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Joydens Wood Infant School

# *Behaviour Policy*

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by: R.Hately

## **PART ONE**

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Joydens Wood Infants School is committed to working closely with pupils, governors and parents to promote high standards of behaviour and to secure an effective learning environment. The school policy must be understood and supported by everyone; pupils, parents and staff, governors and the wider school community. This will give the pupils the security of a consistent, whole school approach to behaviour management. The school's vision expresses a clear commitment to creating:

*A happy and safe place to learn and grow.*

**This is for all our children and staff.**

### **Values**

Our Values underpin our school's everyday practice from teaching and learning to every child's personal, social and emotional development.

- **Ready:** being on time to school, having excellent attendance and showing outstanding behaviour for learning
- **Respectful:** respecting others for who they are regardless of our differences, being kind and helpful towards others and listening to each other and adults
- **Responsible:** being good role models, taking ownership of our learning, looking after our school and demonstrating kindness by helping others to do the same
- **Resilient:** taking on challenges by putting in lots of effort, striving to improve and recognising our own and others' achievements, no matter how big or small

### **Respect**

An ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave is embedded into our school's everyday life. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.

Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

## **SMSC and British Values**

We recognise that providing our children with rich Spiritual, Moral, Social and Cultural development is essential to preparing them to be well rounded and respectful British Citizens. We ensure that Democracy, The Rule of Law, Individual liberty and Mutual Respect is intertwined into our school's ethos; including the Behaviour Policy and behavioural expectations of our children, staff and school community.

## **PSHE**

As part of our PSHE education, all classes participate in Jigsaw and extra circle time activities can take place when the need arises that directly address the following issues (at an age-appropriate level):

- Radicalisation
- Mental Health and Well Being
- Being Safe
- Behaviour
- Bullying
- Teamwork
- Aggression
- Ethnicity
- Racism

## **Addressing Radicalisation**

Children's own views and stereotypical views are challenged – they are educated to think and behave in ways which are conducive to a harmonious school community and society. Our school assemblies, SMSC provision and PSHE address issues and enable a healthy view of others; opportunities are provided to enable children to explore coercive and intimidating behaviour and how to deal with these (at an age-appropriate level).

## **PART TWO**

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### **Consistency and Effectiveness**

To ensure our children and staff work in a clear, safe and consistent way we outline the expected conduct of all stakeholders and children in our school.

#### **Staff**

- to establish a consistent approach towards learning and behaviour
- to ensure a consistent use of 'language' is used by all adults
- demonstrate our school values as part of everyday practice and remind children of their responsibility to do the same
- treat each child as an individual and with respect and encourage each child to treat others with respect
- work closely with parents and listen to them and discuss their child's needs with them
- work closely as a team and communicate about children's individual needs
- work with colleagues from other agencies in the best interests of each child
- pay particular attention to the transition period for children – as they prepare to move on to reception classes in our school and when they move up to the Junior School
- Acknowledge children's difficult feelings with them e.g. anger and hurt
- Acknowledge the needs of a quiet withdrawn child as well as the outgoing child
- Encourage children to talk about behaviour they do not like and to say how they want to be treated

#### **Pupils**

- to help children to become responsible and begin to self-regulate their behaviour
- to ensure that our school values underpin our school's ethos
- to establish orderly patterns of behaviour through self-discipline
- to recognise the value of cooperation and friendship
- to understand and be involved in the development of appropriate rules
- to be treated as individuals, respected and cared for in order to develop a positive self-image
- to be aware they are in charge of their own behaviour and the choices that they make

### Parental Partnership

- to understand and support the Behaviour Policy
- to work together with the school to support the needs of their child
- to seek appropriate advice and support regarding children with special needs
- to have a consistent approach between home and school, particular if their child is presenting challenging behaviours
- to support the children's learning to help them achieve their full potential

### **Section 89 of the Education and Inspections Act 2006**

The school must:

- Have measures to encourage good behaviour and prevent all forms of bullying amongst pupils,
- All measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- Ensure bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying policy

### **What is bullying?**

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber Bullying (online)

