



"We Care."

Behaviour Policy

Reviewed: March 2024

Review Period: Annually

Next Review: March 2025

Persons Responsible: Senior Leadership Team

Principal: 

Date: March 2024

Trustee: 

Date: March 2024

Our Intent

This policy aims to increase children's ability to take responsibility for the management of their own behaviour. At Hamstel Infant School and Nursery, we believe that the implementation of this policy is the shared responsibility of all adults within the school, children, parents, carers, other adults and any visitors who work within the school.

Good behaviour leads to happy children, which in turn leads to high achievement. As a school, we expect all members of our school community to be polite and respectful. We aim for well organised classrooms, positive relationships with children, fairness and consistency to ensure that our children understand the consequences should their behaviour not meet our high expectations.

How we implement our positive behaviour approaches

We strive to implement our high positive behaviour approaches through positive promotion of our school values.

At Hamstel Infant School and Nursery our school value is:

"We Care"

- Working together
- Enthusiasm and determination
- Caring
- Aspire
- Respect
- Effort and resilience

We are a very nurturing school and we aim to use the following principles throughout our school to help us understand why children behave the way they do;

1. Children's learning is understood developmentally
2. School and in particular, the classroom offer a safe place
3. Nurture is important for the development of well-being
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions in children's lives are vitally important and understood by adults

The whole school community takes ownership of our values by displaying them around the classrooms and school building and allowing them to be referred to regularly during assemblies and class interactions.

Our high expectations are the shared responsibility of all and as such it is expected that all staff will praise children for good behaviour and remind others where necessary. There are clear expectations documented for;

- Classroom expectations (Appendix 1)

- Corridor expectations (Appendix 2)
- Dinner Hall expectations (Appendix 3)
- Playground expectations (Appendix 4)

Managing Behaviour in the Classroom

Quality First Teaching and ARC

The classroom adults have the most thorough knowledge of the children, so within each classroom the individual teacher(s) and teaching assistants are responsible for each child's social and emotional development, building children's self-esteem and for setting and maintaining high expectations of behaviour.

Quality First Teaching will support teachers to minimise negative behaviour in their classrooms alongside a positive, consistent, firm but fair approach.

Staff should have in mind the following process: **ARC**

1. Ask
2. Remind
3. Consequence

1) **Ask** children to stop and give them the opportunity to correct minor inappropriate behaviours.

2) **Remind** children of the expected behaviour and warn that there will be a consequence for poor choices.

3) **Consequence** - when a pupil does not respond to reasonable reminders and warnings, they will be given a consequence.

It is sometimes necessary to provide more guidance to some groups or individuals than others who perhaps have more self-discipline. It is also important to recognise that at certain times of the year, when there is heightened excitement and possibly less structure, such as Christmas, it will become necessary to remind the children about expected behaviour more frequently.

As a school we adopt a positive approach to behavioural issues and teachers are provided with additional resources that may prove useful in their classrooms.

Modelling

It is important for all adults to display high standards of behaviour and courtesy at all times, setting an example for the children. We do this by setting a calm, purposeful atmosphere across the school which creates a secure learning environment where children can safely develop self-esteem and discipline and where adults can actively model, teach and encourage positive attitudes through all of their interactions with children.

Positive Attitudes and The Zones of Regulation

We recognise that for our young children, feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make it easier to talk about, think about, and regulate their emotions, we use The Zones of Regulation to help children organise their feelings, states of alertness, and energy levels.

The zones are organised into four coloured Zones – Blue, Green, Yellow, and Red. (See Appendix 5)

The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. Children learn to regulate their Zones to meet their goals and task demands, as well as support their overall well-being.

Developing positive attitudes towards feelings is an important part of the school values and behaviour management, as through our PSHE curriculum children are taught:

- How to talk about their feelings (recognising and naming them)
- How to behave appropriately towards each other
- How to behave appropriately in class and within the school environment
- How to recognise bullying and treat it seriously
- How to tell an adult about bullying or other unwanted attention and have strategies modelled for them
- How to deal with frustration, anger and relationships.
- How to resolve conflict between peers

Rewards

It is easier to promote good behaviour from a positive and encouraging stance, than by being negative. Staff are encouraged to praise good behaviour, have high expectations, communicate these effectively to the children and to not put themselves in a confrontational situation.

