



Behaviour Policy and Statement of Behaviour Principles Policy

Introduction:

At Pentland Infant and Nursery School, we believe the role of the school is to motivate, challenge and encourage all children to achieve their full potential. In order to do this successfully, everyone within the school has to be helped to develop positive and respectful behaviours, both towards other people and the school environment and resources.

As part of the caring ethos of our school, we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this framework involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support.

This policy and the overall care of our children is underpinned by an ethos of fairness, respect and an understanding of the needs of the individual. A great emphasis is placed on celebrating achievement and the giving of well merited praise to promote acceptable behaviour.

Aims of the Policy:

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be acceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems of rewards and sanctions

Legislation and Statutory Requirements:

This policy is based on advice from the Department of Education (DfE) on:

Behaviour and discipline in schools
Searching, screening and confiscation in school
The Equality Act 2010
Keeping Children Safe in Education
Use of reasonable force in schools
Supporting pupils with medical conditions at school

It is also based on the *special education needs and disability (SEND) code of practice*.
In addition, this policy is based on:

DfE guidance explaining that maintained schools must publish their behaviour policy online.

Behaviour Principles:

The behaviour policy will only work successfully if everybody subscribes to an agreed set of principles to guide their work and responses. Below are the agreed principles on which our policy is based.

Principles of behaviour:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, spoken to with respect, to be valued, to feel and to be safe and protected.
- The foundation of our approach to behaviour management is a positive one, drawing attention to and rewarding good behaviour. We endeavour to encourage mutual respect between all members of the school and the wider community.
- All adults (staff, parents and volunteers) will act as role models and set excellent examples to the children at all times (both in and out of school).
- We will give every child a sense of personal responsibility for his/her own actions and the subsequent consequences of these.
- Effective communication systems are established which will support clear partnership working between school staff, children and parent/carers to promote and maintain positive behaviour.
- Early advice and support for emerging problems will be provided and support from outside agencies sought where appropriate.
- Strategies may be recorded in Individual Education Plans or Behaviour Support Plans, where there is a high level of concern.
- Staff of the school will constantly seek to inform themselves of good practice and strategies to further improve behaviour and attitudes.
- A consistent approach to behaviour management will be employed throughout the school, but with due regard to individual circumstances.
- Opportunities will be taken to recognise and celebrate a range of achievements, both academic and non-academic, in order for children to be given a holistic view of themselves and be able to develop a positive self-esteem, which in turn supports positive behaviour.

Pupils' Code of Conduct:

Agreed Standards of Behaviour:

In order to guide children towards good or acceptable behaviour, we feel it is important that they have clear rules to follow and guidance as to what this looks like in practice every day. These rules are followed throughout the school.

The Top Five Behaviour Tips

Rule:	What does this look like every day for the children:
We will always act and speak with respect	<p>We say hello and goodbye.</p> <p>We use each other's proper names.</p> <p>We say please and thank you.</p>
We will always listen when being spoken to.	<p>We stop what we are doing.</p> <p>We look at the person who is talking.</p> <p>We wait for the speaker to finish before responding.</p>
We will look after our school	<p>We look after everything in school and outdoors.</p> <p>We keep our classroom and school tidy by putting things back in the right place.</p> <p>We tell an adult if something gets broken or damaged.</p> <p>We pick up rubbish and put it in the bin.</p> <p>We care for plants and animals.</p>
We look after each other and keep everyone safe.	<p>We have kind hands and feet and use kind words.</p> <p>We sit safely on chairs and on the carpet.</p> <p>We invite others to join in with our games.</p> <p>We stay near an adult at all times.</p> <p>We tell an adult if there is a problem.</p> <p>We follow safety rules when playing and using the computer and Ipads.</p> <p>We always walk in school.</p>
We will always try our best and help others to do the same.	<p>We will keep on trying even when we find something difficult.</p> <p>We will help each other understand what to do.</p> <p>We know that it is ok to get things wrong sometimes.</p>

Definitions of Unacceptable Behaviour:

Inappropriate behaviours can be defined as:

- Talking at inappropriate times
- ignoring requests
- general inattention
- refusing to share
- not taking care of equipment

Serious misbehaviour is defined as:

- Complete disruption in lessons
- Blatantly defiant behaviour
- Any form of bullying
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Hurting another person deliberately
- swearing consistently
- wilful damage to property
- Any form of Sexual violence or sexual harassment (any unwanted conduct of a sexual nature)
- Theft
- Possession of any prohibited items – such as knives, lighters

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race)
Direct or indirect	verbal Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through gaming sites, messaging apps or social networking sites.
Sexual	Explicit sexual remarks, display of sexual materials, sexual gestures, inappropriate touching, unwanted physical attention.

Anti-Bullying Strategy – (See Anti-Bullying Policy for full details):

Pupils, parents and staff can report incidents of bullying to any member of staff. In the first instance, these reports will usually be directed to the child's class teacher, who will take the time to explore the concerns with the child who has reported them.

