



Hampton Infant School & Nursery

Behaviour Policy

‘Be the Best you can be!’

April 2018	Policy implemented	Version 1
Jan 2019	Policy amended to include report cards	Version 2
Sept 2021	Policy amended to include updated guidance	Version 3
September 2022	Policy amended to include updated guidance	Version 4
February 2023	Policy amended to remove sticker charts and add lunchtime bee reward	Version 5

This policy for Positive Behaviour provides a framework to ensure that we work in partnership to achieve our aims and to support our pupils, staff and parents in achieving an atmosphere of encouragement and respect. We seek to provide a safe, calm environment where good behaviour, manners and mutual respect is shown by all. Our aim is to encourage pupils and staff to give their best in a setting which enhances the self- esteem of everyone in our school.

Aims This policy aims to provide a consistent approach to behaviour management and

1. Define what we consider to be unacceptable behaviour, including bullying and child on child abuse
2. Summarise how staff are expected to respond to unacceptable behaviour including our policy on restraint
3. Outline how pupils are expected to behave our Bee rules and our system of rewards and sanctions
4. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Legislation and statutory requirements:

School Policies: (all of which can be found on the school website)

- Safeguarding & Child Protection Policy
- E-Safety Policy
- Acceptable Use for Computing (Children and Staff)
- Staff Code of Conduct
- PSHE policy
- Playtime policy and risk assessments

Government policies and statutory guides:

- DfE Keeping Children Safe in Education 2021
- DfE SEND Code of Practice and the school's SEND policy
- Equality Act and the schools Equalities Policy
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Gov.uk Use of Reasonable Force
- Gov.uk School Exclusion

Our Bee Rules

At Hampton Infant School and Nursery we have 5 golden rules. These rules help us to have a happy and successful school. They are:



Be kind to others



Be a good listener



Be respectful towards yourself, others and the school environment



Be hard working and challenge yourself



Be responsible

Be the best you can be!

With consistent reminders and positive reinforcement from all staff and parents, our children will be more successful in meeting our behaviour expectations.

Staff and Governors' Rights

- to feel safe
- to be treated with respect by pupils, parents and colleagues
- to work in a supportive and understanding environment

Staff and Governors' Responsibilities

- to work as a team, supporting and encouraging each other
- to establish good relationships within the school community and lead by example
- to create a positive and safe learning environment
- to have high expectations of what our children can achieve
- to take a preventative approach to behaviour management
- to treat pupils with consistency and respect
- to involve parents when children are consistently finding it difficult to meet expectations of behaviour or attitude to work
- to have read, understood and follow procedures set out in the Child Protection Policy

Children's Rights

- to feel safe
- to be able to learn to the best of their ability
- to be listened to by adults
- to be treated fairly
- to be encouraged and experience success in learning

Children's Responsibilities

- to take care of and pride in their work, their school and the environment
- to support and encourage each other
- to treat others with respect and consideration
- to take responsibility for their own actions
- to do their best and to allow others to learn

Parents' Rights

- to know their children are safe
- to be sure their children are treated fairly and with respect
- to be able to raise concerns with staff and be informed with regard to their child's progress

Parents' Responsibilities

- to ensure children attend school regularly and on time
- to support the schools behaviour policy
- to promote good behaviour, politeness, courtesy and consideration for others
- to inform the school of any concerns that may affect the behaviour of their child
- to encourage children to have high aspirations
- to respond to and support the school when contacted about their child's behaviour

Behaviour Management in class

At Hampton Infant School and Nursery, we encourage all staff to use positive praise in class and around the school in order to promote positive behaviour. We use the "Bee Rules" as well as the HPP Principles to promote our high expectations for behaviour.

Certificates of Excellence

- Our certificates of excellence focus on the HPP principle of the week. Class teachers are asked to nominate a child to receive a certificate weekly and this is celebrated in our celebration

assembly. We aim for all children to demonstrate our HPP principles whilst in school and continue doing so as they grow and develop.