We ensure that the children are aware of the consequences that could follow poor choices and that ultimately it is up to them to make good choices with guidance from us. We do not use missing PE, PSHE, art or music as a consequence as all children are entitled to a broad and balanced curriculum.

We use the Class Dojo system as a whole school reward system which can be used to reinforce positive behaviours. Each week, we focus on a different 'We Care' value and children can receive a Dojo linked to these elements. Certificates are then awarded and celebrated in our Friday Celebration Assembly.

Children that achieve twenty dojos in a week, can then receive a Going for Gold award. A child receiving three going for gold awards across the year, receives a special Principal's certificate.

Each week, the winning class in each year group are celebrated and weekly class points are collated in a grand total and displayed in the school hall. Every half term, the winning class can choose a class reward from the list available. (Appendix 6)

Wow Moments are achievements that have been recognised both inside the classroom and out of school. Teachers can nominate any child for a Wow Moment sticker which will then be celebrated in celebration assembly.

Each class has a class mascot, teachers will decide who the mascot goes home with each week based on good behaviour and outstanding achievements throughout the week. Children are then encouraged to share their news on the Dojo platform (KS1) or Tapestry (EYFS).

Teachers will also have their own ideas on rewards for use in classes.

Consequences

We strive to understand that all behaviour is communication, however there may still be occasions where consequences need to be implemented.

A consequence should be kept in proportion to the inappropriate behaviour. This process is flexible depending upon the needs of the pupil and the situation.

Children need to be regularly reminded of expected behaviour and warned that there will be a consequence for poor choices. Once the ARC process has reached stage C, consequences may be imposed.

At all times staff can seek support from colleagues and turn to other people for advice, particularly the inclusion team and year group colleagues.

We feel that our staff know and understand our children well and that class teachers are in the best position to make decisions about the behaviour and consequences imposed on individual children.

The following grids set out some suggestions for the management of behaviour which will support a consistent approach across the school.

| Behaviours within School | | |
|---|--|--|
| Stage | Examples of Behaviour | Behaviour Management Strategy |
| All incidents from Stage 2 onwards should be logged on the Behaviour Log | | |
| 1 | Talking, time wasting, inappropriate use of resources, distracting peers, interrupting the teacher or other adult | <ul style="list-style-type: none"> • Individual class behaviour systems, e.g. Non-verbal/verbal reminders • moved to new place in class • missing part of break to finish work etc. |
| 2 | Repetition of stage 1 behaviour after warnings, disruptive behaviour, lack of engagement, unacceptable quality/quantity of work. | <ul style="list-style-type: none"> • Continue individual behaviour systems e.g. Moved to work on own • missing break/ lunch • removal of child from whole class reward. |
| 3 | Bad language, hurting peers (minor), throwing resources, refusal to work, repeatedly getting out of their seat. | <ul style="list-style-type: none"> • Move to partner class or time out. • Sent to another year group. • Parents/carers informed by the Class Teacher. <p>If pupil modifies the behaviour – return to stage 1.</p> |

| | | |
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| | | If the pupil escalates or continues the behaviour – move to stage 4. |
| 4 | Fighting, leaving the classroom, climbing, use of objects as a weapon, disruptive around the school. | <ul style="list-style-type: none"> • Removal from class by Sunshine support team. • Possible isolation • Parents/carers informed. • Complete serious incident form <p>Should stage 4 not help moderate the pupil's behaviour then the Inclusion Team will move to stage 5.</p> |
| 5 | Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property | <ul style="list-style-type: none"> • SLT informed. • Complete Serious Incident form • Parents/carers called to a meeting and informed and may be asked to come in and support their child in school. |

| Behaviours at Lunchtime | | |
|---|---|--|
| Stage | Examples of Behaviour | Behaviour Management Strategy |
| All incidents from Stage 2 onwards should be logged on the Behaviour Log | | |
| 1 | Squabbling/disagreements Name calling/unkind words Negative language Not following playground/ Dinner Hall expectations Snatching equipment | <ul style="list-style-type: none"> • Support peer mediation • Redirect to an alternative activity or area |
| 2 | Rough play Refusal to follow instructions Repeated behaviours from stage 1 | <ul style="list-style-type: none"> • Support peer mediation • 5 minute time out on Playground/Hall • Class teacher informed |
| 3 | Persistent refusal to follow instructions Play fighting Hurting peers during play activities (minor) | <ul style="list-style-type: none"> • 5/10 minute timeout on the Playground/hall • Sunshine Support Team informed. • Taken to Sunshine for Time out (time to be decided by inclusion team) • Class teacher informed • Parent/carer informed by class teacher |
| 4 | Fighting Ongoing stage 2/3 behaviours Dangerous behaviour (Throwing equipment, leaving playground) | <ul style="list-style-type: none"> • Removal from the playground/hall by Sunshine Support Team/SLT. • Possible isolation. • Parents/carers invited to meeting with SLT/Inclusion Team |

