



Carlisle & Hampton Hill Federation



BEHAVIOUR POLICY FOR CARLISLE INFANT SCHOOL

This policy was reviewed:	October 2020
Responsibility:	Z Brittain
Statutory Policy:	Yes

Carlisle Infant School is a vibrant learning community that puts learning at the heart of everything we do. We continually strive to achieve our vision, 'Love Learning, Love Life'. We nurture children to prepare them for the opportunities and challenges of an unknown, yet exciting future.

At Carlisle Infant School we promote our six 'Golden Rules' throughout everything we do. We ask all learners, staff and visitors to follow the 'Golden Rules'.



Throughout the year we teach the children the following learning behaviours:

- Responsive
- Creative
- Inquisitive
- Courageous
- Determined
- Team work

We use animals to help the children to understand the different behaviours.

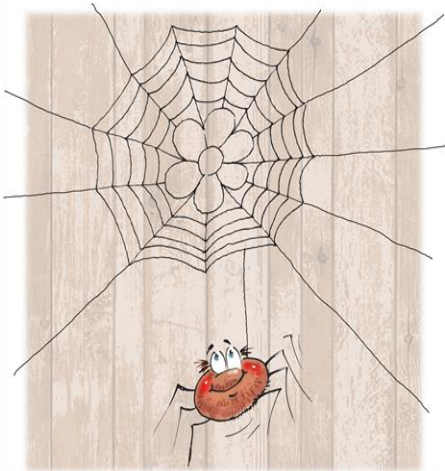
Responsive



Team Work



Courageous



Creative

Inquisitive

Determined

Aims

- To promote and develop positive relationships with all individuals in our school community.
- To create and maintain a secure, nurturing environment, which enables each member of our school community to develop to their fullest potential.
- To foster positive and caring attitudes towards everyone, with mutual respect between members of the school community.
- To acknowledge individual achievement.
- To consistently use positive strategies and clear boundaries in order to promote the 'Golden Rules' and behaviour for learning around the school.
- To encourage independence and self-regulation.
- To ensure all staff members take responsibility for the behaviour within our school community and model the expected behaviour at all times.
- To provide clarity on the system when addressing unacceptable behaviour.
- To emphasise the importance of rules and why we follow rules.

Teaching and Support Staff will:

- Meet and greet learners at the beginning of the day.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, retaining ownership and engaging in reflective dialogue with learners.
- Model high standards of behaviour in our interactions with children, colleagues and the wider community.
- Foster positive, kind, caring attitudes towards everyone.
- Use a consistent approach to behaviour management by:
 - Praising and encouraging children's appropriate behaviour
 - 'Catching them being good'.
 - Being proactive and striving to pre-empt inappropriate behaviours.
 - Delivering rules, rewards and sanctions in fair, transparent and consistent ways- taking into account the individual needs of pupils.
 - Ensuring fair treatment for all: regardless of age, gender, race, ability and disability.

Rules are used to promote and support positive behaviour. These rules are regularly shared with the children and are displayed prominently.

Year Group Leaders will:

Stand alongside colleagues to support, guide and model to show a unified consistency to the learners by:

- Supporting staff with behaviour management and having conversations with learners and parents.
- Regularly celebrating staff and learners who go above and beyond expectations.
- Use data to target and assess school wide behaviour policy and practice.

SENCo will:

Work alongside teachers, parents and learners in the behaviour management of pupils with Special Educational Needs and Disabilities (SEND) or those with more complex behaviours by:

- Liaising with and referring learners who display continuous disruptive behaviour.
- Putting in place appropriate provision for SEND children.
- Using data to target and assess provision for learners who fall beyond the range of the policy.

Deputy Headteacher/Headteacher will:

Stand alongside colleagues to support, guide and model to show unified consistency to the learners and parents by:

- Monitoring and discussing behaviour plans with parents, pupils and teachers.
- Support in meetings with parents, pupils and teachers.

Parents will:

Have responsibility in supporting the school's policies, strategies and guidelines for behaviour by:

- Encouraging learners to have high standards of behaviour in and out of school.
- Treating other parents, learners, staff and visitors of Carlisle Infant School community with respect.
- Support the school in its use of rewards, consequences and interventions.

Recognition and Rewards for effort

We recognise and rewards learners who go 'above and beyond' the expected behaviours standards. Although there are tiered awards, our staff understands that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom Level

- Class reward – as decided by the class teacher. These could include star of the week, team points to encourage positive behaviour.
- Golden time – pupils can decide what they would like to do as a class as a treat for following the golden rules during the week.
- Recognition board for displaying pupils that have demonstrated good behaviour for learning.
- Verbal and written feedback.

