

# Glenfield Infant School



## Behaviour Policy

Date Policy Written/Reviewed:	September 2024
Reviewed by:	Whole staff
Review Frequency:	Annually
Next Review:	

**Approved by:** \_\_\_\_\_ **(Headteacher)**     **Date:** \_\_\_\_\_



### **Purpose and Intent:**

At Glenfield Infant School we endeavour to create a positive and caring ethos for our pupils and continually strive to maintain a happy and co-operative school community. We are a hard-working school and expect high standards from our pupils in terms of learning and behaviour. All staff are committed to the emotional well-being of the children and aim to ensure that every child is supported in the development of their social, emotional and behavioural skills so that they become responsible members of the school, local and wider community.

### **Aims**

Glenfield Infant School aim to:

- Create a positive environment so that every school community member feels valued and respected, and that each person is treated well, fairly and consistently. Our values are built on mutual trust and respect for all.
- Ensure that every member of the school community behaves in a considerate and respectful way towards others, through a caring school environment where the rights and responsibilities of individuals are recognised and respected.
- Establish a set of rules as a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.
- Help children grow in a safe and secure environment to become respectful, positive, responsible and increasingly independent members of the school, and wider community.
- Recognise and promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- Deliver this policy fairly and consistently for all children and adapt it as necessary to meet the needs of individual children.

This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

## **Roles**

All staff will:

- Consistently apply the school's Behaviour Policy
- Develop and maintain a positive classroom environment
- Have high expectations that all children will behave in a respectful, considerate way
- Reward children for expected behaviour in a fair and consistent manner
- Use sanctions to help children understand when their behaviour is not acceptable
- Uphold the behaviour expectations for all the children in the school at all times
- Ensure a child's misbehaviour is communicated with relevant staff and parents objectively
- Display and discuss classroom rules and the Behaviour for Learning Charters
- Carefully induct new pupils with the behaviour system

The Leadership team will:

- Ensure that all staff are following Behaviour Policy through monitoring of its implementation
- Help, advise and support staff as necessary
- Provide a link between staff and parents
- Ensure all resources are available to facilitate the policy
- Assist with designing programmes for individual children with behavioural difficulties
- Facilitate the review of this policy at regular intervals to ensure its effectiveness
- Ensure that the behaviour policy is fully inclusive to ensure that the whole school community feel safe

Parents will:

- Support the school to promote behaviour and progress by praising and celebrating their child's achievements and showing an active interest in what they are doing at school
- Ensure they inform the school of any incidents or issues that may impact on the child's behaviour
- Support the school's Behaviour Policy

## **Rights and Responsibilities**

Children have the right to:

- Be treated with consistency, respect, courtesy and honesty
- Learn in a purposeful, non-disruptive and supportive environment
- Work and play in a friendly, clean environment
- Feel safe and secure at school
- Have access to engaging, purposeful, well-prepared learning with regular feedback

Children have the responsibility to:

- Show courtesy and respect towards members of the whole school community
- Ensure their behaviour does not disrupt the learning of others
- Make sure the school learning environment is neat, tidy and resources are looked after
- Ensure they are punctual, polite, well-prepared and show a positive attitude
- Behave in a way which protects the health, safety and well-being of others

- Respect their own personal possessions, those of others, as well as school property

Staff have the right to:

- Be treated with respect, courtesy and honesty from the school community
- Teach in a purposeful, non-disruptive and supportive environment
- Receive co-operation and support from parents Staff have the responsibility to:
- Model open, respectful, courteous and honest behaviour
- Ensure the school environment is kept neat, tidy and secure
- Establish and facilitate positive relationships with children, parents and staff
- Ensure lessons are well organised and planned so learning is relevant and interesting
- Report on children's behaviour to parents in an ongoing and supportive way
- Resolve any difficulties in the classroom, as far as possible, using positive behaviour strategies through de-escalation

Parents have the right to:

- Be treated with respect, courtesy and honesty from the school community
- Receive open communication about the social and emotional development of their child – including their behaviour
- Be informed of children's learning, behaviour management procedures and decisions affecting their child's health, safety and welfare
- Be informed of their child's academic progress Parents have the responsibility to:
- Ensure their child arrives at school on time appropriately dressed in a clean school uniform, well rested and in a calm frame of mind ready to learn
- Ensure they work with the school to improve their child's behaviour where needed, e.g. by responding promptly at the request of the school if there is a behaviour problem; discussing behaviour with their child, their class teacher and (if necessary) the Head Teacher to communicate with school staff in a respectful, courteous and open manner

**Our Glenfield Values are: Kind words, kind hands, kind hearts (school rules), kindness and resilience (values)**

**Glenfield Infant School Behaviours for Learning** - These 'Glenfield Behaviours for Learning' are displayed in every classroom.