EYFS

At this age children are developing their skills in lots of areas of learning. Through the EYFS curriculum we place a huge focus on developing children's prime areas of learning (Communication and Language, Personal, social, emotional development and Physical development) throughout the day through 'in the moment' learning opportunities. We also provide opportunities for children to reflect on their behaviour in a range of ways:

- Using the Bee Rules display to highlight and celebrate positive behaviour choices in the moment. Children are rewarded with a bee sticker if they demonstrate behaviour linked to the bee rules.
- If a child is finding it difficult to make good behaviour choices in the classroom or outside, then they would be warned verbally, with the Bee Rules display being used to support verbal reminders. This gives each child a chance to amend their behaviour. Examples of such behaviour include; shouting out frequently and disturbing learning on the carpet, acting in a way that is unsafe to themselves and others (e.g. running inside, throwing toys or other objects).
- If the child was still finding it difficult to adjust their behaviour we would follow these steps (using visual and/or verbal cue cards):
 - Direct the child to sit on the thinking spot, away from the carpet or places where the other children are playing, allowing for reflection time.
 - Direct the child to sit in another classroom within the year group, allowing further reflection time.
 - A member of SLT to talk to the child and parents may be informed via a phone call or spoken to by the class teacher. Any SLT involvement is reported on CPOMS.

Key Stage One

In Key Stage 1 we reinforce our positive behaviour strategy through a positive behaviour chart and sticker charts.

Positive Behaviour Chart

Each class in Key Stage One displays and uses the school positive behaviour chart (See Appendix 1). The chart is an opportunity to celebrate positive choices linked to behaviour and learning, as well as acting as a sanction for poor choices. When children are displaying good and positive examples of behaviour, their class teacher (or another staff member) may ask them to move their name/photograph on the chart to the next positive space. The first of these is the 'Sun', followed by a 'Rainbow' and finally a 'Pot of Gold'.

If a child is making poor behaviour choices in class, then they are given a verbal warning. This gives each child a chance to amend their behaviour. Examples of such behaviour include:

- shouting out frequently
- talking over a teacher or another pupil
- refusing to complete work
- walking around the classroom when they should be seated

However, should the poor behaviour continue, they should move their name to the 'Cloud', which is the first step. If things improve from there, the teacher will acknowledge this and ask the child to move their name to the sun. However, if the poor behaviour should continue, the child then needs to move their name down each progressive step one at a time, as follows:

- Verbal Warning

- Warning (Cloud on Chart)
- Play time payback (Rain Cloud on Chart) (the child stays in class at playtime for a period decided by the teacher. This is supervised by the class teacher).
- Sent to a member of SLT (Lightning Bolt on Chart) and parents will be informed via a phone call or spoken to by the class teacher. Any SLT involvement is reported on CPOMS.

All KS1 staff should follow the positive behaviour chart in these steps and avoid putting children straight onto another step unless they are due to be there. For example, please do not put a child onto 'playtime payback' unless they have first been given a verbal warning and moved onto the 'warning' cloud. In some extreme cases, staff may feel that a child's behaviour needs to be dealt with more seriously and that moving their name on the chart to a 'warning' may not suffice. In these cases, advice should be sought from a member of SLT.

Compliment Chain

- Each class has a compliment chain. The class can be awarded a paper clip to add to the compliment chain if a compliment is given to the class by a teacher or adult other than their normal classroom teacher. Once the chain touches the floor the whole class can choose a free class reward e.g. visit to the local park or a school based treat.

Rewards in the dining hall:

Bee's are awarded to each class daily if they queue up quietly, use their manners, eat nicely, put their hand up when they have finished eating and keep the volume down. The winning class each week gets 5 minutes extra playtime (KS1) or an extra day on the climbing equipment (EYFS)

Sanctions in the Dining Hall.

Sanctions may include warning by an adult or being moved. If behaviour does not improve the individual will be removed from the dining room and sat in a quiet location before being spoken to by an adult. Some of the playtime can be taken from the child.

Sanctions at Playtime/Lunchtime

SMSA's will use a verbal warning and will always emphasise what positive behaviour looks like. Should children not respond, incidents will be reported to class teachers and children will spend time in the "timeout zone". They may have the privilege of using the playground equipment withdrawn or may be sent to the member of SLT on duty. This will be reported on CPOMS by the class teacher and monitored for trends and patterns. Parents will also be informed.