### **Dealing with bullying**

School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools. Each case will be dealt in conjunction with the Anti-Bullying Policy and Behaviour Policy

The following disciplinary steps can be taken:

- official warnings to cease offending – recorded on the school's system
- miss playtimes/lunchtimes – recorded on the school's system
- Exclusion: lunchtime exclusion (sent home for lunch), fixed-term exclusion or permanent exclusion – recorded on the school's system and reported to the local authority

### **Intervention - Discipline and tackling underlying issues of bullying**

- Our school applies disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account the age of the pupil, any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety **of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.**

## PART THREE

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### Rewards

We believe that praise and public celebration within the school is the most effective way of rewarding effort and appropriate behaviour. In this way children are developing self-control, over their actions and behaviour and they have no confusion over the reason why they must behave in an appropriate way.

### Positive Reinforcement

Approaches used by teachers include consistency, fairness and allowing all children the right to be heard. A visual aid is present in every classroom to ensure that all children are able to access our school's behaviour steps.



### Rewards and Incentives

- Dojo points – Our school uses Classroom Dojo, a positive behaviour community which enables the child to collect 'dojo' points for positive behaviour, namely focused on effort based learning and our school's values. Dojo points are collated as a class every Friday and the winning class is awarded 10 gems in their jar.
- Gems in the Jar – Every class has its own jar. The winning class with the highest dojo points at the end of the week in EYFS and KS1 is awarded with 10 special gems for their jar. Gems can also be awarded for the whole class demonstrating exceptional behaviour and role modelling the school values.
- Values Tree – Our magical values tree is used every Friday for our 'Stars of The Week' they receive a very special values certificate which is displayed on our tree for the whole term.
- Headteacher Awards – Individual stickers and certificates are given to the children for specific 'one off' achievements. This is usually done on a 1-1 basis.
- Stickers – Any adult within our school community may award stickers for a variety of reasons e.g. being on time to school, eating all their lunch, being a good friend etc.
- Attendance Awards – Class and whole school attendance is announced each week. Individual certificates and prizes are awarded termly to those children with 100% attendance.

### Record Keeping

Every child's behaviour is logged if:

- They have caused persistent disruption
- Red behaviour has occurred
- Their behaviour has caused concern

A child's behaviour log is an important record of children's behaviour and provides essential evidence if parents or outside agencies become involved. Each incident is clearly recorded on the school's electronic system CPOMs and must be factual.

If an incident is unable to be logged on CPOMs then a blue form (located in safeguarding packs) should be complete (see Appendix 1). This should be handed in to the relevant member of staff in keeping with the stages of dealing with behaviour below.

## Dealing with Red Behaviour

### Stage 1

Log behaviour on CPOMS to include: what happened, who was involved, what time it happened, where it happened and what the action/sanction was.

**All behaviour logs must be factual as these may be shared with parents and other relevant professionals.**

If a sanction has been undertaken and no further action is required the person logging the incident must mark this as **closed** on CPOMS.

**\*If behaviour causes concern this should be flagged to a member of SLT immediately for further investigation.**

### Stage 2

If further action is required/or the person recording the incident is unsure the incident must be assigned to the Class Teacher to determine if any follow up action is required and verbally inform them of the incident.

Once the incident is resolved they **must** mark the incident as **closed** on CPOMS.

**\*If behaviour causes concern this should be flagged to a member of SLT immediately for further investigation.**

### Stage 3

In the event the Class Teacher is unable to resolve the incident or requires further support they must assign it to the relevant member of SLT on CPOMS.