- Listening and attention
- Risk taking
- Resilience
- Perseverance
- Independence
- Collaboration

This ensures that all staff can identify and praise children when they demonstrate any of these learning behaviours effectively in the classroom. They are incorporated into a class charter where a set of rules is agreed to by all class members at the start of every academic year. We expect all

children to behave respectfully and within the school's vision and values where we reward children for expected behaviours

### **Positive Behaviour and Rewards at the Glenfield Infant School**

There are a number of positive behaviour strategies we will use as schools to support the children in their learning and in making the right choices

**Verbal praise and feedback** – positive verbal recognition both to individuals and classes

**Headteacher's Award** – Each week a child will be chosen for showing outstanding 'Glenfield Learning behaviours' - this will be awarded for excellent demonstration of our Behaviours for Learning in either their work or their behaviour in and around the school. The children will be invited to verbally share their success at the weekly Headteacher's Award assembly where they will be presented with a certificate to take home and one to be displayed in the school hall on our WOW boards. Parents will be invited to attend these assemblies to share their children's success. These children will then be invited to join the Headteacher for an afternoon tea celebration.

**Learning Lighthouse**- Children move up the lighthouse with a picture of them for positive learning efforts. Once the child gets to the top (10) they can earn a prize.

**Rules and Behaviours for Learning** – These are displayed in class and children should be praised when they show that they are using the behaviours for learning. It should be an instant recognition.

**Stickers/Stamps** – Some teachers use stickers or stamps to encourage, motivate and celebrate success in the classroom – these are used particularly with younger children.

**Postcards Home** – The Headteacher may send a postcard home if a child has demonstrated something exceptional.

**Golden ticket** – Lunchtime staff to issue a golden ticket to children who are demonstrating great lunchtime manners and fulfilling the criteria set by the Learning Council. The tickets will then be issued to children during phase assembly.

**Attendance certificate** – An Attendance certificate to be issued to the class with the highest attendance for the week.

### **Glenfield Infant School Positive Behaviour Traffic Lights**

**Colours we use in school:** Green; Yellow; Orange; Red.

The behaviour ladder below sets out examples of levels of inappropriate behaviour and is a guide for staff when managing unacceptable behaviours: This list is not exhaustive. There will always be an element of discretion, as behaviour must be managed sensitively, with due consideration of individual needs of children.

**Children with Personal Behaviour Plans will follow their own behaviour system which has been created in conjunction with parents.**

<b>Level</b>	<b>Behaviour Examples</b>	<b>Actions/Sanctions</b> If children are making the wrong choices, all staff follow the same procedures using the 4 levels of intervention:
Low Yellow	<ol style="list-style-type: none"> <li>1. Inappropriate interruption</li> <li>2. Distracting others</li> <li>3. Disruptive noises</li> <li>4. Unkind remarks</li> <li>5. Deliberately annoying others</li> <li>6. One – off bad language</li> <li>7. Answering an adult back</li> <li>8. Wandering around room at wrong time</li> <li>9. Rough play</li> <li>10. Unsafe hands and feet</li> </ol>	<p>Reminder of charter values and restorative practice conversation to take place. Positive reinforcement for those making right choice</p> <p>Yellow – moved to yellow</p>
Moderate orange	<p><b>Persistent Low Level Behaviour</b></p> <ol style="list-style-type: none"> <li>1. Refusal to work/follow instructions</li> <li>2. Misuse of school equipment</li> <li>3. Improper use of toilets</li> <li>4. Inciting others to misbehave</li> <li>5. Intentional swearing - not directed at anyone</li> <li>6. Stealing</li> <li>7. Telling lies</li> <li>8. Disobedience or rudeness to adults</li> </ol>	<p>Orange – Moved to orange</p> <p>This will be logged on a class sheet.</p>
Serious Red	<p><b>Persistent moderate level behaviour</b></p> <ol style="list-style-type: none"> <li>1. Leaving classroom without permission</li> <li>2. Deliberately hurting another pupil either physically or emotionally</li> <li>3. Throwing/kicking objects that could cause harm</li> <li>4. Vandalism</li> <li>5. Going into areas that are out of bounds</li> <li>6. Aggression towards adults</li> <li>7. Deliberately stealing</li> <li>8. Using serious threatening behaviour</li> <li>9. Total refusal to follow instructions and do what is asked</li> <li>10. Swearing (including offensive hand gestures) which is directed towards someone</li> <li>11. Bullying – anti-bullying pack to be implemented immediately</li> <li>12. Racist or homophobic language or actions – see MD</li> </ol>	<p>Red – Moved to red</p> <p>Reflection sheet completed and shared with SLT</p> <p><b>Record on CPOMS</b> If needed - SLT called using walkie talkie channel 10</p> <p>Speak to parents either in person or by telephone</p>

Extremely Serious	1. Serious violence with intent to cause harm against pupil or staff 2. Sexual assault or abuse 3. Supplying or carrying an illegal drug 4. Carry an offensive weapon 5. Repeated bullying 6. Leaving school site without permission	SLT called immediately using walkie talkie channel 10.  SLT to speak to parents  <b>Record on CPOMS</b>
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The traffic lights are displayed in a 'ladder' format.

