

# PERRYFIELDS INFANT SCHOOL



*Helping each other to learn and grow*

## BEHAVIOUR POLICY

<b>Approved By</b>	<b>Date</b>	<b>Next Review Date</b>
<b>LGB</b>	<b>8<sup>th</sup> March 2021</b>	<b>Spring 2023</b>
<b>LGB</b>	<b>13<sup>th</sup> March 2023</b>	<b>Spring 2025</b>

**PERRYFIELDS INFANT SCHOOL**  
**PROMOTING POSITIVE BEHAVIOUR FOR LEARNING**



*Helping each other to learn and grow*

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (July 2022)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on 'Keeping Pupils and Staff Safe' guidance for schools from the Essex Safeguarding Children Board and on the special educational needs and disability (SEND) code of practice.

The Behaviour policy should be read in conjunction with the Safeguarding Policy, Child Protection Policy, E-safety Policy, Home School Agreement, the Physical Handling Policy, Anti-Bullying Policy, Exclusion Policy and the SEND Policy, as these form an integral statement of principles underpinning the work of the school.

### **Inclusion and Safeguarding Statement**

We are committed to building futures in a welcoming and supportive environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for learning. At Perryfields Infant School, all pupils are valued, inspired and respected within our happy, welcoming community. We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning. All children have unique experiences to share. We celebrate this diversity by valuing the contribution of all pupils and provide an environment that encourages independence and autonomy in their learning. Our school is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

### **Introduction**

Pupils, parents, staff, governors and community have a duty to help support a happy, respectful and honest ethos in the school. Relationships between adults and between children and adults and children and children, parents and staff are based on encouraging self-confidence, achievement and truthfulness amongst all. When talking to pupil's adults will show respect by not raising their voice or being sarcastic or abusive. Pupils will also be expected to show respect to adults and peers.

This behaviour policy clearly sets out our expectations of pupils and their behaviour in and around school and strategies for improving the behaviour of pupils who need support. It provides a framework in which optimum learning can take place. This policy and our vision and mission statement aids the behaviour of all (adults and children alike) in the school community. We will ensure our behaviour policy is consistently and fairly applied as this underpins effective education. The importance of consistency in all that we do cannot be over-emphasised. As a school, we should be continually reviewing what and how we do things including our expectations of our children. We are aiming to make this a school where little things are not ignored, where positives are praised and rewarded, and negative behaviour is challenged. Adults and children must say no to negative behaviour and discuss it openly as a way of ensuring a positive effective approach.

At Perryfields Infant School we believe it is a privilege when parents entrust their child to our care. In school children have:

- the right to be valued
- the right to feel safe
- the right to be treated with respect
- the right to learn

At Perryfields Infant School, we have high expectations of behaviour and personal achievement for all the children. This is established by providing a caring and stimulating environment. Children are encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions is an integral part of the successful management of children and is both consistent and fair.

We believe that good behaviour promotes effective learning. Staff, parents and children themselves are essential in ensuring that this is understood and maintained.

### **Aims**

Through the success of our behaviour policy, the school aims to:

- Lay the foundations for lifelong learning
- Create a school community where everyone values, listens and respects each other
- Offer all children equal access to a rich, varied and challenging learning experience
- Encourage a safe and healthy environment for all to develop a happy and confident approach to life
- Foster positive, caring attitudes towards other people, where achievements at all levels are acknowledged, valued and celebrated
- Develop in children a sense of right and wrong, self-discipline, a proper regard for authority and acceptance of responsibility for their own actions
- Ensure that pupils, staff and parents contribute to a shared ethos that is based upon respect for each other and ourselves, our core values and a feeling of common purpose and community where everyone is valued
- Ensure a consistent approach to modelling and managing behaviour

### **A Whole School Approach**

It is understood by Governors and all staff that for the stated aims to be realised there needs to be a whole school commitment to the principles and practices outlined in this document. The most powerful tool we have to promote the adopted approach is the way we model it ourselves. Children learn by the example we set and it requires every member of the school community to adopt it and positively promote it. The ethos of the school is its hidden curriculum where the values and attitudes of the school are demonstrated. An ethos which is positive, caring and sensitive supports the policies and practices of the school.

### **Purpose**

This policy determines the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and consequences and outlines how they will be consistently applied. It also sets out the statutory duties for everyone with key responsibilities for managing behaviour including pupils, parents, staff and governors.

### **Statutory Duties and Key Responsibilities**

The Headteacher and Governing Body are responsible for developing an effective behaviour policy, for promoting good behaviour at Perryfields Infant School and for communicating this policy to parents. It is the duty of all members of staff to implement the policy consistently. Every member of the school community has a shared responsibility for managing behaviour at Perryfields Infants.

