

# St. Mary's Infant School Behaviour Policy

"Sharing, caring, learning and loving with God"

## 1. Introduction

As soon as children start at St Mary's Infant School we want them to feel valued, respected, and to be treated fairly. We want our children to be responsible members of the community by developing their internal discipline, pride in themselves and their conduct.

We want our children to do the right thing, because they want to, not just because they receive external rewards (eg stickers)

It is the responsibility of all staff to be aware of, and carry out, the contents of this policy.

The school adopts a therapeutic approach to behaviour management.

(Following training and recommendations from Hertfordshire STEPS)

### **A therapeutic view**

Negative experiences create negative feelings.  
Negative feelings create negative behaviour.

Positive experiences create positive feelings.  
Positive feelings create positive behaviour.

## 2. Aims & Objectives

- to promote an ordered, safe environment which maximizes learning opportunities and achievements
- to help pupils take responsibility for their actions, appropriate to their age and maturity and any SEN.
- set a standard of behaviour which, in it's implementation, will promote internal-discipline, self-esteem and respect and acceptance of others
- ensure a consistent approach is used throughout the school and is driven by positive experiences/ educational consequences, not just external rewards

We wish children to develop:

- self confidence
- internal discipline/ self-control
- sensitivity and consideration for others
- a pride in themselves and their school
- responsibility for their environment
- a sense of fairness
- an understanding of the need for rules
- a respect for others and their ways of life and differing opinions (including gender, race, religion and ability)
- strategies for dealing with any incidents of bullying
- strategies for self-help (including managing anxiety)
- positive attitudes to their own, and others', learning

### 3. Implementation

Staff will:

- adopt a therapeutic approach to behaviour management
- treat all children equally, irrespective of gender, race, religion or SEN
- to apply consistently the agreed standards of behavior and actions as set out in the policy
- have a responsibility to model correct and appropriate behaviour at all times
- proactively de-escalate situations, use scripts and look for triggers in behavior
- be alert to signs of bullying and racism, deal with it firmly and to alert other staff to such problems
- record any incidents of bullying/ racism on a 'Behaviour Incident form' and pass onto the Head
- record any incidents of unacceptable behavior that has caused concern
- deal sensitively with any child in distress, listen to them and deal with any incident appropriately
- ensure all consequences to unacceptable behavior are appropriate
- use of anxiety mapping & 'Roots and Fruits' to support child
- seek support and advice from school STEP ON tutors (any member of the SLT)
- avoid exposing children to situations they cannot cope with (eg assemblies- they may only be required to attend for short times and gradually increase when ready)

### 4. Inappropriate behaviour

Staff will make children aware that the following examples of behaviour are not acceptable in school

Eg.

- intentional disobedience
- persistent calling out
- intentional disruption to the learning of others
- biting, spitting, hitting, kicking and punching
- anti-social language and swearing
- making unkind remarks
- damaging property
- responding rudely or verbally aggressively to others
- stealing
- making racist or sexist comments
- bullying or intimidation
- inappropriate physical contact with other children
- unhygienic behavior in, and misuse of, the toilet areas

## 5. Consequences

The consequences must always include:

- *time to support the child in understanding why the behavior was unacceptable*
- *the opportunity to explore why it happened and the impact on the other person/ people*
- *time to explore strategies with the child to avoid situation reoccurring*
- *the removal/ stopping of event to protect child & others (eg not going out to play until teacher happy that child will not hurt others) This is a protected consequence that protects the child and other children from harm*
- *the gradual reintroduction to an event (eg: child returning out at playtime but with close adult supervision/ shorter playtime)*

Initially a firm reprimand from a member of staff is expected to be sufficient. If this does not improve the behaviour of the child, the following measures may be taken:

- A verbal warning/ reminder of expected behavior (including another teacher)
- Time out- removal from the scene of the incident. This may be to another part of the working area, to another class, or to the Head's Office (by prior arrangement, if possible) *Children are not to sit outside classrooms or left unsupervised*
- Removal of a privilege eg- playtime/lunchtime/Golden Time to work with adult on behavior support
- Staying near the adult on duty at playtime/lunchtime
- The child is taken indoors and misses the rest of play/lunch time (the duty adult must inform the class teacher/Deputy/Head/member of SLT)
- Verbal discipline from a more senior member of staff
- The child making a written / verbal apology to another child/member of staff/ parent helper/ MSA etc

