by pupils, parents / carers and staff

Legislation and Statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010

- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is based on:

- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Key Points in 'Behaviour and discipline in schools: Advice for headteachers and school staff' - January 2016 states:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions

'Teachers Powers within Behaviour and discipline in schools Advice for headteachers and school staff' -January 2016 states:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property

Planning for Excellent Behaviour

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect.

- We encourage children to take responsibility for their own actions and behaviour
- We set thorough example standards of behaviour
- We praise good behaviour both privately and publicly
- We deal with situations in a calm, firm manner avoiding confrontation where possible.
- We give frequent praise for good behaviour as well as for good work.
- We use positive language whenever possible and as often as possible
- We think carefully about what we are saying and set realistic sanctions
- Where possible teachers try to deal with situations themselves to enhance credibility and authority
- We praise children who are doing the right thing as an incentive model for others to follow.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. We believe in constantly being aware of the children's efforts and not letting their desire to improve in any area of the whole school curriculum go past without some form of praise.

Roles and Responsibilities

Governing Body Responsibilities are:

- To review the behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation

Headteacher Responsibilities are:

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- The headteacher will ensure that the data from the behaviour log is reviewed on a half termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff Responsibilities are:

- To implement the behaviour policy consistently
- To treat all children fairly and with respect
- To raise children's self esteem
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To model positive behaviour
- To aim to form a good relationship with parents/ carers so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual
- To be aware of their individual needs and provide a personalised approach
- To record all behavioural incidents using the school procedure
- To follow individual behaviour plans consistently

The Parents' / Carers' Responsibilities are:

- To inform the school of any changes in home circumstances that may affect behaviour
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To discuss any behavioural concerns with the class teacher promptly
- To be aware of the school rules and expectations

The school rules are:

- Children must not leave the school property without permission, after entering
- Children do not use bikes or scooters on the playground at the beginning and end of the day
- Children do not play with balls and other play equipment on the playground at the beginning and end of the day
- Running within the building is dangerous and therefore, not permitted
- The area to the rear and front of the building is out of bounds, (without adult supervision) - as is any fenced off area
- Neither the gates nor perimeter fence should be climbed

Children's Code of Conduct

At the start of the school year, children discuss Classroom Rules and / or Rights and Responsibilities and set a Class Charter for their classroom based upon the school rules. This is in line with the teaching of our PSHE scheme, Jigsaw. This encourages their ownership,

interpretation at the appropriate level, consistency of key language, understanding of the Charter and a desire to conform.

Children are expected:

- To treat others with respect
- To follow the instructions of all school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- Be polite and considerate to everyone
- Move around the school quietly and carefully
- Respect other people, their space and property
- Wear full school uniform and look neat and tidy
- Behave in an orderly and self-controlled way
- Accept sanctions when given

Everyone at Christchurch Infant School recognises that, on occasions there will be unacceptable behaviour. There is no place for violence, bullying, vandalism, rudeness or bad language in Christchurch Infant School and these must always be discouraged and dealt with promptly and effectively. Despite focusing on positive behaviour, we recognise that some children will choose not to follow our school rules. Sanctions are used in a balanced way and will focus on the act not the child. Children will be helped to understand why their behaviour is unacceptable,

Unacceptable behaviour is defined as:

- Disruption in lessons, corridors, at break time and at lunchtime
- Non-compliance of classwork or homework
- Poor attitude to learning
- Poor attitude to others

Serious misbehaviour behavior is defined as:

- Non-compliance and persistent breaches of school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Deliberate or malicious physical violence towards another person
- Destruction of property
- Swearing
- Theft
- Fighting
- Verbal abuse against a child or adult.
- Possession of prohibited items
- Threatening physical or verbal behaviour

- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Sexual abuse or harassment (Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes)
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Absconding from the school grounds

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Rewards and Sanctions

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance. At Christchurch Infant School, we believe in the power of positive and frequent specific praise for good and caring behaviour as an effective way of rewarding children and building relationships. All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including visitors to the school.

Following the school rules and positive behaviours will be rewarded with:

- Praise
- Private/Public Verbal praise
- Stickers
- Communicating with parents
- Certificates e.g. Athletics: bronze, silver, gold
- Fab Friday time (KS1)
- Dojo points (KS1)
- Values stickers
- Name on the Sparkly Class Creature (and receive a gold star)
- Celebration certificate in assembly
- Head teacher award
- Phone calls home
- Individual reward systems may be used.

Each day, within KS1, some children are identified as having modelled excellent learning behaviours or school values and are placed on the class Sparkly Class Creature. These children will receive a gold star to celebrate their success.

Celebration assemblies will take place weekly, where class teacher's will award one child a certificate.

Head teacher award will be chosen by the class teacher each half term, for one pupil, and celebrated in Assembly and their name published in the newsletter.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal reprimand
- Reflection time.
- Loss of privileges including part of play time/Fab Friday/school visits
- Repeating unsatisfactory work
- Restorative actions
- Sending the child out of class and into another class to continue their learning
- Expecting work to be completed at home, at break or / and at lunchtime
- Missing some or all of play by walking with supervisor or in ‘time out zone’ supervised by lunchtime supervisor or support staff
- Reflection with playtime teacher or lunchtime duty teacher (a record is kept of children sent to senior staff during lunchtimes)
- Letters or phone calls home to parents or carers
- Internal Suspension
- Fixed Term Suspension
- Permanent Exclusion

Procedures

All behaviour incidents will be recorded and logged by the teacher using the school systems and procedures consistently for all behaviour incidents that are accompanied by a sanction. Teachers will inform parents/carers of all behavioural incidents that have received a sanction. Teachers will inform the Senior Leadership Team about persistent behaviour using the school systems.

