

Crofton Hammond Infant School
BEHAVIOUR POLICY



Policy approved:	July 2024	FGB
Signed:	<i>S Hosmer</i>	Headteacher
Signed:	<i>W Shirley</i>	Chair of Governors
Date of next review:	June 2026	Every 2 Years
Monitored and evaluated by:	Curriculum Committee	Annually

PRINCIPLES

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo, *Connecting Parenting*.

All pupils and staff have the right to be treated with kindness and respect. Pupils and staff should feel they are valued members of the school and should be involved in decision making in school where appropriate. Staff are expected to model respectful behaviour and kindness towards each other, to the children and their parents and to act as role models at all times.

AIMS

- To ensure that the school values of curiosity, respect and resilience are reflected in the behaviour of the children (see appendix 1)
- To encourage all members of the school community to model standards of behaviour that reflect consideration, kindness and respect for others
- To make expectations of positive behaviour explicit to all pupils and adults in school to encourage a positive climate for learning
- To ensure all staff implement the procedures in this policy to maintain a positive, consistent approach
- To maintain a balanced and appropriate system of rewards and consequences and to ensure that children have a chance to reflect and repair and then to articulate how they would do something differently another time
- To ensure all school staff, including lunch time and wraparound care staff, are aware of specific behaviour plans for individual children
- To involve parents as partners in promoting positive social and emotional behaviour, and where necessary, sign-posting them to appropriate support

PRACTICE

General Practice

- Our curriculum is designed so that the children are fully engaged in their learning
- We expect all children to behave well at our school. When instances of negative behaviour occur the children will be involved in discussions about what has happened, asked to consider how they might 'put right' what has happened and then supported to think about how they would behave differently next time. Principles of 'restorative practice' will be implemented.
- Visuals will be used in every area of the school to remind children of our expectations and also to aid communication through restorative conversations.
- All adults will use similar language around behaviour which focuses on '*be ready, be safe, be kind.*'
- A 'Comic Strip Conversation' approach will be used to support restorative conversations alongside the use of age-appropriate school consequences. We will also refer to 'natural consequences' of unwanted behaviour.
- When a child displays challenging behaviour the reasons for the behaviour should be investigated and addressed to ensure that the emotional needs of the child have been met. Parent should be engaged at earliest possible time to ensure a consistent approach is being used.

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- When appropriate parents can be referred to our Family Liaison Officer, who can support with strategies for parents, or signpost to other agencies.
- The Primary Behaviour Support team (PBS) can also be called upon to work with both school and the family when additional support is required.
- We encourage a culture of carefully considered positive praise, praising effort over achievement and outcome.
- Exclusion from school would only be considered if the behaviour caused concern for the safety of the child or others and as a last resort; other solutions will be explored first. If either a suspension (fixed term exclusion) or a permanent exclusion occurs, then the correct procedures will be followed. The Local Authority will be informed as part of this process. The Chair of Governors will also be informed at the earliest opportunity if the decision is made to suspend or exclude a child.

Emotional Support and Well Being

- Children who display challenging behaviour often have underlying social and emotional needs which may need to be addressed before they can move forwards. Time needs to be spent talking with these children and their parents to find out what can be done to support them.
- It may be appropriate to involve the school ELSA (Emotional Literacy Support Assistant), or our Family Liaison Officer. Alternatively, a referral can be made to an external agency such as CAMHS or PBS.

Communication and Consistency

- Expectations and language should be consistent so that staff and children are working towards the same goals. Consistency will be maintained by keeping new staff and temporary informed and by through staff training.
- Our school values and the 'be ready, be safe, be kind' expectations will be displayed in each classroom and around the school clearly.
- All pupils and adults should be encouraged to report any behaviour they see or hear that could be deemed to be bullying or racial abuse.
- A copy of this policy will be displayed on the school website and signposted to parents when their child first starts school.

Rewards

Rewards for good behaviour may take a number of forms:

- Carefully considered verbal praise for effort or demonstrating school values.
- Share work with other teachers and children, thus encouraging children to acknowledge and value each other's efforts, and also take work home to share with parents.
- Each term a class will negotiate a 'class reward' which they work towards together. When a class has shown collective good behaviour a class token will be awarded and when the required number have been achieved a class treat will be shared.
- Stickers showing the school value images can be given to children where they have demonstrated a particular school value.

Consequences

- Consequences should be applied consistently where appropriate and should be in line with the incident.
- Wherever a consequence is used the focus should be on the behaviour and not on the child.
- If possible, discussions with the child should include a message about what the child should do in the future to modify their behaviour.

