



# WALSH

MEMORIAL

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C.E. (Controlled)

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Infant School

## BEHAVIOUR MANAGEMENT POLICY

DATE FOR REVIEW: SEPTEMBER 2021



## Walsh Memorial CE Infant School

*The actions of St Peter inspire our three golden words: community, love and perseverance. Our school community like St Peter, aims to serve God. It strives to create a school family in which pupils are educated and inspired through a love and understanding of God each other and our world. 'Jesus said: you are Peter and on this rock I will build my church' (Matthew 16 v 18)*

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### Behaviour Management Policy

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community. The school rewards good behaviour and believe this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than to deter anti-social behaviour and was developed according to our values and beliefs.

At Walsh Memorial CE Infant School, we are dedicated in creating a safe, happy and positive learning environment. Wellbeing is vital as it provides all children and staff to feel secure, respected and valued. All members of our school community deserve to be treated with respect and we believe that everyone is special, unique and that all children without exception have the right to be treated equally.

In order to create a secure, happy and positive learning environment for all we believe that everyone at Walsh Memorial CE Infant School has a right to:

- Feel safe
- To be treated with dignity and respect
- To learn without limits

As a school community we have developed our three core values of Community, Love and Perseverance and our three Golden rules. Through these we promote good, positive relationships so that we can all work together and help everyone learn in a positive and safe environment.

- Be Ready
- Be Safe
- Be Kind

The purpose of our behaviour policy is to ensure that all children are treated fairly and the behaviour policy is applied in a consistent way. Our aims ensure that all children can grow in a safe and secure environment.

## Aims

- To ensure a consistent and calm, whole school approach to, and use of language for managing behaviour
- For all adults (including volunteers) to provide positive models of behaviour and treating others with kindness, friendliness, care and respect
- To respect and care for all members of the school community, adults and children
- To provide a safe, comfortable and caring environment where optimum learning takes place
- To develop an ethos of kindness and cooperation
- To provide clear guides for children, staff and parents of expected levels of behaviour
- To promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
- To provide a consistent approach throughout the whole school
- To encourage pupils to make 'good choices' and develop the language of 'bad choices'
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- To provide a safe and secure environment where all can learn without anxiety

## Expectations

We expect children to:

- Develop self-discipline and independence
- Develop positive relationships with one another and with adults
- Be given opportunities to take responsibility and learn that their actions have consequences for themselves and others
- Respect and take care of the environment and each other's property
- To know that bullying\* is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable and teaching children how to ask for help if they are feeling worried or anxious about anything.

*\*We define bullying as actions taken by one or more children with deliberate intention of hurting another child, either physically or emotionally. Bullying is not a one off incident. Our anti bullying policy is underpinned by of PSHE and wellbeing scheme.*

We expect as adults to:

- To create a positive and purposeful learning environment that promotes and supports positive behaviour
- Turn negative actions by children into positive reinforcement.
- To encourage positive actions by re-directing negative actions.

- To deliberately and persistently catch the children doing the right thing and praise in front of others.
- To be positive and specific using praise so children make a clear link with praise and their behaviour
- To talk to the children in a friendly and respectful manner
- To adopt a firm but kind manner when we need to modify a child's behaviour □ To model the standards we expect from the children.
- To explain in child friendly manner the consequences of their actions □ To ensure our children are polite, happy and considerate of others' feelings
- To promote and praise all children following, keeping and living our Golden Rules 'Be Ready, Be Safe and Be Kind'

The Headteacher and Senior Leadership Team must:

- Be a visible presence around the school promoting positive role models and praising positive behaviours
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Encourage the use of positive praise, certificates and stickers
- Children from each class receive Headteacher certificates in celebration assembly and their names recorded in the newsletter
- Ensure Staff training needs are identified and targeted

The Headteacher takes overall responsibility for standards of behaviour in the school. The Deputy or senior teacher takes overall responsibility in the absence of the Headteacher. All members of staff are responsible for promoting high standards of behaviour at all times.

Induction for all staff includes discussions linked to the Safeguarding and Child Protection Policy, Code of Conduct/ Staff Behaviour Policy and Behaviour Management Policy and the Anti-Bullying Policy.

**Responsibilities Legal Guidance and Responsibilities** The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2016)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

### **The role of parents**

The school and centre aims to work collaboratively with parents, so children receive consistent messages about how to behave. We explain the school rules in the school prospectus, and we expect parents to support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. We expect parents to actively encourage their child to be a positive member of the school. Parents who are concerned that their child might be being bullied, or who suspect that

their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and the anti bullying strategy, and of reviewing their effectiveness. The headteacher has the day-to-day authority to implement the policy, but governors may join a discussion with the headteacher about particular disciplinary issues. The governing body supports the headteacher in all attempts to eliminate bullying from our establishment. The governing body monitors the incidents of bullying that occur. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of anti-bullying strategies.