Extreme behaviour which has involved a member of SLT must be recorded on CPOMS. Staff must include as much detail as possible and ensure that all those involved have had an opportunity to explain what has happened.

Management of disruptive and extreme behaviours including bullying

The following are examples of unacceptable behaviours:

- Repeated breaches of the school rules
- Any form of bullying, on and offline bullying including trolling.
- Sexual assault / Harmful sexual behaviour / Child on Child abuse. The above is seen as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. For further information refer to the school's Safeguarding & Child Protection policy.
- Emotional harm and abuse including body shaming.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, anti-transgender or discriminatory behaviour or language
- Leaving the classroom without permission
- Repeatedly ignoring teacher's instructions leading to harm of themselves or others

Serious incidents are defined as poor behaviour that escalates and requires SLT intervention. Parents of children involved in a serious incident are always informed, ideally face to face, but also with a phone call. The Executive Headteacher or Head of School will be the lead member of staff in situations which involve serious incidents of behaviour and where incidents involving safeguarding cases will be reported to the Governing Body. All serious incidents should be recorded immediately on CPOMs. In addition to this the person completing the report should verbally notify SLT and not rely on the electronic notification. This is because all serious incidents should be dealt with on the same day.

Examples of serious incidents may include:

Example of behaviour	How staff are expected to respond:
Tries to create chaos and be disruptive	Acknowledge the child's feelings, 'I can see that you...' Focus on keeping everyone safe (remove other children if necessary, call for help) Focus on modifying most serious behaviour and use de-escalation strategies
Oppositional and Defiant	Be assertive but keep emotional temperature down. Avoid showing anger, irritation or fear. Start each day afresh.
Sexually aggressive	Record all incidences very clearly and seek immediate advice from DSL
Physically or verbally abusive behaviour towards other vulnerable children	Avoid threat of removal/rejection – time in not time out. If unavoidable, do so positively e.g. 'I need to get on with the class – you come and sit here until you feel better', use 'I wonder if you're feeling...' but don't ask child to explain
Racism and other discriminatory Behaviour	Language or behaviour deemed to be racist or discriminatory will be reported to the Executive Headteacher and Head of school. All incidents are recorded on CPOMS and in a termly report to the local authority. .

Incidents of racial or homophobic language and behaviour.

Racial and homophobic harassment will not be tolerated. At Hampton Infant School we promote and celebrate diversity. Staff members who witness an incident must inform the Head of school or SLT member immediately. The school records and reports on all racial or homophobic incidents. Appropriate attitudes and behaviours are fostered by the schools Spiritual, Moral, Social, Cultural (SMSC) education. Racist, sexist, homophobia, antitransgender, language or behaviour is never considered banter and must always be reported.

Bullying is defined as: 'A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.' Bullying can involve one person or group by another person or group, where the relationship involves an imbalance of power.

Specifically the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again – it is repeated (the school keeps records of behaviour incidents and will refer to these when assessing an incident/s)
- It is deliberate; hurting someone on purpose – it is not accidentally hurting someone.
- It is unfair; the person(s) who bully(ies) is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not. We will not tolerate bullying of any kind for pupils, staff or visitors to our school. This policy should be read in conjunction with our Equalities and Safeguarding & Child Protection Policies, this would be particularly relevant if bullying related to race, sexist bullying, homophobic bullying, and bullying related to disability and special educational needs.

Our aims are to

- Prevent, reduce and stop the bullying if and when it occurs.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has been bullied and offer support.
- Understand the motivation of the perpetrator and if necessary safeguard and offer support.
- Apply a disciplinary sanction to the bully and ensure they learn from the experience, this is at the discretion of the Headteacher and will follow procedure as outlined in our Equalities Policy, Safeguarding and SEND Code of Practice.
- Educate all children in order to enable them to safeguard themselves from bullying both in real life and cyber space.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, up-skirting
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Incidents of Child on Child abuse

Child on Child abuse is any form of harmful behaviour which can include physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on Child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. Please refer to our Safeguarding and Child Protection Policy 2021.

Incidents of swearing or use of inappropriate language.

Swearing or inappropriate language will not be tolerated; all such incidents will be reported on CPOMS and parents will be informed by the teacher in the first instance. Repeated incidents should be reported to the SLT or Head of School who will arrange a meeting with the child’s parents.