#### **Green behaviour** – role modelling and reminding

- The starting place for each child, every day, is green. Children may be issued with a verbal warning at this stage to encourage the right behaviour choices.

#### **Yellow behaviour** – low level negative behaviour

##### Stage 1 - yellow rung

- If low-level negative behaviour/s are continued to be seen – the children move their name onto the yellow rung of the ladder.
- If the right choices are then made, the children can move their name back onto the green rung.

#### **Orange behaviour** – persistent low level behaviours/moderate behaviours

##### Stage 2 – orange rung

- If after the yellow warning is given, and the behaviour is repeated in a time frame appropriate for the behaviour, an orange warning should be given. The child should receive a sanction of time out within their class for 3 minutes (FS) and 5 minutes for KS1. Parents to be informed by class teacher.
- If the right choices are then made, the children can move their name back.

#### **Red behaviour** – high level negative behaviour

##### Stage 3 – red rung

- A red rung choice would be issued if the child has exhausted the verbal, yellow and orange warning system in a timeframe appropriate – persistent moderate level behaviours are shown.
- If red behaviours are seen without prior warning, then no warning or second chance will be given and the child's name will be moved to the red rung. A member of SLT will be called to support and parents/carers will be informed by the class teacher/DHT/HT.
- Once a child has reached the red rung, they cannot earn their place back.
- All red behaviours must be recorded on CPOMS by the class teacher.
- Parents/carers will be informed by the class teacher/DHT/HT.

### **Recording incidents in class:**

- All orange and red behaviour incidents will be demonstrated on the reflection sheets in the folders. These records will then be used for behaviour analysis and reporting by the senior leaders.
- A senior leader will make the final decision if there is any doubt on which rung of the ladder a child should be on or the appropriate action to take.
- Age appropriateness and any Special Educational Need will always be considered when deciding on the appropriate sanction or course of action.

### **Severe Clause**

In the event of serious high level behaviour the Class Teacher will inform a member of the Senior Leadership Team (SLT) who will talk to the child. Parents / Carers will be informed either at the end of the day or by telephone. In some instances, the class teacher will send for a member of the SLT who will remove the child and take appropriate action.

### **Play and Lunchtime Behaviour**

- The Lunchtime Supervisors will follow the same rules as the rest of the staff. They will follow the same pattern of rewards and sanctions for behaviour. Any inappropriate behaviour will be recorded in the lunchtime diary and reported to the class teacher or a member of the SLT who will deal with it. The teacher equally has responsibility to highlight any issues in the classroom prior to play/lunchtime verbally to the lunchtime staff. Sometimes, lunch staff may issue time out to children to try and calm them, as part of a de-escalation strategy. The behaviour system used by the lunch team is:
- Verbal warning
- (yellow) 5 minutes time out - child will sit/stand in a place designated by the member of staff issuing the sanction
- (orange) If the child goes back and continues with the behaviour the teacher is informed
- (red) call SLT using the walkie talkie channel 10

### **Behaviour Curriculum**

We recognise that behaviour needs to be taught and modelled in school. As a school we follow the SCARF curriculum. SCARF focusses on the following themes:

- Safety
- Caring
- Achievement
- Resilience
- Friendship

We have regular RSHE and SCARF assemblies delivered by the Headteacher or Deputy Head and lessons in class. Classwork is captured in a RSHE books that the children regularly access in class.

Various resource materials (games, toys, books, pictures, puppets, activities) are available within school to support behaviour management. Please refer to the Inclusion Manager or RSHE Leader for advice upon these. The school also has a trained ELSA who, with parental agreement, is able to work with individual children/groups of children who are finding it difficult to manage their feelings,



emotions and behaviour. The school's ELSA will liaise with parents on a regular basis to discuss the outcomes of sessions and progress of their child linked to agreed objectives.