Conversations/investigations will then follow through with the alleged perpetrator and any witnesses. All instances of bullying will be recorded on CPoms and a member of the SMT will always pick up the concerns.

Roles and Responsibilities:

The Governing Body:

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deals effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to specific behavioural needs of particular pupils
- Speaking to any child involved to secure a full understanding of any incident, to reassure and to provide positive reinforcement of expected behaviour.
- Recording behaviour incidents on CPoms

The senior management team will support staff in responding to behaviour incidents and will take over the lead where there are bullying concerns.

Parents:

Parents are expected to:

Support their child in adhering to the pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly and work in partnership to address any unacceptable behaviour

Rewards and Sanctions

Rewards:

Rewards are used to acknowledge children adhering to the rules and to support class and team working. They are also used to acknowledge excellent attitudes towards learning, as well as providing an ideal means of rewarding notably good behaviour. Within the established positive learning environment at Pentland, children should expect to receive regular praise from all they come into contact with, alongside constructive feedback. The school uses Dojo points as a means of celebrating good behaviour. The aim is to reward children who 'do the right thing' on an on-going basis; meaning the focus is on positive reinforcement as often as possible, rather than on the negative, thereby encouraging all children to follow the code of conduct as a matter of course.

Teachers may also use a range of strategies as incentives for their class, such as stickers, allocating special responsibilities and positive comments to parents.

Dealing with inappropriate behaviour:

Children are reminded regularly of the need and their right to talk to an adult for help if they feel they need support.

Any concerns about behaviour will be dealt with promptly. Children will always be made aware of staff's concerns regarding the inappropriate behaviour and given a verbal reminder of what the expected behaviour is. They will always be given a chance to change their behaviour.

Wherever possible, staff will use de-escalation strategies to manage pupil's behaviour positively before applying any sanction. Reinforcement of desired behaviour will be shared, for example by commenting positively on another child's adherence to the rules. A very unsettled child may be taken to the 'nurture' room by a member of staff to help them to calm down.

Sanctions:

The school may use one or more of the following sanctions in response to unacceptable behaviour:

A verbal prompt/warning

Time in a Reflection Zone

Curtailing of playtime

Referring the pupil to a member of the senior management team

Letter or phone calls to parents

Agreeing a behaviour contract

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and are never ignored. Pupils are encouraged to always report anything that makes them feel uncomfortable, no matter how 'small' they feel it may be.

Recognising the age and stage of development of our young children any response will be carefully decided on a case-by-case basis; the school will respond in a way that is proportionate, considered and supportive.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include:

- Any concerns around sexual harassment and sexual violence should be reported to the designated safeguarding lead or deputy safeguarding lead
- The KSCP Harmful Sexual Response Checklist and The Hackett Harmful Sexual Behaviour Framework will be used
- Contact will be made with Duty and Advice, police or early support if appropriate
- School may choose to manage the incident or concern internally if appropriate, depending on the nature and the child/children involved through the behaviour policy or pastoral support.
- In all cases, decisions and actions will be recorded on CPoms

School will ensure that ALL victims are reassured that they will be taken seriously regardless of how long it has taken for them to come forward and that they will be supported and kept safe.

Please refer to our child protection and safeguarding policies for more information.

Off-site behaviour:

Children are constantly educated about taking personal responsibility for their own actions and behaviours; this includes, of course, within school and out of school. If any behaviour out of school came to our attention that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school, this will be discussed with both the child and their parents.

Sanctions will only be given for out of school premises inappropriate behaviour if it was when the pupil was under the lawful control of school staff members, e.g. on a school trip.

Malicious Allegations:

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented, the school will discipline the pupil in accordance with this policy and will expect parents to reinforce any actions taken.

In all cases where allegations are determined to be unsubstantiated, unfounded or malicious, the school will consider whether the pupil who made the allegation is in need of

help, or the allegation may have been a cry for help. If so, a referral to another agency may be considered, e.g. social care, CAHMs.

The school will also consider the pastoral needs of any staff or pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policies for more information on responding to allegations of abuse against staff or other pupils.

Behaviour Management:

Classroom Management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Top Five Behaviour Tips and any class rules
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Using positive reinforcement
 - Having a plan to deal with low-level disruption
 - Concluding each day positively and starting the next day afresh

Physical Restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing complete disorder

Incidents of physical restraint must always be a last resort.

They must also:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation:

Any prohibited item (as described above) will be confiscated and returned to parents after discussion. We will also confiscate any item which is harmful or detrimental to school discipline.

Pupil Support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding:

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policies.

Pupil Transition:

To ensure a smooth transition to the next year in school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to share information, including any related to behaviour.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term of year.

Training:

Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring Arrangements:

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

Links with other policies:

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy

Review Date: July 2023