Physical behaviour towards adults

All adults should feel safe in school. Physical behaviour from children towards them is not tolerated. On occasion, children will need to be positively handled in order to keep them and others safe. This will be recorded on CPOMS and reported to parents. In rare circumstances, fixed term exclusion may be appropriate.

Confiscations

Children are not allowed to bring in personal items unless specifically asked to. The school reserves the right to confiscate such items and return them to the pupil or their parents at the end of the day. If the child is repeatedly bringing in items, staff may confiscate these until the end of the week.

How staff are expected to respond to inappropriate behaviour Behaviour Protocol

These are our procedures for managing behaviour and do not cover every eventuality. Please discuss individual cases with SLT. Our overriding principles are:

- positive role-modelling - refer to the zones of regulation where appropriate
- de-escalation - use of emotion coaching as a strategy
- safeguarding the learning and welfare of all
- prompt communication with parents/carers.

Behaviour	How staff are expected to respond
Withdrawn unable to make/keep friends	Introduce a buddy system Consider 'Circle of Friends' Encourage child to help around school
Destroys property	Validate the child's feelings 'I can see that you are angry' Help the child repair/restore where possible
Demanding teacher attention all the time	Notice the child explicitly, give them something to look after for a while. Give child responsibilities for things
Hostile when frustrated	Small step differentiation, use a timer to divide tasks Support children using emotion coaching strategies.
Refuses to engage with work	Offer choices and make lessons/tasks very structured All materials to hand ignore, distract, give attention to those doing the right thing
Unable to accept praise or have fun	Do praise and be specific. Be mindful that private praise might be more acceptable to some children. Use the positive behaviour chart

SEND, 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 Inclusion manager 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. These children may be required to have a 'Personalised Behaviour Plan' in which their triggers, actions and support are recorded in detail. The class teacher, Inclusion Manager, LSA and the child (where appropriate) will all be involved in creating this document, which will be shared with the rest of the staff and the child's parents. The Personalised Behaviour Plan (PBP) will be reviewed regularly and further developed where necessary. Our aim is always to support the child.

If any of the extreme or disruptive behaviours above continue to occur, despite use of the positive behaviour chart in class, the following procedure will be followed:

1. The class teacher alerts a member of SLT who will come to the class and remove the child immediately.
2. The child/ren will be supported to reflect on their behaviour, and where appropriate given a "Reflection Sheet" to complete.
3. The member of SLT will ensure they have gathered all the evidence about the incident and recorded it on CPOMS.
4. A member of SLT will phone home to explain to parents that their child has been removed from class and why this has occurred.
5. The child may be placed on a "Report Card" which will be signed off by a member of SLT each week.
6. Following a child's third Report Card; parents will be informed that the next major incident that occurs may result in an Internal Exclusion. The Executive Leadership Team will decide if the child is to be Internally Excluded. If a child is to be Internally Excluded then they will be removed from their normal class for the next day and alternative breaks scheduled. The Inclusion Manager will also work with the class teacher to create a personalised behaviour plan to support in school.

Exclusions and Internal Exclusion

An internal exclusion may be issued for any of the following unacceptable behaviours:

- Acts of physical or verbal aggression
- Racist or homophobic language
- Using equipment dangerously
- Consistently ignoring instructions
- Consistently affecting the learning of others
- Child on Child abuse
- Persistent disruptive behaviour

Parents will be informed if their child has been internally excluded and will be requested to attend a meeting. This will be to discuss the reintegration programme including playtimes. Targets will be agreed at the meeting and a review date set. Our aim is to take supportive steps and a restorative approach. This may involve working with the child/ren encouraging them to share their feelings and facilitate a resolution. External advice may be sought if appropriate such as an educational psychologist or the Education Inclusion Support Service.

Fixed Term or Permanent Exclusion

The decision to exclude is taken very seriously and considered only when all other possibilities have been exhausted. This will be in strict accordance with policies and practice laid down by AFC and DfE guidelines.

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by teachers that involves a degree of physical contact with children. This can range from guiding a child to safety by the arm or where a child needs to be restrained to prevent violence or injury. Members of school staff have a legal power to use reasonable force and have been trained in de-escalation techniques. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained.

