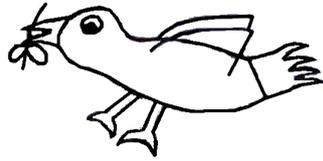


Mengham Infant School

Behaviour For Learning Policy



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Mengham Infant School
where a happy child is a learning child

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Contents:

- Philosophy
- Aims
- Roles
- Rights
- Responsibilities
- School Rules
- Encouraging positive behaviour
- In the classroom
- Consequences followed for incidents of misbehaviour
- Modification of behaviour
- Outside the classroom and serious incidents
- Involvement of the decision maker
- Exclusions
- Other agencies
- The success of this policy
 - Appendix 1: Behaviour policy flow chart
 - Appendix 2: Guidance to support adults in managing behaviour
 - Appendix 3: Social emotional behavioural disorders
 - Appendix 4: Exclusions
 - Appendix 5: Physical intervention

Philosophy

We believe:

- that all staff and children have the right to work in a safe, orderly and supportive environment, where they feel respected and valued.
- that everyone including visitors to the school should feel welcome.
- that all the children should be responsible for their own behaviour and that staff are responsible for helping children achieve this.
- that carers should ensure that their child(ren) actively participate in the life of the school.
- in preparing children to be happy with who they are and to become good citizens both in and outside of school.

Aims

Mengham Infant School aims to:

- create a positive environment within the school and the classroom so that the children and staff can work together.
- create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- recognise those members of the school environment whose exemplary behaviour promotes a positive and caring environment.
- establish a set of rules that protect the rights of all the individuals.
- establish a clear set of consequences for the individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others: and
- establish procedures so that conflicts can be resolved in a positive non-violent manner.

Roles

The teacher's role is to:

- develop and maintain a positive classroom environment;
- consistently apply the school's behaviour for learning policy;
- be proactive in considering where children may struggle to manage their own behaviour and plan and provide support on these occasions
- document child misbehaviour and correctional strategies, including communication with parents when appropriate;
- contribute to reviews of this policy;
- create and maintain out of class packs for their own class
- Support colleagues by accommodating children from another class if necessary
- display and discuss
 - Behaviour Charter
 - Playground expectations
 - Behaviour Traffic Lights

The role of learning support assistants is to:

- consistently apply the behaviour for learning policy across all children
- support the class teacher in the implementation of this policy
- be proactive in supporting children who find it difficult to manage their behaviour
- be proactive in supporting supply teachers and other visitors to the school to ensure this policy is consistently applied at all times
- be on the rota as a member of staff on call for children from other classes

The school leaders' role is to:

- Act as the decision maker
- provide a link between parents and staff;
- support teachers with behaviour management;
- manage the adult resource to ensure that all children and staff are appropriately supported
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- facilitate parent/teacher conferences;
- provide supply teachers with guidelines pertaining to this policy;
- monitor the implementation of this policy and adapt as necessary;
- facilitate the review of this policy at regular intervals.

Rights

Children have the right to:

- respect, courtesy and honesty;
- learn in a purposeful, non-disruptive and supportive environment;
- work and play in a friendly and clean environment;
- feel safe and secure at school;
- be heard in an appropriate forum on matters related to these rights.

Staff have the right to:

- teach in a purposeful, non-disruptive and supportive environment;
- co-operation and support from parents;
- be heard in an appropriate forum on matters related to their work as a teacher.
- respect, courtesy and honesty from the school community.

Parents have the right to:

- ongoing open communication about the social and emotional development of their child, including their child's behaviour;
- be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and welfare;

- be informed of their child's academic progress;
- expect access to a meaningful and appropriate education for their child(ren);
- be heard in an appropriate forum on matters related to the rights of their child(ren).

In order to respect these Rights:

Children should:

- behave in a way that allows them and others to learn
- show courtesy and respect toward members of the school community, including temporary and relief members;
- ensure that their behaviour is not disruptive to the learning of others;
- ensure that the school environment is kept neat, tidy and secure;
- ensure that they are punctual, polite, prepared and display a positive attitude;
- behave in a way that protects the health, safety and wellbeing of others;
- respect personal possessions and school property.

Staff will:

- model respectful, courteous and honest behaviour;
- ensure that the school environment is kept neat, tidy and secure;
- establish and facilitate positive relationships with children, parents and staff;
- ensure good organisation and planning;
- report student progress, behaviour and social/emotional development to parents in an ongoing, open way
- be consistent in the application of this policy

Parents should:

- ensure that their child/ren attends school;
- request the appropriate forum to discuss matters related to the rights of their child/ren;
- communicate with school staff in a courteous and open manner;
- support the academic, physical, social and emotional development of their child/ren;
- ensure that their child/ren is provided with appropriate materials to make effective use of the learning environment;
- support the school in efforts to provide a learning program for their child/ren.