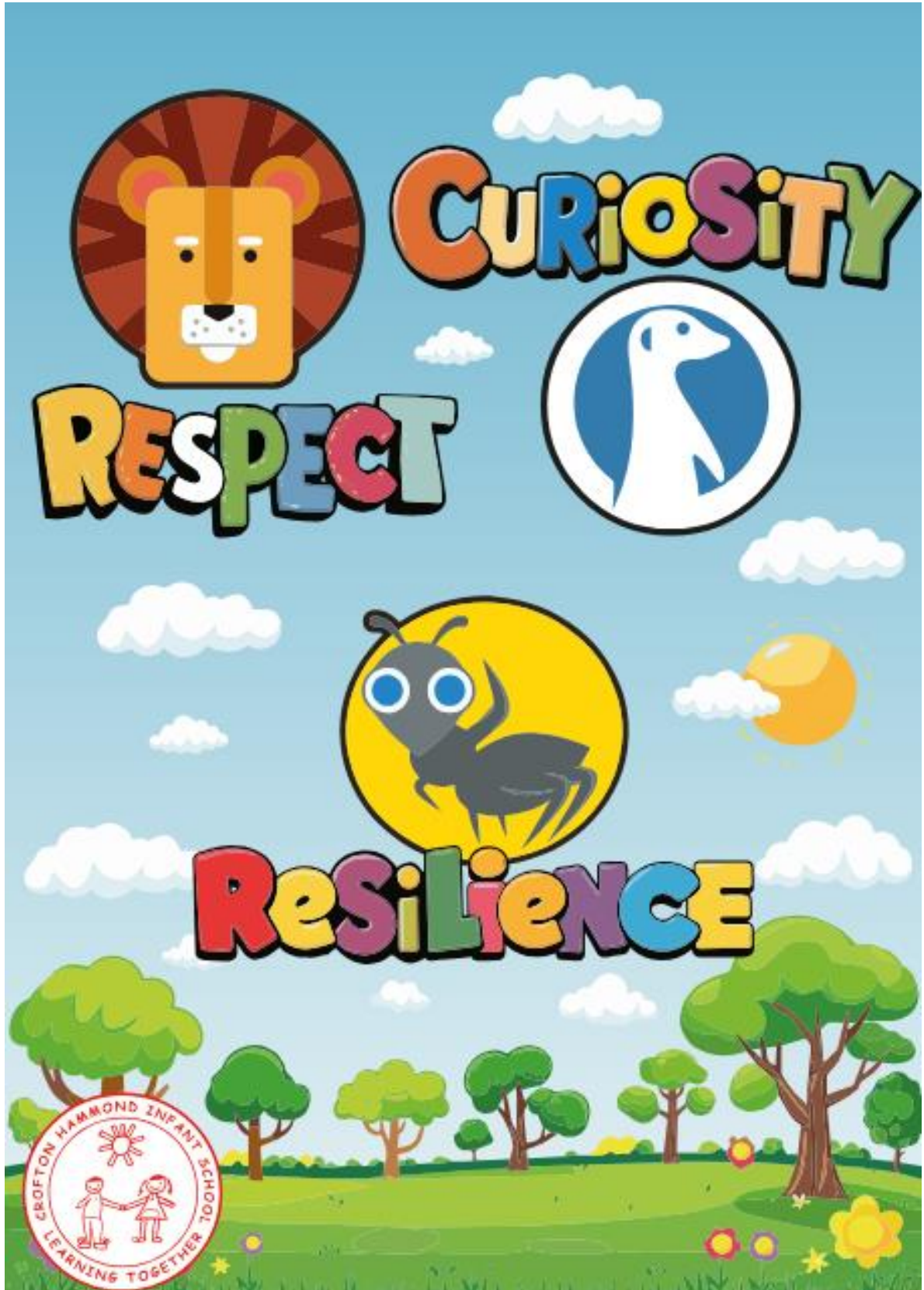
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- Consequences are generally more effective when given immediately (same day wherever possible).
- The parents of children whose behaviour is of concern should be invited into school for a discussion at the earliest possible stage to agree on a consistent approach. Communication should then remain open between parents and the school.
- If, in exceptional circumstances, physical restraint has to be used it there should always be more than one person present and the Restrictive Physical Intervention Policy should be adhered to.

<p>Less Serious Level</p> <p>This does not include physical injury or damage to property but may include some level of distress to others or some minor disruption of school routine or learning. It may involve low level disruption or leaving the learning space without permission.</p> <p>Class teacher responsible (alongside support staff such as Teaching Assistants, Lunchtime Supervisors and Wraparound Care staff).</p>	<p>Serious Level</p> <p>This includes an isolated episode of violence, minor damage to property, some distress caused to others; disruption to school routines. For example;</p> <ul style="list-style-type: none"> • Swearing • Derogatory/ homophobic/ racial language • Hurting others through hard physical contact <p>Class teacher plus SLT responsible</p>	<p>Very Serious Level</p> <p>This includes significant physical injury which may require medical attention, damage to property, significant distress caused to others or lengthy disruption to school routines.</p> <p>Headteacher and Deputy Headteacher responsible</p>
<p>Staff to report on CPOMS using the ABCC method.</p> <p>Use of visuals - used throughout the school - example in Appendix 2.</p> <p>Restorative / repairing conversations using language of emotion coaching 'I can see you feel X, why don't we...'</p> <p>All consequences at the discretion of the headteacher and dependent on personal circumstances such as number of previous incidences.</p>		
<p>Consequences/ Resolutions</p> <ul style="list-style-type: none"> • Respond to challenging behaviour with deliberate calm. • A reminder of expectations followed by a warning if behaviour continues. • Child spoken to privately wherever possible, in a calm voice. • Move the child somewhere where they can learn with fewer distractions. • Related consequence e.g. having to complete work in own time or tidy up their mess. • Time out should be on the same day whenever possible. Professional judgement as to how long this is for. Between 3-10 minutes depending on age of the child. • Use of 'natural consequences'. 	<p>Consequence/ Resolutions</p> <p>As previously but also;</p> <ul style="list-style-type: none"> • Additional time out to de-escalate and also to reflect (these may not be at the same time as time out to reflect/ have restorative conversation cannot happen until child is calm). • Spending playtime with an adult to ensure they are being safe. • Send to SLT for support/ time out of class or SLT remove from class • Contact with parents 	<p>Consequence/ Resolutions</p> <ul style="list-style-type: none"> • Send to SLT for support/ time out of class or SLT remove from class • Referral to external agencies • Internal exclusion- • Internal exclusion at another school • Suspension • Permanent exclusion- • Parents and local authority would be consulted at all stages.

This policy should be read alongside other policies including Antibullying, Attendance and Restrictive Physical Intervention.

APPENDIX 1



APPENDIX 2