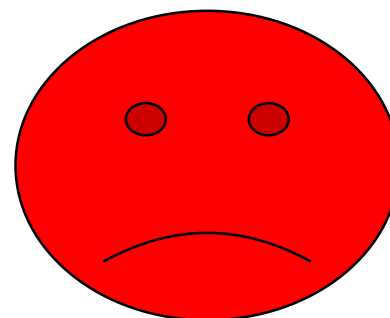
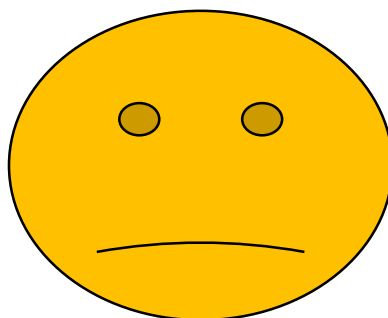
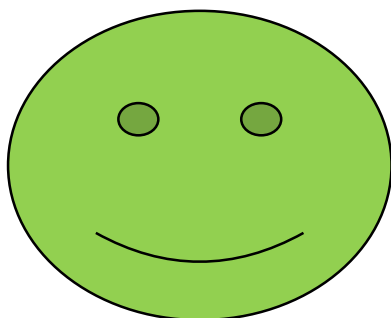
SLT will aim to deal with all allocated behaviour incidents within 48 hours and update the outcome on CPOMS.

### Thresholds

SLT will meet regularly to analyse behaviour and inform staff when children have met the following threshold:

	Action
<b>5 Red Behaviours logged on CPOMS over one half term</b>	Parent & Class Teacher to meet to discuss behaviour (parent and teacher to determine if the child can attend that meeting too – <i>this allows children to have ownership over their behaviour and the choices they make</i> ). An overview of actions agreed must be recorded on CPOMS.
<b>Ongoing Red Behaviour</b>	SLT will review every child's behaviour in an individualised/personalised way and determine the best course of action. This could include a Behaviour Support Plan being implemented through discussion with parents.

## Behaviour Scales



*Every adult who works with children in our school **must** follow the school's behaviour steps.*

Green Behaviour	Orange Behaviour	Red Behaviour
<p>Every child starts the day on green.</p> <p>If a child does a particularly good piece of work, act of kindness or acts as role model they may be rewarded with dojo points.</p> <p>Consistently green behaviour may warrant a nomination for a values leaf.</p> <p>A 'green warning' can be used to remind the child of the right thing by using this phrase <b>"To stay on green you need to..."</b></p> <p>If a child is reminded of the school values and they continue to be disruptive then they should be moved to the orange with immediate effect. This gives the child the chance to reflect on their behaviour.</p> <p><b>Referring to the school's values is paramount to implement effective and sustained good behaviour:</b></p> <p><b>Well done **** you are being resilient</b></p> <p><b>I can see that **** is ready</b></p> <p><b>You have been a very responsible role model</b></p> <p><b>Thank you for being respectful</b></p>	<p>A child should be immediately moved to orange upon an initial 'green warning' being ignored. E.g. a child repeats the inappropriate behaviour following a reminder or continues to misbehave.</p> <p>The following language should be used:</p> <p style="text-align: center;"><b><i>"You are now on orange and if you continue you will be on red"</i></b></p> <p>Orange is the <b>SECOND REMINDER</b> before the child reaches red to encourage them to reflect on their behaviour and make the right choice.</p> <p><b>If a child misbehaves whilst on orange they must move to red with immediate effect.</b> Another warning shouldn't be used.</p> <p>Once the required behaviour is sustained the child may move their name back to green (under the adult's direction). No child is to remain on the orange. All children have the opportunity to earn their way back to green.</p> <p><b>Referring to the school's values is paramount when addressing poor behaviour:</b></p> <p><b>Do you think your work shows you have been resilient?</b></p> <p><b>Are you being a respectful partner/learner?</b></p> <p><b>Are you showing that you are ready?</b></p> <p><b>Who is responsible for your behaviour?</b></p> <p><i>These questions can be rhetorical or enable a child to engage in a dialogue that enables them to reflect on their behaviour.</i></p>	<p>If a child has shown red behaviour they must undertake time out (time appropriate to them). The adult who puts them in timeout must explain <b>"You are in time out because..."</b></p> <p>At the end of timeout <b>the adult dealing with the situation must</b> ask the child/re-explain why they were in time out and the child will be required to apologise and say what they will do differently.</p> <p>If a child refuses to acknowledge their behaviour/refuses to apologise time-out is to be repeated. Usually in this circumstance it is necessary to enable the child more time to reflect.</p> <p>Once a child has apologised and reflected on their behaviour, they will move their name back to green.</p> <p>No child is to remain on red after a timeout. All children have the opportunity to start back on green once they have misbehaved. Timeouts must be recorded CPOMs.</p> <p>*Some behaviours are immediately 'red behaviours'</p> <p><input type="checkbox"/> Hitting/Kicking <input type="checkbox"/> Spitting <input type="checkbox"/> Swearing <input type="checkbox"/> Stealing <input type="checkbox"/> Bullying</p> <p>All red behaviours should be recorded as per the "dealing with Red Behaviours" flowchart on the previous page.</p>

