



**Hatherley**  
INFANT SCHOOL

# Behaviour Policy

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## Introduction

This policy is a statement of the agreed aims, practices and ideals of all the Staff of our School. It has been agreed in co-operation with the governors and published to parents on our website. We lead by example, by providing positive role models and by developing an ethos in the school where everyone endeavours to do their best, whatever their role, to make the school a thriving, busy, happy, caring place to be.

## Aims

Our primary aim is for every member of the school community to feel valued and respected and for each person to be treated fairly and well. In order to achieve this, we aim to:

- develop positive attitudes to behaviour within a caring and considerate atmosphere
- encourage children to develop self-awareness, self-management and increasing independence e.g. through Learning Gems and Mindfulness
- encourage **respect** for all people including those with disabilities, of diverse cultures, beliefs and ideas, of other genders thus creating a positive atmosphere based on a sense of community
- create an environment where each child is able to achieve a high level of **self-discipline**
- ensure the children understand that they should take responsibility for their own behaviour and that their actions have consequences
- be consistent in the way the policy and rules are applied – with agreement and understanding between teaching staff, non-teaching staff, governors and parents
- provide good communication between parents, staff, children and governors.

## General Principles

The following are recognised as important principles in achieving our aims.

- The safety and pastoral care of our children is paramount. Please see Safeguarding Policy
- Staff are always willing to see parents at a mutually convenient time. Parents need to be aware that during school time the class has first demand on the class teacher
- Teachers and all support staff apply good behaviour management styles in their classrooms and further training will be offered if necessary
- Staff deal with problems calmly, establishing the facts and judging only when certain. They will spend time discussing relationships, behaviour problems etc. Should the need arise the Head Teacher may be called upon to be involved in parent/teacher discussion regarding particularly difficult problems and situations. Children will also have the opportunity to speak to someone from the Pastoral Team
- We wish to promote self-discipline and self-control. To encourage the children to behave appropriately with tolerance and consideration for others in all of the different situations that they will meet
- The school has Golden Rules which are on display around the school. The children are aware of the Golden Rules, and all members of staff are responsible for implementing these with all pupils. (Appendix 1)
- Pupils are praised for good behaviour at every opportunity
- Each class will hold regular "Circle Time".

Staff are encouraged to:

- Check the child knows why she/he is in trouble, by asking them
- Establish that he/she knows the behaviour is unacceptable
- Explore the effect that the behaviour has on others
- Examine strategies for avoiding the same situation in future
- Offer alternative strategies/ways to solve problems
- Relate behaviour to Golden Rules/Class contract so that the child understands what they have done is breaking the school rules.

## Classroom management - role of teachers and support staff

It is the responsibility of teaching and support staff to ensure that they work harmoniously as a team, behave consistently towards children and provide a role model ensuring school rules are enforced in their classes, and that their classes behave in a responsible manner at all times. Good classroom management is based on mutual respect between staff and children. The class teaching and support staff treat each child fairly, and enforce the classroom code

consistently. The teachers treat all children in their classes with respect and understanding. We do not undermine a child's self-esteem – it is the behaviour that is unacceptable, never the child.

We provide a calm environment which is conducive to learning at all times. The following principles will provide a climate for this respect to thrive:

- 'SECURITY, BOUNDARIES, CONSISTENCY' – the three key things that every child needs
- High expectations of the children with regard to behaviour and learning
- Well prepared lessons with identifiable learning objectives clearly explained to the class.
- A sense of being able to achieve, through good differentiation
- Resources readily available
- Clear rules and procedures – Golden Rules and Class Contracts on display
- Circle time will be timetabled as part of PSHE
- Behaviour charts are in place in all classrooms for rewarding good behaviour and monitoring poor behaviour
- Internal exclusions are used initially to avoid the need for external exclusions.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE Guidance 'Use of Reasonable Force'. Staff are Team Teach trained and only intervene physically (using Team Teach techniques) if a child is in danger of hurting him/herself or to prevent injury to another child/children or member of staff. The actions that we take are in line with government guidelines on the restraint of children. (Section 93, Education and Inspections Act 2006). Please see the school policy on Physical intervention.