Encouraging Positive Behaviour

The focus of this section of the policy is on encouraging positive behaviour, and helping children to be clearly aware of what is acceptable both in and out of the classroom.

We promote and encourage good behaviour by being positive and proactive, ensuring all staff play a role in this. We recognise that learning is a social and emotional experience and we support the children in developing key learning skills linked to our school values of independence, respect, perseverance, creativity and caring.

Promoting Good Behaviour

In order to respect one another's rights children should behave in a way that allows themselves and others to learn and stay safe at school. Adults will talk to the children in terms of "making good choices" to make it clear to them that they are responsible for their own behaviours.

Our classroom Traffic Light System:

Each class will use the traffic light system.

The Traffic Lights show the children Green, Amber and Red Behaviours and will be clearly displayed in all classrooms. The Traffic Lights are used to remind children of the positive or negative consequences of their behaviour.

Rainbow Board

Each class will have a rainbow board with 7 bands (red, orange, yellow, green, blue, indigo, violet). Each child will start the day at the bottom of the rainbow and will move up the colours of the rainbow as they show **Green behaviours**, linked specifically to the school and class expectations. The aim is to get to the pot of gold before the end of the day.

If a child achieves the pot of gold they will be awarded a sticker for their bookmark. When children complete their bookmark with all the stamps they will visit the Mengham Animal Adoption Centre and adopt one of the collectable soft toy school mascots complete with adoption certificate.

Behaviour Management Procedures

These are intended to complement the Traffic Lights showing the possible consequences.

Amber Behaviour Consequences

Thinking Space

- This needs to be a physical space set apart from the main body of the class. It may be necessary to have more than one.
- The space needs to be clutter free and could have the charter displayed, a picture of Wise Owl for problem solving, along with calming down activities, behaviour prompts and a timer, depending on the age of the class.
- The length of time a child stays there may depend upon individual circumstances, but they should expect some adult intervention within 3-5 minutes and a rapid return to the class
- It will be necessary to use discretion as to how many times a child goes to the thinking space before they are removed from the class, depending upon the problem. Generally if it is more than twice in a morning or afternoon they are not ready to learn in their class.

If a child is struggling to behave in accordance with expectations they will be invited to go to the

thinking space in the classroom. The children can also make this choice for themselves. The thinking space will be an individual seated area away from the general learning space but where children can still hear the lesson. It may be a chair and table or, in some classes, a marked position or small rug may be more appropriate. The thinking space is a neutral space which provides an opportunity for reflection and to make better choices. While the child is in the thinking space. When the child has been on the thinking space for 3-5 minutes, an adult will go and problem solve with the child to support their return to class.

Some children may need to have their thinking space outside the classroom on occasion. The same rules that apply to the thinking space can be applied to the use of this area. Teachers and other adults can negotiate with individuals how they may use the thinking space area.

The thinking space can also be used to provide a calm space for children who may be distressed or needing a little time to make a good choice about their conduct.

Paying Back Minutes

If it is more appropriate a child may be asked to pay back minutes of missed learning time at the next suitable period of play time

Red Behaviour Consequences

Work packs

Work packs will be completed by the child in a partner class

- These will be pre-prepared and readily accessible with activities to match abilities reinforcing previous learning
- Common to each will be a card displaying the school charter; the child will copy out the aspect of this that has been contravened and write or draw how they will make a different choice in the future. There will also be a pro forma for a letter of apology in addition to work appropriate for the age and ability of the child. The work pack should be labelled with the child's name and class.
- The work will be checked by the teacher who will decide if it needs to be completed or redone at home
- The completed work packs will be returned to the teacher

Internal Exclusion

Child will complete their learning in isolation for a suitable period of time supervised by a member of the leadership or pastoral team.

Exclusions

- Exclusions will only be used in extreme circumstances
- If it is warranted the Headteacher has the authority to enforce a fixed term or permanent

exclusion which will be done in accordance with national and local guidance.

For Red Behaviours a Red Behaviour Card will be handed to the parent at the end of the school day. The card will be clearly marked with the unwanted behaviour together with the sanction that has been imposed.

