



# 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

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.

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
- our HISN British values are seen as an integral part of our schooling

### **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

### Rewards

At Hampton Infant School and Nursery, we encourage all staff to use positive praise in class and around the school and are keen to 'catch the children being good'. We reinforce our positive praise through a number of whole school systems, which each class teacher is expected to introduce to their class at the beginning of each school year. These include:

- Awarding table points (**KS1**) when children are ready to listen, tidy, working well etc. This leads to a 'Table of the Week' award which is awarded weekly in each class. Points are allocated at the teacher's discretion.
- Personal/class based targets and rewards can be set by the class teacher at their discretion (**KS1/Reception**).
- Star of the week. Each class awards a 'star of the week'. The children are chosen and their names are sent to the office so that they can be put up on the 'Star of the Week' board in reception. Children can be chosen for a number of reasons linked to their behaviour and attitude to learning (**KS1/Reception**).
- Children in **Key Stage 1** each have a sticker card and are given coloured stickers by teaching staff (See Appendix 1).
- **Blue = brilliant behaviour**
- **Red = excellent effort**
- **Green = wonderful work**

When a child receives:

- 10 stickers: in class reward
- 20 stickers: visit to Head of School or Executive Headteacher for a sticker
- 50 stickers: Celebrated in assembly
- 100 stickers: Recognised on the Bees board in the hall.
- Our certificate assembly focuses on a theme of the week. Class teachers are asked to nominate a child to receive a certificate based on the theme. Our themes celebrate academic, sporting and personal character achievements (**KS1/Reception**).
- Individual year groups may also develop specific systems to cater for the needs of that group

- 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/Sanctions**

### **EYFS (Nursery and Reception)**

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 by moving a child's photograph from the bee hive, onto the relevant bee rule.
- 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.

### **KS1**

Each class in Year 1 and Year 2 will display and use the school rewards and sanctions chart (See Appendix 1). The chart is an opportunity to celebrate good behaviour choices, 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 on the chart to our positive spaces. 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 need to be warned verbally that you have seen their poor behaviour and would like them to stop. 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, and walking around the class room 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 may choose to take their name off a warning after a while. 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.

All KS1 staff should follow the Reward/Sanction 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 on a 'warning'. 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.

### **Management of disruptive and extreme behaviours including bullying**

We give clear messages to all pupils that they are part of our school and that within our learning community we value everyone. Despite our system of sanctions and rewards there will always be a small minority of children who may act in a challenging, aggressive or violent way. There are behaviours that are clearly unacceptable at any time, by any child. The following are examples of unacceptable behaviours:

#### **Frequent behaviours which disrupt the learning of others**

Chosen behaviour which frequently disrupts the learning of other children will not be tolerated. The clear expectations of behaviour are understood by children and reinforced through SMSC lesson, assemblies and through displays in the classroom. Repeated incidents will be reported to SLT or Head of School and parents will be asked to meet with the school.

#### **Consistently ignoring the instructions of adults**

Ignoring the instructions of adults slows learning and is dangerous, repeated incidents will result will be reported to the SLT or Head of School and parents being informed.

#### **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.

#### **Incidents of sexual or sexist incidents.**

Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by girls or boys. It can be carried out to a person's face, behind their back or by use of technology. This behaviour will not be tolerated. Staff promote equality and respectful behaviour. Appropriate attitudes and behaviours will be fostered through the schools SMSC education.

#### **Incidents of swearing or use of inappropriate language.**

Swearing or inappropriate language will not be tolerated; records will be kept of all such incidents 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.

#### **Incidents of Bullying**

Bullying in whatever form will not be tolerated. Children should be encouraged to tell an adult and children are always reminded of this. An incidence which is considered to involve bullying will be dealt with in accordance with the school's procedures for dealing with poor behaviour choices.

#### **Incidents of Physical Behaviour towards another person (adult or child)**

The school and playground should feel safe for everyone. We expect both children and adults to treat each other with respect. Verbal or physical aggression is not tolerated. Children should avoid kicking games, play-fighting, grabbing games, threatening behaviour, going round in gangs and copying pretend weapons, using playground equipment dangerously. Incidents which lead to unacceptable physical behaviour will not be tolerated.

Where the incident is judged to be very serious, the child will immediately meet with a member of the leadership team who will inform the parents. The children will complete a reflection sheet and attend the next 'Hive' session.

### **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 parent at the end of the day. If the child is repeatedly bringing in items, staff may confiscate these until the end of the week.

### **Playtime/Lunchtime:**

Yellow counters will be to be used at playtimes and lunchtimes by adults on duty including SMSA's for behaviour linked to the Bee rules. The counters can be given to individual children or a class. When a yellow counter has been given, the child should go and place it in their class token pot. At the end of each week the children will exchange their counters for Bees (each bee is worth 5 yellow counters) which the children will then bring to assembly every (Monday) where the Bees will be placed on a board against the appropriate class. At the end of each half term the class with the most 'Bees' will get a class reward.

