



## **Netherton Infant and Nursery School**

### **Positive Behaviour Policy: Updated September 2022**

"Pupils say that behaviour is usually very good and that they trust that adults will sort out any incidents of misbehaviour. They know who to talk to if they have any concerns." OFSTED April 2018

Our school accepts and promotes the fundamental British values as identified by the Department for Education. We will always encourage pupils to accept responsibility for their behaviour, respecting people, the school and the wider community. We will give children opportunities for their opinions to be heard and introduce them to the concept of democratic process and respect for the basis on which the law is made and applied in England.

The key aims of this document are:

- To create a culture of exceptionally good behaviour.
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure excellent behaviour is a minimum expectation for all.

In school we operate a positive behaviour management system that teaches children that making the right choices and that doing the right thing is always best. There is a structured system of recognition and restoration, which is made clear to

the children and reinforced regularly in class and during assemblies by all staff at every level.

Staff are trained under the Alex Timpson Attachment and Trauma Awareness in Schools Programme. Many of these skills are used to understand behaviours within school. Staff make time to build respectful relationships and a good rapport with pupils based on mutual understanding of the expected behaviours in school. All staff will role model good behaviour. Staff will be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that children are using the school grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom. Staff will avoid disproportionate responses to inappropriate behaviour and will not manage behaviour through fear.

The school have adopted the Zones of Regulation to help empower pupils to develop self-regulatory abilities. The system enables pupils to categorize the complex feelings and states they experience, improving their ability to recognise and communicate how they feel in a safe, non-judgmental way.

### **Recognition:**

- All classes will work on a “treasure” reward system. When the jar is full, the class decide on an appropriate treat, such as extra break. This is a collective system where all class members work collaboratively to achieve the reward.
- All classes have a recognition board on which positive behaviour is recognised by writing the child's name. The focus for the recognition can be changed according to the focus for the class/subject/teacher, for example, “Today [or this week] we are recognising good listening on the carpet.” Recognition boards will also be used in other areas of the school such as the hall and corridors.
- Children will be recognised in our ‘Proud Assembly’ at the end of the week and receive Headteacher’s awards for their hard work, good behaviour or going over and above.
- Each week, a child for each class will also be chosen to have dedicated time with the Headteacher to complete a special activity such as drinking hot chocolate, craft, reading together, gardening etc. Staff will also send children to the Headteacher to show good work for further recognition.

### **Restorative Practise:**

A 6-point model will be used to restore good behaviour and is as follows:

1. **Redirection** - A “look” is given to a child off task – a gentle encouragement, a *nudge* in the right direction.

2. **Reminder** – a reminder of the expectations delivered privately: “I know that you can sit and listen well as you did this in phonics this morning, and I believe in you.”
  
3. **Caution** – a clear verbal caution delivered privately wherever possible, making the learner aware that their behaviour still needs to improve. This scripted conversation can be conducted in the following manner:  
“I've noticed that you are... if you continue to do so you will have to spend some time with me and you may miss your break, ”  
“You have chosen to... if you continue to do so you will have to spend some time with me and you may have to do your work in your own time.”
4. **Reflection** - Child is given “time out” in class for 4/5 mins
5. **Time out** is given but child removed to parallel class (In Nursery, child is moved into Reception class)
6. **Removal** to Headteacher/SLT and communication to home asking parents to come in and discuss the child's behaviour if appropriate.

Zero tolerance behaviours – these are all immediately stage 6 behaviours and parents will be informed. The child will be given an in-school exclusion with the Headteacher if they display any of the following behaviours:

- Verbal abuse to staff and others.
- Verbal abuse to children.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on children.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Damage to property with intent.
- Theft.
- Serious actual or threatened violence against another child or a member of staff

Bullying in our school is taken to be the willful conscious desire to hurt, threaten or frighten someone using words, actions, or gestures. Bullying is pre-planned. It is our

intention that the number of incidents of this nature will be minimal because we have in place a positive behaviour policy whereby children are recognised for good behaviour which is combined with a clear understanding of expectations for behaviour. However, we acknowledge that from time to time there may be incidents of "bullying" and this policy seeks to ensure that solutions to the problem are clearly laid out for everyone involved.

We ensure that all children have a clear understanding of appropriate and inappropriate behaviour and there is a clear system of sanctions in place to discourage inappropriate actions. When an accusation of bullying is made it will be given an immediate response by the class teacher who will begin an investigation as sensitively as possible. Staff will monitor children over a clearly identified time to see how they behave and to clarify/verify the accusations. At all times parents of all the children involved are informed and reparation and solutions are sought with a promise of further monitoring by staff.

The Head Teacher is informed of all accusations of bullying and where appropriate will take a lead role towards resolution. Our long term aim with behaviour issues that are proved to be bullying is to provide the child with strategies to eradicate the behaviour. Behaviour plans and risk assessments will be put in place to ensure careful monitoring and the recognition of positive steps for all involved with the issue. We cannot guarantee that incidents will cease but we will do our utmost to prevent occurrences through these measures.

Consideration of exclusion in line with DFE guidelines will be made for further incidents.

### **Use of reasonable force**

In extreme situations, staff have the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable force means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. In extreme cases, it may not always be possible to avoid injuring the child.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- Remove disruptive children from the classroom where they have refused an instruction to do so;
- Prevent a pupil from 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 stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

All incidents where reasonable force has been used will be recorded on the behaviour tracking system. A member of the senior leadership team (SLT) will inform the parents/carers and complete the Green Serious Incident book.

### **Special Educational Needs**

Children with behavioural difficulties and issues are supported in a variety of ways including:

- Individual behaviour plans
- Visual timetables
- Support during tasks and activities
- Support at lunchtimes and playtimes
- 1:1 support
- My Support Plans

The behaviour management of children with specific behavioural difficulties is tailored to the needs of the individual. The rewards and sanctions in the body of this behaviour policy above may not be the same for such children but adapted as appropriate to reflect their personalised requirements.

### **Other Unacceptable Behaviour**

The school supports the PREVENT strategy which is one strand of the Home Office's counter terrorism strategy. The PREVENT strategy aims to:

- identify and challenge violent, extremist ideas
- support and protect vulnerable people from becoming terrorists or supporting terrorism
- encourage communities to work together to tackle extremism.

The school will use the CHANNEL mechanism to report any individuals, including parents that it feels are at risk. The school will always challenge racist or homophobic behaviour and through its Equality Policy will challenge any children, parents and visitors who behave inappropriately against groups with protected characteristics. All episodes will be recorded in the Green Serious Incident Log and reported to the appropriate agencies.