If a child receives three Red Behaviour Cards in one half term period the child's parents/carers will be called in for a meeting with the Head Teacher and the Classteacher to agree an action plan to support the child in improving his/her behaviour.

Duty person and Decision maker

The name of the person on duty will be displayed in the staff room.

The decision maker will be a member of the leadership team and will decide whether or not a parent should be contacted, a child sent home or a formal exclusion undertaken. Only the headteacher can authorise a formal exclusion.

Other incentives are encouraged

- Teachers are also encouraged to use their own incentive schemes such as group points, stickers, marbles in a jar, raffle tickets etc.
- Teachers will send any children who have demonstrated the school values to the silver book.
- Children will share their achievements in celebration assembly.
- The attendance award for the class with the best weekly attendance in school will also be awarded at celebration assembly.

Systems and structures which support the management of behaviour

- Teachers should consider offering children time to calm down in a designate calm down area if it appears that behaviour is starting to deteriorate (this may need to be for an agreed period of time)
- Consideration should also be given to keeping children motivated and not feeling that "all is lost".
- If a child is sent to a partner class for any reason they should be welcomed back into class on their return. The class teacher should be actively looking for opportunities to acknowledge good learning behaviour and reward this as quickly as possible.
- Staff have a rota of staff on duty at break or lunch time and an on call rota for lesson times.
- Teachers will log incidents of red behaviour in the conduct log.
- If at any time a child refuses to cooperate with a sanctions then the duty member of staff can be called for. See Appendix 1 flow chart. The duty member of staff and decision maker for each day is displayed on a white board in the main reception area of the school.

Modification of behaviour

- It is always the school's intention to modify unacceptable behaviour rather than to contain it or simply manage it.
- Children who are regularly requiring sanctions should be referred to the SENCo.
- Teachers should be keeping in close contact with parents where there are concerns about a child's behaviour
- If a child does not respond well to behaviour modification it may be necessary to write a behavioural plan to ensure there is consistency in the treatment of the child across the school
- Some children may need some additional rewards for shorter period of time in response to specific targets – these would be detailed in the behavioural plan.

Outside the classroom and serious incidents

- If a child breaks a rule at lunchtime, the lunchtime supervisors follow the same policy. Children may be asked to sit by a marked thinking space or, for a more serious or persistent offence, they may have to miss time during lunchtime.
- If a serious transgression takes place anywhere in the school and another adult is required the member of staff can use the Red Emergency Card (Red Alert) to summon an additional adult

Involvement of Decision Maker

A child can be referred to the duty decision maker regarding behaviour by any member of staff or as a result of having been identified through regular monitoring of behaviour. This could be as a result of such behaviours as:

- Persistent poor, low level behaviour
- Being involved in systematic bullying
- Being offensive to an adult / member of staff
- Physically hurting another child intentionally
- Fighting
- Deliberately vandalising school property
- Verbal abuse including racist and sexist remarks

The decision maker will decide the steps to take next. This might include:

- Sending a letter home.
- Missed break time
- Internal inclusion
- Referral to the pastoral team or SENCo.
- Internal or External exclusion

Conduct Logs

These must be completed by the teacher/assistant as soon as is practically possible giving brief details of behaviour. The completed form is kept in the classroom. The SLT will regularly

review/monitor the Conduct Logs. It is the responsibility of the class teacher to inform the parents at the end of the day of any sanctions that have been imposed during that day; it is preferable for this to be face to face but it may be necessary to telephone.

Other agencies

The school is always willing to seek advice and support from other agencies. This could include:

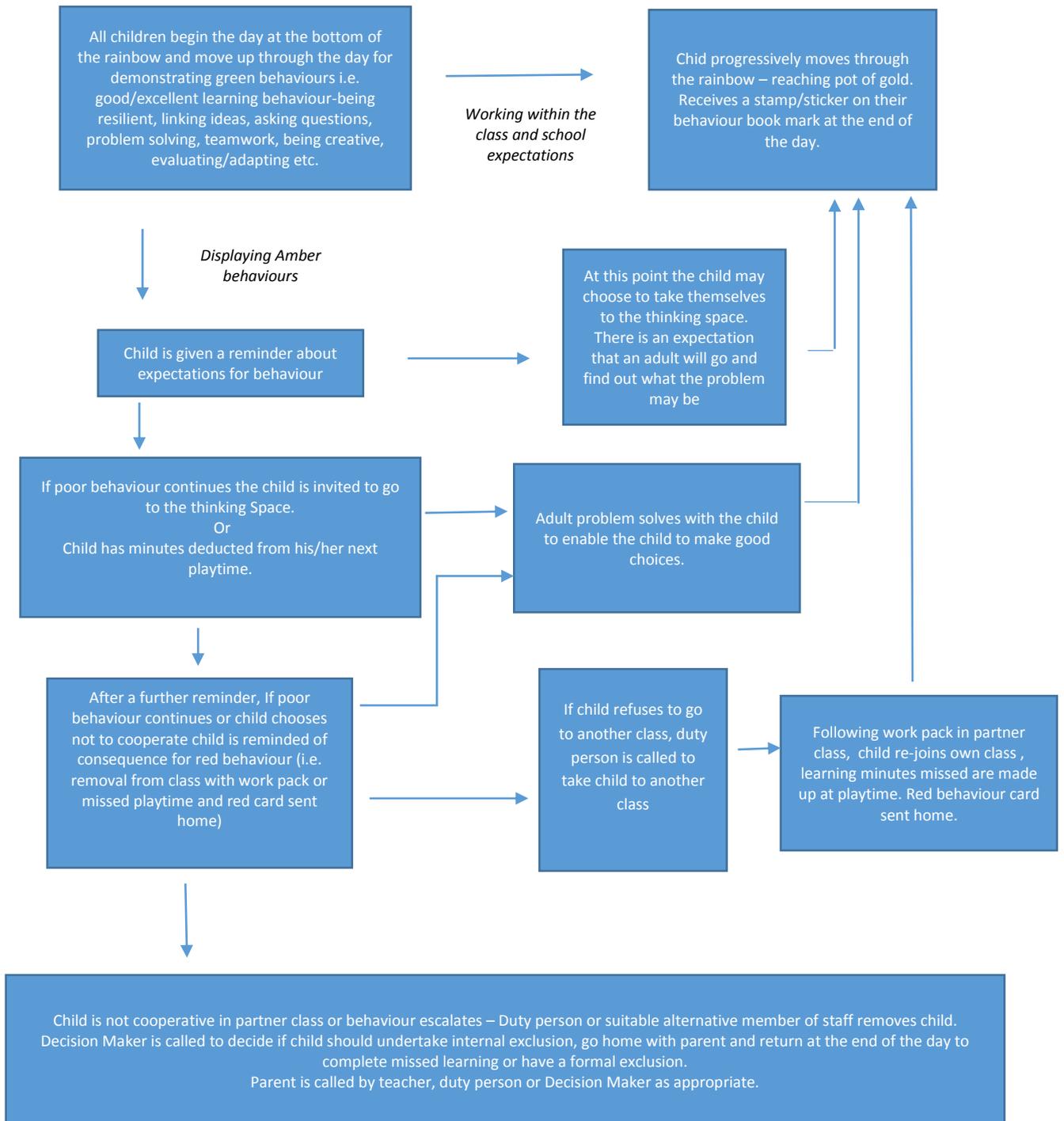
- Educational psychology service
- Primary Behaviour Service
- Inclusion team
- Social care
- Primary mental health (CAMHS)
-

The success of this policy

The success of this policy will be judged according to:

- The number of referrals logged in the class conduct logs
- The total number of fixed term and permanent exclusions
- The anecdotal comments of the school community
- Comments from children in schools council and parent and staff evaluations

Appendix 1
Mengham Infant School
Flow Chart for Management of Behaviour For learning



Teacher Responsibilities
 Out of class packs to be prepared and copies available in classroom and with pastoral team.
 All Amber and Red behaviours should be recorded on the Conduct Log.
 Parents should be informed at the end the end of day preferably in person or by phone if this is not possible.

Leadership Responsibilities
 Provide support and training for all staff. Manage adult resource to ensure all staff and children are appropriately supported. Monitor behaviour for learning policy in action and adapt as necessary.
 Act as decision makers. Meet with parents when required.

Appendix 2
Traffic Lights

Green Behaviours

- Behave in a way that allows others to learn
- Respect everyone in our school
- Keep the school neat, tidy and safe
- Be polite and kind to others
- Respect everyone's property
- Keep everyone safe.
- Always tell the truth

Amber Behaviours

- Stopping others from learning
- Being deliberately unkind
- Ignoring an instruction from an adult
- Rudeness
- Misusing property
- Playing roughly
- Not telling the truth

Red Behaviours

- Repeatedly stopping others from learning
- Bullying
- Refusing to follow an instruction from an adult
- Shouting or swearing
- Deliberately damaging property
- Deliberately hurting others