## Sanctions

Sanctions are clear to the children to ensure they know what is acceptable and unacceptable behaviour. It is important that all staff follow the behaviour and anti-bullying policy, to ensure that it is consistently and effectively used. This allows the children to feel that they have been treated fairly and enables them to feel safe within our school community.

When sanctions are necessary, it is important to be fair and consistent. It is important to protect the relationship with the child and to protect the child's self-esteem. It is imperative that the process for green, orange and red behaviour (school's behaviour scales) is followed strictly.

If a child persists with their inappropriate behaviour or if a child has been aggressive or violent towards another child or adult, a member of SLT or the Headteacher will be informed and they will become involved in dealing with the situation. At this point a bespoke program is established involving the school and the parents in order to do the best for the child (Behaviour Support Plan).

It is important at each stage that the sanctions are explained to the child and that they are aware what will happen next if they do not adjust their behaviour. In all cases of serious unruly behaviour parents will be informed.

- Any child that persists in aggressive or other unacceptable behaviour faces possible exclusion from school in accordance with Kent guidelines.
- In determining whether a punishment is reasonable, section 91 of The Education and Inspections act 2006 says 'the penalty must be reasonable in all the circumstances and that account must be taken of the pupils age, any special educational needs or disability they may have, and any religious requirements affecting them.'
- Where the above interventions have not worked school will involve Specialist Outside Agencies.

## Challenging Behaviour and De-escalation

Planning	Trigger	Accelerated Behaviour	Calming Down/ De-escalation	Reintegration
<p><i>It is important that children are able to follow the classroom expectations and engage in lessons appropriately. In order to do this staff will ensure that the following strategies are used in the classroom.</i></p> <ul style="list-style-type: none"> <li>• Plan the classroom environment to allow supervision, reduce distractions and provide a quiet space for pupils to calm down and regain their focus</li> <li>• Establish clear expectations and acknowledge those children who comply</li> <li>• Establish classroom routines to decrease disruptions. Ensure approaches are consistent.</li> </ul>	<p><i>It is important that staff know the children and are able to identify situations that are likely to trigger a change in a child's behaviour (the trigger).</i></p> <ul style="list-style-type: none"> <li>• Remain calm, show empathy. Communicate concern for the child's well-being</li> <li>• Support the child in becoming engaged in the lesson</li> <li>• Provide a quiet time out area and allow extra time for the child to complete activities.</li> <li>• The child may need distracting so provide opportunities for a learning break</li> </ul>	<p><i>If the child then continues to accelerate their behaviour:</i></p> <ul style="list-style-type: none"> <li>• Remember not to shout, or take the behaviour personally.</li> <li>• Avoid invading the child's personal space and if possible, avoid physical intervention</li> <li>• Avoid reacting to the child's behaviour. If needed disengage from the child and regain composure before returning</li> <li>• Use calm but serious tone when talking to the child - If the child's behaviour deteriorates and may pose a safety threat to other children or adults-</li> <li>• Notify a member of the SLT immediately</li> <li>• If needed evacuate the classroom</li> </ul>	<p><i>Once the pupil has begun to calm down and the behaviours have decreased, de-escalation should begin.</i></p> <p><i>This may include but not explicitly relate to the following. Where possible an individualised approach should always be a priority:</i></p> <ul style="list-style-type: none"> <li>• Discuss with the pupil if they feel they are ready to return to their learning</li> <li>• Allow the pupil time to calm down away from the classroom</li> <li>• The child will be provided with work by the class teacher which should be completed with a reasonable amount of effort</li> <li>• Once the child is calm a senior leader will talk to them about their behaviours</li> <li>• Sanctions will be applied where necessary</li> </ul>	<p><i>Once the child is calm they will return to class</i></p> <ul style="list-style-type: none"> <li>• The pupil should be helped to return to normal activities and be given the opportunity to start afresh</li> <li>• Acknowledge appropriate behaviours</li> <li>• Encourage and support the child in changing problem behaviours</li> </ul>
<b>RECORDING</b>	The member of staff dealing with the problem <b>must</b> complete a CPOMs log of the incident with immediate effect.			

