



STUDLEY COMMUNITY INFANTS' SCHOOL

BEHAVIOUR POLICY

We believe that we can encourage high standards of behaviour by developing a clear code of conduct within a positive supportive school atmosphere.

This policy document has been reviewed following staff meetings and by evolving practice within classrooms.

We are committed to creating an environment where everyone is treated with consideration and respect.

This means that all members of our school community are valued and treated with courtesy and understanding.

We will:

- Speak politely to each other
- Listen to each other's points of view
- Work together in the classrooms
- Be helpful
- Recognise quiet time i.e. assembly, story time etc. and not disturb the peace for others
- Behave positively when the school comes together at breaks and lunchtimes
- Respect others work and respect each other
- Treat school property and equipment with care

In order to develop patterns of good behaviour in children, adults need to be role models. We encourage good behaviour through:

- **Achievement Assemblies** - where adults and children nominate people to celebrate pleasing work, helpful behaviour and kindness - nominations displayed on special boards in the school entrance area.
- **Giving of stickers** - for effort, hard work etc. Lunchtime Supervisors have these as well. The Head teacher has special stickers. There is a class trophy for the class who have had an exceptional week.
- The devising of **Class Rules** - these are devised by each class and displayed in the room. Teacher informing parents of special work/kindness etc.
- **Rewarding** children with extra free time each week. When sticker cards are full in Yr1 and Yr2 then children can choose a prize out of the Prize Shop.

Sanctions

Children need to be treated fairly and consistently, and appropriately to their age.

Children will be reminded on a regular basis of class rules and will be praised when they follow them.

If they do not follow class rules then they will be given a verbal reminder of the rule and how they should be behaving. If they continue to behave inappropriately, then they will be given 'thinking time out' to calm down and then discuss with an adult why their behaviour was inappropriate.

If a child persistently behaves inappropriately, then staff will decide if they are to miss extra privileges, such as 'choosing time' or extra playtimes.

If we have continued concerns about a child's behaviour, we will meet with the parents to look at how we can work together on strategies to use at home and school, so that they are being used consistently.

For children who find good behaviour very difficult to sustain, an individual programme of positive reinforcement would need to be developed in conjunction with the SENCO.

When children are displaying behaviour within Stage 3 of a crisis, the school has a duty of care to ensure that all children including the child in crisis, staff and property are safe. If this is not the case, then a fixed term exclusion may be given, followed by a meeting with the parents and professionals to look at what provision the child needs to ensure that there are no future critical incidents. This decision is never taken lightly.

Stages of a Crisis

Stages of the 'Stages of a Crisis' is the level to which the majority of our children reach. (See below). In a minority of cases children's' behaviour may escalate to stages 2 & 3.

Level Behaviours	Positive Handling
<p>Stage 1 – Low Individual show signs of anxiety Hiding face in hands or bent over / under table Pulling up collar or pulling down hat Rocking or tapping Withdrawing from group Refusing to speak or dismissive Refusing to co-operate Adopting defensive postures</p> <p>Stage 2 – Medium Individual begins to display higher tension Belligerent and abusive Making personal and offensive remarks Talking louder – higher – quicker Adopting aggressive postures Changes in eye contact Pacing around Breaking minor rules Low level destruction Picking up objects which could be used as weapons Challenges – “I will not ...you can't make me”</p>	<p>Read the body language Read the behaviour Intervene early Communicate – “Talk and I'll listen” Use appropriate humour Display CALM body language Talk low and slow and quietly Offer reassurance – including positive physical prompts Assess the situation Divert and distract by introducing another activity or topic</p> <p>Continue to use Level One de-escalation responses + State desired behaviours clearly Set clear enforceable limits Offer alternatives and options Offer clear choices Give a get out with dignity Assess the situation, consider making the environment safer and getting help Guide the elbows towards safety</p>
<p>Stage 3 – High Shouting and screaming Crying Damaging property Moving towards danger Fiddling with electrics Climbing trees, roofs or out of windows Tapping or threatening to break glass Moving towards weapons Picking up objects which can be used as weapons Hurting self Grabbing or threatening others Hurting others (kicking – slapping – punching)</p>	<p>Continue to use all the Level One and Two De-escalation responses Make the environment safer Moving furniture and removing weapon objects Guide assertively – hold or restrain if absolutely necessary Ensure face, voice and posture are supportive not aggressive Use Help Protocol to save face by changing face</p>

Level Behaviours	Recovery Positive Handling Responses
<p>Stage 4 – Recovery Behaviours The recovery stage can easily be confused with the anxiety stage People may sit quietly in a hunched position The difference is that they can revert to extreme violence without the build up associated with the normal escalation at stage 2</p> <p>Stage 5 – Depression After a significant incident people can become depressed They may not want to interact but need support and reassurance</p> <p>Stage 3 – Follow Up Listening and Learning Report, record, review and communicate Follow up any disciplinary or restorative issues Planning to avoid similar events in the future</p>	<p>Support and monitor This may not be a good time to touch as touch at this stage can provoke a reversion to crisis Give space and time Look for signs that the person is ready to talk</p> <p>Post Incident Support Support, reassure and monitor Respond to any signs that the person wants to communicate Show concern and care but do not attempt to resolve residual disciplinary issues at this stage</p>

Use of reasonable force – The school follows guidelines set out by the PFE.

1 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force².
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

2 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

3 Schools can use reasonable force to...

- (i) Schools do not require parental consent to use force on a student.

Meeting with the Headteacher

When children have done something exceptional, then they will be encouraged to visit the Headteacher to celebrate their success.

If a child's / classes behaviour is of continued or significant concern, then the Headteacher will speak to them regarding the incident and reinforce what behaviour is expected of them.

Policy at Lunchtime

Lunchtime supervisors have been trained in the school policy and follow the same procedure.

A 'Cool Zone' exists in the playground for those children who have difficulty handling 'normal' playground activities. It is an area set aside for quieter activities and is closely monitored by midday staff.

For good behaviour, children are awarded stickers.

Lunchtime supervisors will make teaching staff aware of anything of a significant nature at the start of afternoon session.

Our Behaviour Policy is introduced to the children during their first term in Nursery, where they are expected to follow simple instructions from an adult.

Working together with families

From our experience, we know that early intervention when a child is experiencing difficulties is key. We work with a range of outside agencies to support families, such as health visitors, School Nurse and Family Support Workers. If you have any concerns around your child's behaviour, then please speak to their class teacher, so that we can work together to resolve any issues. As a school we also offer support through the CAF process and our Lead Professional is Assistant Head Claire Blewett.

Young children model what they see and hear and it is important that all adults within school including parents provide a good role model and reinforcing behavioural expectations by doing the following:

Modelling turn taking within conversations and using good manners

Not using inappropriate language or swearing on school grounds

By not using negative language or name calling

Not shouting or using threatening language towards anyone

EVERYONE WITHIN SCHOOL IS ENTITLED TO BE TREATED WITH RESPECT AND TO FEEL SAFE AT ALL TIMES.

Review

- This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed annually as necessary.