### **Behaviour Outside of School Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

### **Travel to and from school**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

### **Good behaviour is promoted at Walsh Memorial C.of E. Infant School through:**

Our Golden rules

- Be Ready
- Be Safe
- Be Kind

Each class talks about what these rules mean and how we can keep them and use other class ideas generated with the children.

- We talk about rules and make links to British Values
- We use positive language
- Rules are used as basis for behaviour rewards
- They are referred to regularly and positively
- They these are displayed in each classroom and around the school
- Providing opportunities for children to discuss appropriate behaviour
- Providing happy, organised, calm, stimulating classrooms
- Classes can use visual timetable displaying each day's programme, using widget symbols or similar
- Taking quick, firm action to prevent one child inhibiting another's progress
- Giving concise instructions appropriate for young children to understand
- Setting clear daily routines and planning for individual needs e.g. special places to sit in collective worship/class

- Set high expectations of behaviour and giving praise and rewards for good behaviour
- By providing the pupil with an understanding of positive choice and consequence
- encouraging purposeful play by providing structured equipment and rotas to ensure all children are given a turn to take responsibility
- Year 2 children take turns being Playground Helpers, known as Busy Bees, e.g. playing with people sitting on the buddy bus stop, helping injured children and taking messages
- Play Leaders show children how to use playground equipment and how to join in games
- Calming and atmospheric music is used to encourage appropriate behaviour in the classroom
- Achievement certificates are used to reward good behaviour and kindness

Classes use recognition boards and whole class rewards to promote and celebrate positive work, kindness and behaviour choices.

**Steps taken if behaviour does not meet the high standards required:**

- In class systems are used to reward good behaviour and give warnings for unwanted behaviour
- Playtimes may be missed as part of a consequence for negative behaviour if deemed appropriate.
- Time out with a sand timer
- During playtime or lunchtime children will receive time out in the playground and class teacher will be informed
- Parents will be informed by the class teacher if the child seriously hurts another child
- If behaviour continues to be a cause for concern, their class teacher will meet the parents. If the behaviour continues to cause concern then a meeting with parents, class teacher and SENCO or Headteacher, will be arranged. A daily log will be kept and this information used to set realistic targets to modify unacceptable behaviour, the SENCO will provide appropriate paperwork and monitor progress
- Behaviour systems for individual pupils are put in place following consultation with SENCO/parent/pupil/teacher and adults supporting the class. An Individual Behaviour Programme and information from the One Page Profile may be set to modify the behaviour in consultation with all parties concerned.
- ELSA sessions are carefully planned for children who have Social, Mental and Emotional needs or a behavioural issue referral from their class teacher.
- A pupil may be referred for a placement at SEARCH if they would benefit from an emotional nurture programme
- If necessary consultations with external agencies are made by the SENCO appropriate to the needs of the child e.g. Educational Psychologist/ Behaviour Management Team/Health/etc.
- Any pupil with an Education Health and Care Plan for emotional difficulties will be supported as recommended using outside agencies advice
- Sudden changes in behaviour will be reported to the DSL

- Attempts will be made at all levels to try and support children in communicating any negative feelings that may be causing unwanted behaviour

### **Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information can be found in the SEND policy.

### **Surrey Exclusion**

Walsh Memorial CE Infant School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. The school's use of Fixed Period Exclusion is extremely rare as this could be perceived as rewarding poor behaviour with a 'day off' and this would be counter-productive. Where exclusion is used the school conforms to the Surrey's Exclusion Guidelines and DfE Guidance.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking. Parents/carers must also make sure that pupils will not be in a public place during an exclusion. From day 6 of exclusion the Local Authority will provide parents with details of provision. In the event of a permanent exclusion the Local Authority will contact parents with details of the day 6 provision. Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Surrey's Exclusion Guidelines in line with the DfE are followed if further steps need to be taken. Exclusion occurs when a child exhibits dangerous behaviours and behaviour that presents a risk to themselves or others.

These categories are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Persistent disruptive behaviour

Any incident involving harm to another pupil or causing serious concern is reported to the Headteacher immediately. A report is written and put on the child's individual file which is kept in the Headteacher's room. The report must give details of the incident, the children involved and the actions taken following the incident. The parents are informed by the Headteacher or senior member of staff in charge that day.

Any incident involving prejudice related incidents is reported on a Racist or Prejudice Related Incident Monitoring Form which is kept in the Headteacher's room, and gives details of the incident, the people involved and any actions taken and reported to Surrey County Council annually.