All staff should recognise that children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. Please see the school policy on Peer on Peer Abuse.

## CHILDREN

- Children need to understand that rules enable members of the school community to work well together. Golden rules will be shared and displayed throughout school. (Appendix 1).
- Children will negotiate, agree and sign their own Class Contract at the beginning of each academic year. The Class Contract is displayed prominently within the classroom.
- Children are expected to move safely and sensibly around the school and grounds.
- Children should be encouraged and praised for exemplary behaviour.

School also employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We have high expectations and we employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child receives a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. In this circumstance a behaviour support plan will be devised.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its Class contract, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

## MANAGING DIFFICULT BEHAVIOUR

These strategies will succeed with the majority of behavioural problems:

- Catch him/her being good (award Golden Tickets)
- Be a good role model
- Treat the child with respect.

- Praise the child in specific terms
- Ensure that all praise is timely
- Reward success
- Remove the threat of failure – differentiate
- Avoid personalising the child's behaviour
- Avoid making threats or promises you cannot keep
- Be prepared to apologise
- Share concerns with colleagues
- Learn from colleagues
- Redirect activities or child when things appear to be going wrong

### **If poor behaviour persists:**

- a) Use individual behaviour chart
- b) consult Inclusion team/ SLT
- c) Involve parents
- d) Agree behaviour targets and strategies (Behaviour Support Plan/ My Plan/ My Plan +)
- e) If appropriate refer to an outside agency (e.g. EP/Primary Behaviour Support Outreach Team).
- f) Refer to Physical Contact and Physical Intervention Policy

Avoiding a disruption to the lesson: 'When you \_\_\_\_\_ it causes him/her/makes us/me feel \_\_\_\_\_, which isn't fair/necessary/our Golden rules/Class Contract.'

### **Constantly reinforce the rules. Have high expectations**

### **Emotions are signals that something isn't right.**

The pupils are told that it is ok to feel angry or upset or to cry and that when they are ready these emotions will go. Then the teacher/pastoral TA and child can talk about it. We separate the behaviour from the child. A child isn't bad/naughty, their behaviour is an unacceptable response/reaction to something that has happened.

The most important message to our children is that they will be heard and they will be understood. Our very vulnerable children need this.

## **CHILD PROTECTION**

Sudden, drastic changes in a child's behaviour could be as a result of child protection issues. If a member of staff suspects this to be the case please refer to the Safeguarding Policy.

## **INDIVIDUAL BEHAVIOUR CHARTS**

Pupils persistently repeating a particular negative behaviour may benefit from a targeted individual behaviour chart. These charts will be visual and focus on no more than two behaviours at a time. Rewards will be personal to the child and be awarded regularly, such as at the end of each session or each day, depending on the needs of the pupils.

## **PROMOTING GOOD BEHAVIOUR**

We have an agreed set of rewards that are consistently applied across school and Nursery. We praise and reward children for good behaviour in a variety of ways:

- **Private praise** – wink, nod, smile, etc.
- **Verbal praise and positive language** – use tone of voice
- **Show achievements to other classes and Headteacher**
- **Comments in books**
- **Stickers, stamps, stars, certificates** – children receive these to encourage and reward
- **Movement up the behaviour chart** – Reach for the stars. Children can go from the cloud, over the rainbow to being a ray of sunshine and then on to being a superstar, where they will receive a prize at the end of the day and will stand up in assembly at the end of the week. Children on the ray of sunshine at the end of the day will receive a yellow sunshine sticker.
- **Headteacher's Awards** – each week 2 children from each class receive a special award in assembly
- **Cubes in a jar / class rewards** – each class has their own Treat jar and can earn cubes for working together to keep the Golden rules and Class contract. Cubes can be awarded for any incident of praiseworthy behaviour by

any member of staff for when the whole class has worked well together and will get a class reward when complete/full. Rewards as agreed by the children can be e.g. extra playtime etc.