There are different ways in which behaviour is monitored and tracked and at times these may be recorded. Such tracking enables staff to be aware of:

- what children need to be rewarded
- what children are displaying reoccurring poor behaviour
- how effectively the school’s behaviour management is
- how effectively specific issues, such as bullying are managed

Record Keeping for Behaviour	
In class:	Wall display for recognition of behaviour by individuals in class leading to reward or sanction. Behaviour Log- Record kept of outcome of behavioural concerns Individual behaviour records kept by class teacher linked to behaviour management plans.
Playtime/ Lunchtime Behaviour Log	Names, incidents and sanctions logged by member of staff/midday supervisor who initially deals with the incident. This must also be communicated to class teacher.

	This is to aid tracking of reoccurring behaviours of individual children.
Behaviour Plan	Linked to pupils with significant behavioural difficulties (may include individual risk assessments). Monitored by Inclusion Leader.
Bullying Incident form	Names, incidents, sanctions and outcomes recorded including if further incidents occur.
Exclusion Log	Record of suspension (internal and external suspension letter to parents)
Assault on staff, Use of Reasonable Force and Racial Incidents	Appropriate forms completed detailing incidents and context. and sent to the Local Authority

Behaviour Logs are monitored on a half termly basis, with the findings and subsequent actions shared with staff. A summary of the information is also shared with governors.

Whole School System

Christchurch Infant School use a tiered behaviour system. We use pictorial representation to encourage children to make a positive choice in their behaviour. The following procedure is followed when children choose not to follow a school rule.

Children's names will start each session (morning, after break and after lunch) on the positive symbol e.g sun, happy starfish

Below is the process of this system, if children choose to break the school or class rules or expectations.

1. Children will be reminded of the rule, but their name will remain on the positive symbol.
2. Children will be given a verbal warning and their name will be moved onto the next stage - cloud/thinking class creature. This is non-sanctioned, allowing the child the opportunity to amend their behaviour by making the right choice.
3. The child's name will be moved to the final stage – grumpy class creature/rain cloud. This will be recorded on the school system (behavior log) and they will receive a sanction. The list for sanctions is on page 8 and 9 of this document. The sanction will be proportional to the behaviour.

All incidents resulting in the final stage of the system will result in a conversation with parents. Individual Strategies and /or plans may be used to support children as needed.

Behaviour Chart

Children who are persistently on the final stage will be put onto a behavior chart to monitor their behaviour more closely. Specific targets will be set and the child must report daily to a member of the School Leadership Team who will monitor their progress.

Internal Suspension

The Head teacher, may use internal suspension for serious incidents or disruption. Internal suspension can last from one session up to whole day sessions, depending on the severity of the behaviour.

During an internal suspension:

- Work is set by the class teacher
- Child has no contact with own class or classmates
- No access to playground at the same time as peers
- No extra-curricular or enrichment activity
- Parents/ carers informed.

Fixed Term Suspension

The decision to suspend a pupil will be taken in the following circumstances: -

- In response to a serious breach of the School's Behaviour Policy
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the school.

Suspension is an extreme sanction and is only administered by the Headteacher (or Deputy Headteacher in their absence). Most suspensions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. (Suspension and Exclusion Policy – March 2022).

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant unacceptable behaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently suspend a pupil for a first or 'one off' offence.

Zero-tolerance approach to peer on peer abuse, sexual harassment and sexual violence

The school will ensure that all incidents of peer on peer abuse, sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding and reporting a concern

e.g reporting on Myconcern/to a DSL, who will determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, seeking external advice as necessary.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 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.

The school's special educational needs and disabilities co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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 parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Behaviour Plans

Children with significant behavioural problems and/or SEND may be placed on an Individual Behaviour Management Plan, which is monitored by the SENDCO/class teacher and agreed with the parents. It sets out concerns, strategies and support and ensures that the situation is closely monitored and reviewed. It must be shared with all staff involved with that child to ensure fairness and consistency.

In addition, risk assessments are completed for children who pose a risk to themselves or others and advice sought from appropriate agencies.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Absconding

Pupils can be brought to school from 8.30am where we expect their adult to remain with them until they enter the school building at 8.55am. Once pupils are on the school grounds, they are to remain on the school premises until 3.05 (or until their club has finished).

School will maintain a secure environment. The playground exits (when not in use) will be locked during the normal school day. The car park gates will remain open during the day to allow deliveries and visitors to enter the school. The main entrance door is only to be opened by a member of staff. All attempts will be made to support all children so that they feel happy, supported and safe at school.

Absconding Procedures

If a pupil is suspected of leaving the school site without permission:

1. The member of staff will alert the Headteacher, or Deputy Head Teacher in their absence, and the office
2. The office will initiate 6 bells, which will indicate to staff that they must go straight to the office, where a search area/action will be allocated.
3. If there is no doubt that the pupil has absconded, the school will contact the pupil's parent / carer to inform them and call the police. Staff will not chase the pupil, as this could lead to the pupil wandering further afield. However, discretion with this will lie with the Headteacher who may choose to divert from normal policy, using their professional judgement, their knowledge of the child and the particular situation.
4. If the child is within an easy distance of the school, staff are not to engage in conversation.
5. If the pupil returns of their own volition, parents / carers and (if necessary) the police will be informed.
6. If the child absconds, the Headteacher will consider further sanctions and meet with the parent / carers.

The Head teacher is responsible for all decisions made when a child absconds from school.

Parents / carers of pupils are responsible for supporting the work of the school. They are responsible for encouraging their children to keep to all school procedures and policies.

Once school has informed the parents / carers that their child has absconded, parents and carers are responsible for actively supporting the school with the subsequent procedures and actions. This could include coming to school to help secure the safety of the child after they have absconded as well as meeting with the Headteacher in order to agree subsequent actions.