# Physical Intervention and Use of Reasonable Force

Joydens Wood Infant School acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a situation. The following guidance is outlined by the DfE in their Use of Reasonable Force Advice (2013) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

## **It is recommended that:**

- before using force - staff attempt to use diversion or diffusion to manage the situation
- when using force - staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.



Staff should always report and record use of physical force that occurs in unforeseen or emergency situations on CPOMS.

### **Communicating the school's approach to the use of force**

- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used.
- As a school it is our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

### **Staff training**

- Schools need to take their own decisions about staff training. The headteacher may consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

### **Telling parents when force has been used on their child**

- It is up to schools to decide whether it is appropriate to report the use of force to parents however it is deemed good practice to speak to parents about serious incidents involving the use of force, these will always be recorded on CPOMS.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## Parental Engagement

In the event a child has needed physical intervention the Class Teacher, alongside a member of SLT, will meet with the child's parent and discuss a Behaviour Support Plan. This is to ensure that parents are aware of what steps the staff will go through to ensure that all other options are exhausted (where possible) before physical intervention occurred. All behaviour management plans will be discussed with parents and be accompanied by a regularly reviewed risk assessment.

## Vulnerable Pupils

Every child is very different and some children require additional support, different strategies to help them keep the school rules/follow them. Our school ensures that all children are treated equally and fairly but recognises that some children will have additional barriers preventing them from being able to follow the school's behaviour steps without supporting strategies/adult intervention.

The school will support our vulnerable pupils by following the guidance provided by external agencies e.g. Specialist Teaching and Learning Service to ensure that the learning environment, strategies used by the teachers and other adults are effective in enabling a vulnerable child to learn the difference between positive and negative behaviour. Children with Special Educational Needs may be at high risk of not being able to adhere to the school's behaviour policy independently therefore it is essential that the school work in partnership with the parents and the child to build a bespoke approach to enable them to begin to regulate their behaviour independently.

Where Behaviour Support Plans are implemented they will follow the same PDAR (Plan, Do, Assess, Review) structure as a Personalised Plan.

Risk Assessments will be considered for vulnerable children.

## Exclusion

Who can decide to exclude a pupil?

Only a Headteacher can exclude a pupil. If the Headteacher is absent the power rests with the most senior leader who should make it clear that they are acting in the Headteacher's absence.

When is exclusion appropriate?

Advice should be sought from Kent Inclusion and Attendance Adviser if a long-term or permanent exclusion is likely so that all alternatives to exclusion and further support can be explored. A decision to exclude a pupil permanently should only be taken:

***In response to a serious breach or serious breaches of the school's behaviour policy; and if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.***

Children who fail to respond to any of the remedial actions implemented by the school face exclusion for anything up to five days. If this refusal is persistent, this could result in permanent exclusion.

<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion>

Permanent exclusion will be considered in accordance with LA guidelines for the following offences:

- Selling and distributing drugs in school
- A deliberate assault on another child
- A sexual assault
- Persistent racial abuse
- Persistent bullying including physical abuse
- A deliberate assault on a member of staff
- Any assault with a weapon or other implement against staff or children
- Verbal threatening and intimidation of staff
- A disruptive incident preceded by a series of disruptive events where the school has attempted to gain better compliance through other sanctions and the use of outside agencies

# Joydens Wood Infant School

## Behaviour Incident Form

<b>Pupil Name</b>	<b>Date</b>
<b>Year/Class</b>	<b>Name of person completing form (please print)</b>
<b>Incident (who, what, where, when)</b>	
<b>Any other relevant information</b>	
<b>What action was taken</b>	
<b>Any follow up actions required</b>	
<b>Signature of person reporting concerns</b>	