Consequence

- Verbal Praise e.g. 'Well done'
- Visual Praise e.g. Thumbs up
- Move up the Rainbow

Consequence

- Kite space
- Missing minutes from next playtime

Consequence

- Work pack in another class & Behaviour card sent home
- Missing whole of next playtime in Mrs Hall's office. Behaviour Card sent home
- Internal Exclusion Letter & Behaviour card sent home
- Fixed Term Exclusion

Appendix 3

GUIDANCE TO SUPPORT TEACHERS IN MANAGING BEHAVIOUR

Practical tips for managing difficult situations

To help with feelings

1. Listen with full attention
2. Acknowledge their feelings with a word – “Oh”... “Mmm”... “I see”
3. Give their feelings a name

To engage co-operation

1. Describe. Describe what you see or describe the problem.
2. Give information
3. Say it with a word
4. Talk about your feelings
5. Write a note

Instead of punishment

1. Express your feelings strongly without attacking character
2. State your expectations
3. Show the child how to make amends
4. Give the child a choice
5. Take action
6. Problem solve

To encourage autonomy

1. Let children make choices
2. Show respect for the child’s struggle
3. Don’t ask too many questions
4. Don’t rush to answer questions
5. Encourage children to use other sources
6. Don’t take away hope

Appendix 3

SEBD (Social Emotional Behaviour Disorders)

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases, the normal procedures used may have had little effect upon the child. This might be because of other circumstances at home, or because of medical conditions. In some cases, children have very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases, different approaches will be necessary and personalised according to the needs of the child. Options for supporting children who fall into this category include:

- **Temporary part time timetables** as part of reintegration following an exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school
- **Parents accompanying children into school** – in some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned.
- **Involvement in nurture group** – this is an extremely valuable on site resource, which provides children with support and help with social skills in a small group. The emphasis is upon the caring and non-judgemental environment and making the child feel that they are part of a caring family.
- **Support from an SEBD (Social Emotional Behaviour Disorder) TA.** A highly experienced TA is on standby to provide support and encouragement for individuals, who may lack the concentration to stay in class for the full school day. In some cases the TA will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work on their individual needs and interests and finding ways of motivating them within class.
- **Adapting the curriculum.** In some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical “fun” type activities arranged to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included. The use of **special time** is an option.
- **Individually adapted reward cards and stickers.** Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and TAs. In some cases parents might also be involved in further supporting at home.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, an adult or being given set routines at ‘trigger’ times can increase their self-esteem and bring out the best in them. These should be considered as options.

It is worth remembering that for some of these children:

- **friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child
- **a chaotic home life is experienced.** Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to ‘fail’ at the last moment. Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to ‘freeze’ rather than remove rewards. This can help remove the ‘self-fulfilling prophecy’ of constant failure.
- **actions are not easily linked with consequence** – their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **feeling ‘cornered’ will result in extreme reactions**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with social and emotional needs. They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with children with social and emotional needs is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class
- the capacity of the teacher to remain calm in what can be extremely testing circumstances

Where a child is finding a situation challenging a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunities for the child to ‘fit back in’ should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or ‘backing children into a corner’.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion. Children with social and emotional needs can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

A positive environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors for us
- interesting and well-prepared lessons that cater for individual need
- a colourful and stimulating environment in and around the school building
- provision of some calmer spaces using lighter colours and little stimulation to help children self-regulate
- the presence of the nurture group and the use of this ethos across the school
- varied opportunities for children with different gifts and talents to see these celebrated
- a recognition that we are all different and that there is no 'best fit' model for a human being

APPENDIX 4

Exclusions

a. The school's policy is that the DFE exclusion guidance for schools: "**Exclusion from maintained schools, Academies and pupil referral units in England**" which was updated in February 2015, or its successor guidance will be strictly adhered to if this becomes necessary. This can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

b. The Full Governing Body will appoint annually an Exclusion Committee of at least three governors who will carry out the Governor duties as laid down by the DFE and will consider their Terms of Reference to be as the governor responsibilities as set out in the above document.

APPENDIX 5

Physical Intervention

a. Staff should not use physical force of any kind when dealing with poor or bad behaviour. A few exceptions do exist however and the following list is taken directly from Section 550A of the Education Act 1996.

b. Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

c. However these do not cover anything that could be described as constituting the giving of corporal punishment.

d. The authorised staff in this school are the teachers, SENCO, the TAs, office staff and the lunchtime supervisory assistants.

e. The school will always work in accordance with the DfE guidance “Use of Reasonable Force” which can be found at

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>