Whole School Level

- Celebration assembly where children are awarded certificates for demonstrating good behaviour for learning.
- Sharing excellent learning with the Headteacher/Deputy Headteacher and receiving a recognition sticker.

Playground Level

- Lunch time leaders reward good behaviour in the lunch hall and playground with wrist bands and stickers. They also nominate children for the 'Golden Book' and this is celebrated in the Friday assembly.

The Curriculum and the Learning Environment

We believe that an appropriately planned curriculum and effective teaching and learning contribute to positive learning behaviours. We plan for the needs of individual pupils and involve pupils in their own learning. The classroom environment is an important influence on children's behaviour and should give a clear message about the extent to which the children and their efforts are valued.

Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder is all that is needed. However, on occasions when it is necessary, steps will be taken to remind learners of the expected behaviour and consequences that may follow. Steps will be taken with care and consideration, taking individual needs into account where necessary.

'Every minute a learner is out of the classroom is a minute where they are not learning.'

Stepped Actions

Class Teacher Intervention (PIP and RIP – praise in public, reprimand in private)

1. Redirection: Gentle encouragement, a nudge in the right direction, and refocus exercise.
2. Reminder: A reminder of the expectations of the Golden Rules. Deescalate and decelerate where reasonable and possible in order to keep things at this stage.
3. Caution/Opportunity: A clear verbal caution delivered privately where possible, making the learner aware of the unwanted behaviour and clearly outlining the consequence if they continue.
4. Time out: A chance for reflection away from others (thinking space in the classroom or at another table). Speak to the learner privately and give a final opportunity to engage. Offer a positive choice to do so.
5. Time to move: At this point a learner will be referred to another room within the year group for the remainder of the session. Children must take a card saying 'I need help following the Golden Rules'. Teachers must log this in their class behaviour book – this will be monitored by the Year Group Leader and discussed during Senior Leadership Team meetings.
6. Reflect: Discussion about the unwanted behaviour using these question prompts: What did you do? What do you need to do differently next time? How are you going to fix this? Following each unwanted behaviour the next session should start positively.
7. Behaviour Chart: If despite following these steps the behaviour continues the class teacher will set up a behaviour chart focusing on one target. This needs to be created in consultation with the Year Group Leader, parents and the pupil. This needs to be followed for a period of two weeks. Copies of these will be tracked by the leadership team in our weekly meetings.

Stepped Actions at Lunch time

1. A reflection bench will be set up for children in the playground to use if they are not responding to adult instructions or making bad choices. The children will have 5 minutes time out to think about their behaviour choices before returning to play.
2. If the behaviour continues, despite the above intervention, then they will be sent to see the Headteacher/Deputy Headteacher.

Pupil Wellbeing

When pupil behaviour or response gives cause to suspect that a child is suffering, or might suffer harm, staff follow the schools' Safeguarding and Child Protection Policy.

A multi-agency assessment or other external input may be considered.

This policy acknowledges the school's legal duties under the Equality Act 2010.

Confiscation of inappropriate items

A member of staff can confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Power to search without consent

Staff will operate this (if required) with reference to DFE Prohibited items list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe. Individual staff are trained in positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented and communicated with parents.

The school will follow LBRuT's guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Safe Space (Calm Corner) Intervention

Pupils demonstrating dysregulated behaviour may be guided to the calm corner away from other pupils for a limited period in order to calm and to keep themselves or others safe.

This space may also be used upon pupil request in order to enable time and space to re-regulate.

Temporary, permanent and lunch time exclusions

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a headteacher to take.

Whilst an exclusion may still be an appropriate sanction, headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, headteachers should consider whether exclusion is providing an effective sanction.

(from Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion (DFE))

A number of options are available in response to a serious breach of behaviour policy;

- a) **restorative justice**
- b) **mediation**
- c) **internal exclusion**
- d) **managed move** (to another school)
- e) The length of a fixed –term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary, a permanent exclusion may need to be considered. Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.
- f) When a child returns from a fixed-term exclusion, a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Headteacher.
- g) As per the DfE directive, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Head teacher's decision.

Any incidents will be documented and reported to Governors by the Headteacher in the termly report; serious incidents will be reported to the local authority.

NOTIFICATION OF EXCLUSION FORMS

We will follow Local Authority templates and guidelines. (Ref: Adrian Bannister, Lead Exclusion & Reintegration Officer, LBRuT).

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DFE))