### **Bullying**

Any incident or behaviour suspected of bullying is reported to the Headteacher or Senior member of staff who will investigate fully and discuss the incident with all parties involved to:

- Interview the victim and bully separately
- Reassure the child that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable and may believe that they deserve to be bullied. Everything will be done to re-establish the victim's self-esteem and self-confidence. The victim will also be given support to become more assertive and thereby less vulnerable to bullying.
- Speaking to the bully and identifying the reasons why s/he has acted in the way they have and explaining why bullying is unacceptable.
- The bully will be helped to recognise his/her unsociable behaviour and given support and counselling to modify that behaviour.
- Help and support the child/children to understand the need to be kind and caring to each other.

The Headteacher informs the parents of the pupils concerned about the incident and any action taken in school. We aim to ensure that a positive Home/School Partnership in these matters is developed and maintained, working together to help children to improve their behaviour.

Details of the incident and action taken are written on the Incident Form and kept in the Behaviour Folder.

### **Physical Intervention Statement**

Following Government and LEA guidance, Education and Inspections Act 2006, school discipline and behaviour policies, staff will execute emergency restraint as a last resort on pupils who are:

- At risk of injuring themselves
- At risk of injuring other pupils or at risk of injuring adults
- At risk of damaging school property



- Disrupting good order and discipline in the classroom
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The use of physical intervention should be minimised by adopting strategies that:

- Prevent the occurrence of behaviours which precipitate the use of physical intervention
- De-escalate or defuse the situation.

Physical intervention is the use of physical pressure by an adult to stop a pupil's actions. It is a criminal offence to use, or threaten to use, physical force on a child unless the circumstances give rise to a lawful excuse or justification. Similarly it is an offence to lock a child in a room except in very exceptional and specific circumstances.

Physical intervention is defined by the British Institute of Learning Difficulties as a method of responding to challenging behaviour which involved some degree of direct physical force which limits or restricts the movement or mobility of the person concerned. This would include holding a child who is attacking another pupil or physically restraining a pupil who is behaving in a violent or aggressive way. Restrictive physical interventions which involve the use of force to control a child's behaviour should only be used in exceptional circumstances, such as to maintain the safety of the child or others. It is the policy of this school, that no adult working in the school will run after or follow or attempt to prevent an angry child leaving an area, unless they are at harm. Children should be left to calm down unless they are at risk of injuring themselves or others when restraint may be used as a last resort.

Intervention of any sort should be proportionate to the behaviour of the child and the nature of the harm they might cause. It should not cause pain, and be the least possible action resulting in stabilising the situation. It should aim to achieve an outcome that reflects the best interest of the child, with minimum force applied for the shortest period of time to prevent injury. Staff must make every effort to summon help in a situation where they suspect physical intervention may be required. When restraint is used, assistance must be summoned immediately and all incidents recorded fully and honestly as soon as possible after the incident.

**Staff should normally only use methods of restrictive physical intervention for which they have received training at regular intervals.**

### **Guidelines for good practice in physical contact concerned with control**

Staff should only use reasonable force when all other alternatives have failed. De-escalation strategies might include:

- Structuring the environment – where we speak to the child, whether we sit or stand
- Planned ignoring – not giving attention to minor, harmless attention seeking behaviour, remember to praise appropriate behaviour

- Prompting – gentle reminders to a child of what they need to stop doing or to prepare for – verbal or sensory input – avoid “nagging”
- Active listening – listen, explore and acknowledge a child’s feelings through the use of reflective responses – feeling that someone cares can be enough for a child to stay in control
- Backing away – not backing down: give the child time to calm down before you discuss the situation with them – alternatively, allow the child to back away through offering them a verbal or physical way out
- Humour – can take heat out of a situation, but take care, can be experienced as critical, demeaning and a superficial reaction to real feelings
- Affection – helps head off behaviour motivated by fear, anxiety or uncertainty
- Hurdle help – when a child is stuck then providing assistance can help
- Non-verbal intervention – nods/looks to signal a change of behaviour is needed; proximity of an adult can help; touch control – a gentle touch may be enough to stop action
- Redirecting – try to refocus the child away from what they are doing now.

The last two strategies can be used when none of the above are making a difference and the child is still agitated.

- Directive statement – clear instruction to the child to stop a certain behaviour or start something else
- Time out – requiring a child to move away to another or quieter area to calm down

Whatever strategies you use, take care to **remember**;

- Talk quietly and in a low key manner, can reduce the ‘heat’ in a situation
- Consider your body language, avoid threatening body posture and be aware of the non-verbal messages your body is communicating
- Be positive about each child; do not call them names or make derogatory remarks
- Don’t make promises you can’t keep
- Do the things that you have promised
- Consider the level of eye contact you make with the young person. Too much could be threatening, too little could make it appear that you don’t care or you are frightened/uninterested

At Walsh Memorial CE Infant School we support every child as an individual and work together to enable everyone to access their learning in a positive way.

## **Appendix 1: Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governors annually.