### **Individual Positive Behaviour Management Programmes**

In some cases, individual positive behaviour management programmes may be employed where individual pupils need behaviour management beyond the normal parameters. Parents / Carers will be informed and encouraged to work in partnership with the school. It may be suggested that children have Emotional Literacy sessions with the school ELSA to support any relationship needs. Support may be sought from outside agencies.

### **Expectations and reasonable adjustments for all pupils with SEND**

At Glenfield, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of undesirable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of undesirable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of undesirable behaviour will be made on a case-by-case basis.

When dealing with undesirable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of undesirable behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples may include:

- Short, planned movement breaks or use of fidget toys for a child with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to be in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or severe eczema.
- Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload.

A child's Behaviour Response Plan and Risk Assessment will identify the adaptations needed to support the child's SEND around behaviour with targeted support and provision for the child. A behaviour response plan and risk assessment will be in place for any child at risk of needing physical intervention in school. This will be shared with parents and all relevant staff so that a consistent

approach is being used towards behaviour strategies, including when dealing with more undesirable behaviours from the child. The SENCO will ensure it is considered, alongside the parent, whether a child has an unidentified SEND when looking at provision for the child and will liaise and signpost onto other agencies for advice when required.

A child with an EHCP will have specific outcomes and targets identified in their plan, if appropriate, around behaviours. The school is responsible for putting in place provision to support this shown in section F of the child's EHCP. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Reduced Timetables**

The 2022 DfE 'Working Together to Improve School Attendance' states that all pupils of compulsory school age are entitled to a full-time education but acknowledges that, in very exceptional circumstances, there may be a need for a temporary reduced timetable to meet a pupil's individual needs. The use of a reduced timetable for a child should be an exceptional measure, but may be considered appropriate and in the best interests of an individual child in the following circumstances:

- As part of a planned reintegration approach for children who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, post-exclusion etc.
- As part of an in-school support package. School, parent/carers and other professionals agree that a short-term reduced timetable would support a child who has become disaffected to regain success.
- For medical reasons when a child has a serious medical condition where recovery is the priority outcome.

A reduced timetable will only be agreed with full consultation and support from parents/carers. It will be reviewed regularly with the aim to increase time in school, where circumstances allow.

### **Alternative Provision**

In some cases, it may be appropriate for a child to attend an Alternative Provision where their needs are specific and cannot be met within the school. This decision will always be made in consultation with parents and the Local Authority. In these cases, there are clear criteria for attendance at Alternative Provision and these criteria will be used to make a decision, ensuring that school have first accessed all possible support and advice. The Local Authority have approved Alternative Provisions so can make the best decision as to which provision can meet the needs of the individual child if this is deemed appropriate.

### **Conduct Outside of School**

The behaviour policy will be adhered to and followed outside of school in the same way it is when the children are in school. All staff will reinforce the same high expectations for behaviour when in the public domain, for example on school trips or visits. We expect the children to be polite and show care and consideration for others.

Any inappropriate behaviour will be dealt with immediately and reported to the Deputy Headteacher/Headteacher as soon as possible. Any consequences or sanctions will be carried out

on the child's return to school if possible or the next day. Any behaviour whilst out on a visit must be recorded in the class folder on the return to school.

The behaviour policy also relates to the conduct of pupils outside the school gate beyond the supervision of staff when representing the school in uniform. Any report from the public will be dealt with seriously by the Headteacher. The Deputy/Headteacher will undertake an investigation and apply any consequences and sanctions within school as needed. The child or children will be expected to apologise either personally or in a letter. Parents / Carers will be notified. If deemed serious then the police will be contacted by the school.

Attendance of all off-site and residential visits will also be dependent on a child's pattern of behaviour. If there is a concern, a risk assessment for their inclusion will be completed and a decision for inclusion will be made by the Headteacher.

### **Racist / Homophobic Incidents**

Any racist / homophobic incident will be dealt with quickly. All such incidents go against the aims of our school and are taken seriously. All incidents must be reported to the Headteacher who will record them using the HAMWIC racist/homophobic incident form. A copy will be sent to HAMWIC and a copy kept with the Headteacher.

- Incidents will be dealt with as soon as they occur by the adult present
- The Headteacher will be informed
- Parents will be informed of all such incidents

### **Bullying**

Any incidents of Bullying will be dealt with following the Anti-bullying policy and using the AntiBullying Pack.

Other relevant policies

Child Protection and Safeguarding

Relationships Education/Health Education

SEND (Special Educational Needs and Disabilities)

Anti Bullying

Health and safety

Restraint

Attendance

Equality

Governors Statement:

We fully support the school and its staff in meeting the needs of this policy. We expect all children to behave well and contribute positively to the school and local community. As governors we fully understand the importance of a positive, caring and safe environment for pupils and staff, where everyone can experience success and learn.