| | | |
|---|--|---|
| | area, damaging property, hurting peers.) | <ul style="list-style-type: none"> • Complete serious incident form • Consideration of Behaviour Intervention plan. |
| 5 | Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property | <ul style="list-style-type: none"> • SLT informed. • Complete Serious Incident form • Parents/carers called to a meeting and informed and may be asked to come in and support their child in school. |

Behaviour Logs

A behaviour log is kept online and all class computers contain a link to ensure the log is available for all staff members to access. Lunchtime incidents will be reported to the class teacher at the end of play/ lunchtime. It is the responsibility of the dealing staff member to complete records in a timely and relevant manner. These logs will be analysed half-termly by our Portico Inclusion Leads to monitor class behaviour, identify patterns and trends and providing support where necessary.

Additional Support

During their time at school, some children will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support any child experiencing difficulties. The behaviour log records from all staff will be collated to provide SLT and Inclusion Team with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Support Plans and /or Behaviour Intervention Plans.
- Support from the SENDCo, identified LSAs, teachers.
- Pastoral Support Programmes i.e. small group work, self-esteem, emotions management, social skills or nurturing interventions etc.
- Increased communication between home and school
- Additional English or Maths support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Alternative curriculum provision, such as social skills, Lego group, gardening etc
- Outside agency support, i.e. Education Psychology Service, Emotional Well Being and Mental Health Service, Supporting Families support, LA inclusion team etc.

Behaviour Intervention Plans

Pupils whose behaviour is consistently causing concern may require a behaviour intervention plan. This will be written by the Inclusion Team in discussion with the class staff, to help support the pupil make correct behaviour choices. Once agreed and shared with the child and their parents/carers, all staff must work to ensure it is consistently followed.

Regular reviews will keep the plan effective. It may be necessary to refer a child for support from an outside agency. This is usually where a behaviour plan is not producing the desired impact.

Following a discussion with the SENCO, the pupil's name may be placed on the SEN register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties.

The school may seek the support of other professionals such as the Educational Psychologist or Family Support Services.

Serious Incident Forms.

When a child reaches Stage 4 or 5 on the 'behaviours grid', a serious incident form will be completed by the staff involved. This keeps a formal log of all serious concerns and the actions taken to resolve.

Changes to the school day

For children to be successful, they may be offered a change in the times for their school day. This can provide pupils presenting challenging behaviour to attend school for a shorter time giving them an opportunity to demonstrate improved behaviour and then build on that success. Each week, communication is made with parents/carers to provide them with progress information. This is a short-term measure with the intention to increase time as progress allows, whilst always considering the needs of the child. The increase of time in school is under constant review with the aim of achieving full time as soon as possible. Where this is not possible, advice will be sought from the Local Authority Inclusion Team.

Work will be provided by the school during any hours not attending.

Bullying

Bullying of any kind is unacceptable and at no time will we tolerate any kind of bullying. At our school the safety, welfare and well-being of all pupils and staff is a priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We have a separate school and child friendly Anti-Bullying Policy which is renewed annually in line with this behaviour policy.

Bullying, Use of Discriminative Language or Sexual Incident Sheets

Whilst rare, incidents of bullying, are recorded in the bullying log in accordance with the Antibullying policy.

In accordance with Local Authority procedures, all racist or sexual incidents should be reported to a senior member of staff. This includes verbal and physical insults related to gender, race or religion. The member of staff that initially deals with the incident should complete a 'Bullying or Discriminative Language Sheet' which will then be reviewed and signed by the senior member of staff.

Positive Handling/Reasonable Force

All staff members have a legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline.

We have several staff in school who are trained in the use of the 'Team Teach' methods, which techniques seek to avoid injury to the staff and child concerned.

If a pupil requires positive handling, a parent/carer will be informed at the earliest possible convenience.

Please see the school's positive handling policy for further details.