Teachers must let parents/carers know of any incidents that have caused concern at the end of the day (including telephoning parent) or as soon as possible the next day. If unacceptable/ concerning behavior continues the class teacher will arrange a meeting with the parent/ carer of the child to discuss concerns and strategies already in place. This will lead to an agreed strategy for the future

If issues continue:

- Class teacher (with INcCo) to complete anxiety map and/or Roots & Fruits (*this may have been completed prior to this stage*)
- The class teacher will arrange subsequent meetings. Following that meetings will be arranged by the classteacher with the INCo (& teacher) and, if appropriate, the Head of Keystage. If issues continue, further meetings will also be attended by the Deputy and/or the Head teacher.
- In extreme cases where behavior is causing sustained disruption and/or safety concerns school action may include:
  - Write Individual Risk Management Plan with support from INCo/ SLT member
  - Use of internal exclusions

- Use of part-time timetables (with parental agreement)
- Exclusion from school (fixed term or permanent- following Herts guidelines)
- Physical intervention will only ever be used as a last resort in a situation in order to actively prevent a pupil from causing significant injury to him/herself or others or seriously damaging property. This is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment. This would be recorded in the school's Behaviour Log

## **6. Racist Behaviour**

In this instance, the following procedure will be followed:

- child reprimanded, victim supported and a record kept in the 'Behaviour Log in the Head's office. Parents of both parties informed
- time spent with child to educate them on the issue and why behavior was wrong
- in a persistent case, the parent of the offending child may be asked to meet with the class teacher & member of the SLT.

## **7. Bullying**

The school uses the DfE definition of bullying:

***'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'***

The school considers that an appropriate reaction for a child to make is:

- to say : "Don't' do that, I don't like it"
- to get away from the perpetrator in order to seek help
- to tell an adult immediately

The school will deal with bullying by:

- comforting the victim
- investigating the situation
- informing those involved of the feelings of the victim/actions of the perpetrator
- monitoring the situation and record in the 'Behaviour Log' as appropriate
- applying consequences as necessary including educational consequences

## **10. Parent/Carers**

Parents/carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important

The school has a right to expect that parents will give their full support in dealing with their child's behavior.

We hope parents/carers will:

- keep us informed of behaviour difficulties that their child is showing at home

- inform us of any situation which may affect their child's behaviour or performance at school, e.g moving house, birth of a sibling, death of a pet, etc
- inform us of their child's ill health and any absences connected with it
- accept and reinforce the behaviour standards set by the school
- conduct themselves in an appropriate way in school at all times

The school will endeavor to achieve good home/school relations by:

- promoting a welcoming environment in the school
- encouraging parents/carers to come into school on occasions other than parents' evening
- informing families about school activities on a regular basis by letter etc
- involving parents/carers at an early stage in any disciplinary problems
- supporting parents/carers when difficulties arise

### **11. Other agencies**

Full use will be made of agencies such as 'Families First', The North Herts Primary Support Service, the Health Service and the Police Service. Value is placed on good relationships with these agencies and liaison is maintained with all of these

### **12. Care of the school premises and site**

Everyone in the school is responsible for the care and maintenance of the school premises and grounds. Children, staff and visitors are encouraged to feel a sense of ownership of the school and it's environment. It is expected that:

- staff display children's work to a high standard
- staff ensure that equipment is treated in an appropriate manner
- all members of the school community will enable the building to be kept clean and tidy, either by their own efforts or co-operating with cleaning staff
- all members of the school community will endeavor, either by their own efforts or by co-operating with maintenance staff, to keep the school grounds litter free and the plants well maintained.

### **13. Future Action**

This policy will reviewed in the Autumn term 2019 or earlier if deemed necessary

**Autumn Term 2018**