### **Lunchtime Stars**

Fortnightly the SMSA's will nominate a child from each class who has been exceptional at lunchtime with regards to behaviour linking to Bee rules. The children will be awarded a 'lunchtime star' which will be displayed in the hall. At the end of each half term the lunchtime stars will eat their lunch on a special table in the hall.

### **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 in the lunchtime book and children will spend time in the timeout blue box. They may have the privilege of using the playground equipment withdrawn or may be sent to the member of the leadership team on duty. Records will be kept and monitored for trends and patterns and persistent offenders. Any lunchtime incident which is deemed serious, will be reported to the class teacher and to the member of the Leadership Team on duty that day. Parents will also be informed.

### **Sanctions in the Dining Hall.**

Sanctions may include warning by an adult or being moved to another table. 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. Records of all incidents will be kept in the lunchtime book and monitored weekly for persistent offenders and trends and patterns.

**All incidents in the playground must be recorded in the 'Incident log'.** Extreme behaviour which has involved a member of the 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

### **When the policy does not work**

At Hampton Infant School and Nursery we strive to be a fully inclusive school and ensure our policies and procedures are developed to support all children and staff. However, there will be some children, approximately 5 %, who will not respond to the strategies already outlined in this policy. These children will need to be clearly identified by the school and all staff must be made aware of how to manage their behaviour. These children will be required to have a 'Personalised Behaviour Plan' in which their triggers, actions and support are recorded in detail (see **Appendix B**). The class teacher, Inclusion Manager and LSA 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 YoYoB chart in class, the following procedure will be followed:

1. The class teacher alerts a member of the Leadership Team who will come to the class and remove the child immediately.
2. The child/ren will be given a "Reflection Sheet to complete" (see [Appendix D](#)).
3. The member of SLT will ensure they have gathered all the evidence about the incident and recorded it appropriately.
4. The member of the SLT will discuss the incident with the child using the Reflection Sheet.
5. A member of Leadership Team will phone home to explain to parents that their child has been removed from class and why this has occurred.
6. The child will then be asked to join the "Hive" room at lunchtime the next day to discuss the incident and behaviours. The child will also be placed on a "Report Card" (see appendix C) which will be signed off by a member of the SLT each week. A child will be able to return to the playground once the member of the SLT sees a positive improvement on the Report Card. If a child received a score of '1' twice on their Report Card they will automatically be placed back in the Hive the next day.
7. Follow 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 SENCo will also work with the class teacher to create a behaviour plan to support in school. If a child incurs six report cards within a year, they will again be Internally Excluded for one day and additionally remove from the playground for one week.
8. The SLT meet at the end of the day to create an "Internal Exclusion" timetable for the following day.

## **Exclusions**

### **A report card or 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
- Bullying

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.

### **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 Richmond upon Thames 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. All members of school staff have a legal power to use reasonable force/ Team teach. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 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;
- to prevent a child behaving in a way that disrupts a school event or a school trip or 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 behaviour 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 will be required to complete the 'Positive Handling' document which outlines the reason for Reasonable force and the actions taken. Parents will always be informed if a pupil is restrained or force has been used.

## Appendix 1

### Rewards and Sanctions Chart-Add descriptions

 <b>Head of School</b>	 <b>Playtime payback</b>	 <b>Warning</b>	<b>Starting place for all children</b> 	 <b>Good behaviour choices shown</b>	 <b>Wow! Sticker time!</b>	 <b>Golden!</b>
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## Sticker Charts

 <b>Hampton Infant School &amp; Nursery</b> Be the best that you can be! 	
●	= Brilliant Behaviour
●	= Excellent Effort
●	= Wonderful Work
10 stickers	Class reward
20 stickers	Visit to Head of school/Executive Headteacher
50 stickers	Celebrated in Assembly
100 stickers	Recognised on the 'Bee' board in the hall.

## Appendix C

### Report Card

Name of Child \_\_\_\_\_

Week Beginning \_\_\_\_\_

Please score my session

1 →

2 →

3

Lots of wrong choices

Fantastic behaviour

Day	Session 1	Break	Session 2	Lunch	Session 3	Session 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Comment by Headteacher / Deputy Headteacher / SLT

Comment by child:

Hive Reflection Sheet

Name of child:

Date:

Reflection

Child to reflect on why they are in the HIVE. They can write or draw their response.

Golden Rules

Ask the child to rate their behaviour.

1 = extremely poor

Be kind to others

1 2 3 4 5 6 7 8 9 10

Be a good listener

1 2 3 4 5 6 7 8 9 10

Be hardworking

1 2 3 4 5 6 7 8 9 10

Be respectful to yourself, other people and your environment

1 2 3 4 5 6 7 8 9 10

Be responsible

1 2 3 4 5 6 7 8 9 10