Suspensions

If, following the sanctions outlined above, behaviour does not improve, then a suspension may be considered.

It is also possible that a suspension will be given for any incident if it is deemed to be sufficiently serious.

As an alternative to a suspension, where the pupil is expected to be off site, pupils may be educated onsite in isolation.

The following are examples of behaviour that could lead to a suspension:

- Acting in a threatening and aggressive manner towards staff or pupils
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse or threats towards another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism or damage
- Incidents of persistent disruptive behaviour
- Any other situation where the Principal / Vice Principal considers a suspension appropriate.

Work will be provided by school from the first day of exclusion. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Principal and cannot attend school events during this time.

After each suspension, SLT will call a return to school meeting with the pupil and their family. It may be deemed appropriate to provide support which may be in the form of a support plan, this may include part time attendance or a positive handling plan.

The suspension process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow reflection time
- To enable pupils to learn in a safe, calm environment

During each suspension the Principal will consider whether:

- Further investigation of the incident is needed
- The pupil requires to be taught within different locations within the school
- The pupil should have a managed change of school
- Additional resources are available which may allow the pupil to remain in the school without further suspensions such as a referral to 'Supporting Families' or other outside agencies
- The pupil should be permanently excluded

The following behaviour could lead to a permanent exclusion

- Serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor
- Endangering lives
- Persistent unacceptable behaviour, including frequent refusal to follow school rules and regulation as outlined above which has not been modified by suspension
- Possession of a weapon or illegal substance

Supervised education is provided from the 6th day of exclusion by the Local Authority.
(For all suspension/exclusions we follow the Southend Local Authority guidance.)

Appendices

1. Classroom Expectations
2. Corridor Expectations
3. Dinner Hall Expectations
4. Playground Expectations
5. Zones of Regulation
6. List of Whole Class Rewards

Appendix 1 - Our Classroom Expectations

- I walk around the classroom
 - I look after my own and other people's things
 - I respect my classroom and everything in it
 - I put away my things at the end of a lesson
 - I listen carefully to whoever is speaking
 - I talk to an adult if there is a problem
 - I follow instructions carefully
 - I line up calmly and quietly
 - I keep my hands to myself
 - I use my indoor voice in the classroom
 - I stop talking when I see the Team Stop signal
 - I speak in a polite and kind way
 - I will always tell the truth
 - I say please and thank you
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Appendix 2 - Our Corridor Expectations

- I walk along the corridors quietly
 - I hang my coat and bag on my peg
 - I look at the displays but don't touch
 - I listen carefully to children and adults
 - I talk to an adult if there is a problem
 - I follow instructions carefully
 - I line up calmly and quietly
 - I keep my hands to myself
 - I walk in a straight line following the person in front
 - I use an indoor voice around the corridors
 - I am polite and use good manners to other people
 - I will always tell the truth
 - I line up outside the classroom quietly until an adult tells me to enter
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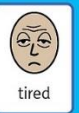







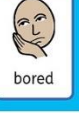







Appendix 3 - Our Dinner Hall Expectations

- I line up calmly and quietly with my tray
 - I wait my turn for my food
 - I use my knife, fork and spoon to eat my food nicely
 - I put my hand up if I need help
 - I tidy away my all my things when I have finished my lunch
 - I listen to grown-ups and do as they ask
 - I use my indoor voice in the dinner hall
 - I speak in a polite and kind way
 - I will always tell the truth
 - I say please and thank you
 - I walk around the dinner hall
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Appendix 4 - Our Playground Expectations

- I only play safe games
- I use kind words
- I include other children in my games
- I listen carefully to children and adults
- I talk to an adult if there is a problem
- I will always tell the truth
- I line up calmly and quietly
- When I hear the first bell, I stop moving and talking. When I hear the second bell I walk to my line

Appendix 5

| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|---|--|--|
|  sad |  happy |  frustrated |  angry |
|  tired |  calm |  worried |  terrified |
|  sick |  feeling ok |  silly |  yelling |
|  bored |  ready to learn |  excited |  hitting |
| I can try...  stretch | I can try...  drink water | I can try...  deep breaths | I can try...  take a break |

Appendix 6

Possible Whole Class Rewards

- Extra playtime
- Climbing frame
- Adventure trail
- Teddy Bears picnic
- Outdoor learning session
- Playground games
- Classroom games
- Library time
- Laptops/ipad time
- Creative time in the Art Room