- **Golden Tickets** – for making positive choices, being helpful, good work etc. children receive a card which they write their name on and put in a box. Each week children who have their name on a Golden Ticket, have the chance to receive a book from the box of books kept especially for this purpose.
- **Being trusted to undertake certain responsibilities e.g. playtime Buddy.**

## **SANCTIONS FOR UNACCEPTABLE BEHAVIOUR**

- Non-verbal communication, verbal praise for other children to reinforce expected behaviour
- Verbal reprimand relating to behaviour, reminder of class/school rule, Move name down the behaviour chart, (From the cloud– which is a fresh start every day, children can move their name to the amber petrol tank which means warning and to rethink and refuel. If this does not improve then they move to the red high alert, where the teacher decides the appropriate punishment. This is recorded. Children will either lose some playtime or be put on an internal exclusion.
- If a child goes straight to high alert then this will also be recorded by the class teacher and the teacher will decide an appropriate sanction (loss of playtime or classroom exchange).
- If a child breaks any of the following rules they will move straight to high alert without any verbal warnings
  - Use of bad language
  - Hurt each other
  - Damage the school or other people's property.
- Senior members of staff will be involved in monitoring pupils' behaviour and parents will be involved if there are incidents of bullying, physical violence, abusive language and racism.
- In certain circumstances (e.g. disruption of classes) the child will be removed from class - Internal exclusion. If it is for one hour or longer then parents and the Senior Leadership Team need to be informed. Three internal exclusions in one term will result in the child not being able to participate in the school end of term treat.

### **Procedure for serious incidents or for those who persistently display inappropriate behaviour:**

1. Expectations made clear to child, parent/carer and staff.
2. Warning.
3. Warning and time out, e.g. 5 mins (or if appropriate miss a playtime)
4. Internal exclusion to spend remainder of day in another class.
5. Exclusion from school.

### **Behaviour incidents are recorded in the School Incident Log kept in the headteachers office.**

Sanctions for whole groups for the misbehaviour of one or a few is ineffective and is seen as unfair by pupils.

## **FIXED TERM AND PERMANENT EXCLUSIONS**

Exclusions are the ultimate sanction. The school will comply with all national regulations and give due regard to LA guidance. While there may be circumstances that lead to variations children will normally be excluded for the following reasons:

- leaving the school site without permission
- swearing at staff
- physical aggression to staff
- physical aggression to pupils resulting in serious injury
- persistent physical aggression
- malicious damage to property
- stealing
- constant disruption within the classroom that affects the learning of other children.

Where children are not excluded, children may receive an internal exclusion. This list is not exclusive there may be circumstances that have not been envisaged.

The normal length of time for an initial exclusion will be one to three days in the first instance. This may be altered due to circumstances. Subsequent exclusions may be of a longer duration. Regard will be paid to duration since previous exclusion, seriousness of behaviour, similarity to previous behaviour. Work will be sent home for children to complete.

In all exclusion matters the safety of the individuals concerned will be paramount.

Only the Headteacher (or assistant Headteacher when acting as Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

## THE ROLE OF PARENTS AND CARERS

We expect all parents/carers to adhere to our **'Better Together'** ethos. This will ensure parents show respect and consideration for each other and children as well as staff and provide consistent role models for all children. The contents of the Behaviour Policy will be communicated to parents and children via the prospectus and school information.

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and 'Good Behaviour booklet'. We expect parents and carers to read them and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## THE ROLE OF GOVERNORS

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines (Section 88 of the Education and Inspections Act 2006).

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## RECORDING AND MONITORING BEHAVIOUR

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: Lunchtime supervisors give written details of any incident.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of equality; it will seek to ensure that the school abides by regulations and guidance and that no child is treated unfairly irrespective of ethnicity, religion, language, attainment, age, disability, gender, sexual orientation or background.

The governing board reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

## Conclusion

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

### **Linked Policies**

▪ Acceptable Use	▪ Early Help Offer
▪ Anti-bullying and hate	▪ Health and Safety
▪ Attendance	▪ Relationships and Sex Education
	▪ SEND
▪ Complaints Procedure	▪ Safeguarding and Child Protection
▪ Confidentiality	▪ Safer Recruitment and Induction
▪ Curriculum	▪ Staff code of Conduct
▪ E-Safety (online safety)	▪ Whistleblowing