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 safety of the child or others. The following scenarios highlight some reasons for the possible need for reasonable force:

- to remove a disruptive child from the classroom where they have refused to follow an instruction to do so and are disrupting the learning of others;
- to prevent a child behaving in a way that disrupts a school event or a school visit;

- to prevent a child leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others;
- to prevent a child from attacking a member of staff or another child
- to restrain a child at risk of harming themselves through physical outbursts.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Following any physical intervention, the member(s) of staff involved record this on CPOMS which outlines the reason for reasonable force and the actions taken. Parents will always be informed if a pupil is positively handled.

The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

Parents concerns and Complaints

Parents are encouraged to share their concerns with the school. There is a clear protocol of communication which states that the first point of call is always the class teacher and if issues are unresolved parents can then seek the advice and support from SLT following which complaints are escalated to the Executive Headteacher. The school will take seriously and investigate all allegations of Child on Child abuse and bullying through the following steps:

What we will do	How we will do it
Interviewing all children involved within 24 hours of receiving a report on bullying and/or child on child abuse	Children may be requested to write a report of what happened (age dependent) and/or speak to a member of staff (we try to make this a staff of their choice). Following any interview, notes will be made and shared with the DSL.
Communicating with all parents within 24 hours of receiving a report on bullying and/or Child on Child abuse	The school aims to communicate all outcomes and respond to all concerns/complaints promptly, this will be by the Executive Headteacher or Head of School.
Communicating with the Governing Body	If there is a concern raised about a ‘serious incident’, the Executive Headteacher will inform the Chair of Governors, and/or Designated Governor only if there is a complaint made.
Involvement of other services	If a ‘serious incident’ is considered to be Child on Child abuse, this will warrant a report to the Single Point of Access and may lead to intervention from social care and or health and or The Police. This action will be at the discretion of the Executive Headteacher, and Chair of Governors. In addition to this, it may be appropriate for the school’s police liaison officer to complete some proactive work with an individual, group or class of children in school.
If a child is at immediate risk or there has been criminal behaviour	The school will ring 999 and report it to the police.
Executive Headteacher decision on a sanction	Based on the outcome of the investigation the ELT will make the final decision on an appropriate sanction following our safeguarding and behaviour policy and our SEND Code of Practice. The Chair of Governors, will be informed of the outcome as will the parents within 24 hours. Exclusions are

	always followed by return to school meetings that involve pupil, parent, Executive Headteacher, and Head of School. Following this further action may be required such as a safety plan (risk assessment) for that child which will be reviewed fortnightly.
Executive Headteacher decision on support for pupil who has been bullied	Based on the outcome of the investigation the Executive Headteacher and Head of School will speak with the child who has been bullied and with the child's parents to understand their wishes on how to move forward. Please note that separating pupils cannot be guaranteed, our stance is one for timely restorative justice as opposed to removal of pupils or staggered playtimes.

Outlined above is our response to unacceptable behaviour incidents, however we are proud that these are often minor and rare and this is due to our proactive response, staff training and child centred culture. We believe that having an active approach to preventing unacceptable behaviour and responding quickly and effectively when it occurs will lead to less incidents and happier and safer children. Primarily, responding to unacceptable behaviour, adults are always encouraged to 'check in' that all the child's 'basic needs' are met. Sometimes lack of sleep, hunger, thirst, and needing the toilet can lead to poor behaviour. Taking time to understand that all behaviour is a form of communication and finding out the child's needs can lead to a positive and swift resolution.


Through our curriculum we teach children about behaviour and the different types of bullying, how it feels, why people bully, how we can prevent it and respond to it and how children can use their social, emotional and behavioural skills to tackle the problem when it arises. We use zones of regulation to support children to understand and regulate their emotions.

All staff, pupils, parents and governors have contributed to the policy and as part of the monitoring process, we will ensure that:

- the policy is reviewed annually
- our Bee rules are displayed and regularly discussed

Appendix 1

Positive Behaviour Chart-

 Member of SLT	 Playtime payback	 Warning	Starting place for all children 	 Good choices shown.	 Good choices repeatedly shown.	 Pot of Gold!
---	--	---	---	--	--	--