#### **Pupils should:**

- Treat all children and all adults fairly and with respect
- Take responsibility for their own actions and behaviour and be honest
- Take responsibility for their own learning and allow other children to learn

- Follow the instructions of the teaching and support staff and cooperate with others
- Take care of property and the environment in and out of school
- Ensure they use e-communication safely and sensibly

**Staff should:**

- Act as a role model for desired behaviour, treating all adults and children with respect, speaking in an appropriate manner at all times
- Make children aware of the desired or appropriate behaviour in all situations
- Focus on good behaviour and positive reinforcement to raise self-esteem, acknowledging and giving praise for good behaviour and achievements
- Create a safe learning environment, both physically and emotionally
- Implement the behaviour policy, using rewards and consequences consistently and fairly, without prejudice or bias and taking into account each individual children's needs
- Work in partnership with parents in managing any behavioural issues, ensuring that they are kept informed of all behavioural concerns relating to their child
- Work closely with senior managers and outside agencies to understand reasons for any unacceptable behaviour, implementing advice and strategies when managing a child with persistent emotional and/or behavioural difficulties
- Take joint responsibility for managing the behaviour of all children in the school
- Offer a framework for exploring behavioural issues through the PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural) curriculum and through the use of Circle Time and/or class discussions
- Use e-communication safely and follow the Code of Conduct for Staff behaviour

**Parents should:**

- Help the children understand the rules and the need for them in an ordered society
- Support the school's hierarchy of rewards and consequences
- Work in partnership with the school to promote high standards of behaviour at all times
- Encourage independence, self-discipline and resilience
- Inform the school of any situation that may affect their child's behaviour at the earliest opportunity
- Treat all children, other parents and school staff with fairness and respect
- Ensure children are taught to use e-communication sensibly and safely at home

**Expectations to Encourage Good Behaviour**

In order to promote positive behaviours this policy is underpinned by the use of positive behaviour management strategies in order to establish an ordered, purposeful environment. It is expected that in each part of the school there will be:

- Effective presence, supervision and time keeping of all staff
- Consistent application of rules
- Supportive yet firm approach and style
- Focused attention
- High expectation/challenge
- Effective match of curriculum to the individual
- Team responsibility
- Good organisation of space, resources and timetable
- Appropriate forms of communication – signs/symbols

A core set of 'rules' known as 'The Perryfields Agreement' are used as a clear set of expectations for members of the school community to work towards.

**The Perryfields Agreement**

- We are polite to everyone and treat people with kindness
- We listen when other people are speaking
- We take responsibility for our own learning and help each other to learn
- We keep ourselves and other people safe
- We take care of property and the environment
- We take pride in our school and our uniform.

## **Our School Code of Conduct**

The following rules are displayed throughout the school. They relate to safety, respect of people and the school environment and the right to work without distraction.

**Be safe, be kind.**

**Listen and think a lot.**

**Be your best.**

The code is written by the children and is refreshed every three years. Teachers have a right to teach and children have a right to learn. Together the teachers and children devise and agree their own class rules in addition to following the whole school rules. This way the children take ownership of these rules and are more likely to follow them.

## **Pastoral Structure**

As an 'Attachment Aware' school, we pride ourselves on the outstanding support given to its children. The school works in partnership with other agencies including the Inclusion Partners, Education Psychologists, signposting parents and carers to other services and providing workshops to parents.

## **Trauma Perceptive Practice**

Trauma Perceptive Practice is the Essex approach to understanding behaviour and supporting emotional wellbeing. It has been written for childhood educators to understand and subsequently know how to help all children and young people, especially those who are vulnerable. This is underpinned by core values of kindness, compassion, hope, connection and belonging. At Perryfields Infant School we have Core Values which link to these values that underpin what we do as a school.

As a school we know that if pupils have a consistent experience of feeling safe, cared for and respected then they will be able to develop the skills and systems to be able to deal with difficult experiences. Becoming Trauma Perceptive encourages us all to think and act more boldly, through our values, policies and practice. What the research tells us is that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, then they will develop the skills and brain systems that provide resilience to stressors.

## **Zones of Regulation**

At Perryfields Infant School we develop an awareness of feelings, energy and alertness levels in line with The Zones of Regulation. Whilst exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness the Zones of Regulation curriculum provides us with an easy way to think and talk about how we feel on the inside. We sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps to make the complex skill of regulation more concrete for learners and those who support them.

## **Classroom Rules**

Classroom rules are negotiated each year between children and teachers. These rules indicate the rights and responsibilities felt to be important by each class and provide a framework for the management of behaviour.

For both school and classroom rules to be effective, it is important that clear routines have been established, that rules are seen by all to be appropriate and sensible and that consequences when rules are broken are fair, logical and applied consistently.

## **Reward and Recognition**

It is important for systems to be in place which respond to achievements and good behaviour. Highlighting and drawing attention to positive attitudes and making good choices about behaviour

is a powerful tool in the management of behaviour. The importance of meaningful, sincere, sensitive praise cannot be over emphasised.

Rewards and recognition include:

- PRAISE
- Non-verbal/verbal
- Responsibilities
- Stickers (or equivalent) for individuals and class incentives
- Moving up the behaviour chart (staying on the smiley face or sun)
- Top Table at lunchtime (having lunch with a member of staff)
- Golden Time
- Class Superstar Certificate
- Headteacher's Award (for demonstrating school values/rules/code of conduct)
- Lunchtime Awards/certificates
- School Council 'Excellence' Awards
- Star Trophies
- Sharing work with others in the class/school
- Showing work to the Headteacher or work chosen to be displayed in the Headteacher's office
- Positive feedback to parents – through home school diary books

### **Managing Undesirable Behaviour**

From time to time a child may behave in a way that does not meet the school's expectations. It is important that children of all ages realise that there is a consequence to their action but they are also encouraged to think about how they can change that behaviour. Our consequences are based on positive behaviour management principles. It is important for children to appreciate that inappropriate behaviour is followed by a consequence. It is useful to have a predetermined plan for staff to use to intervene when behaviour is inappropriate to ensure that children are treated fairly and consistently.

Early intervention is essential to prevent low level disruption developing into more serious behaviour incidents.

Consequences include:

- Non-verbal reminder (a look)
- Rule reminder, either of a school or classroom rule
- Reminder followed by a chat with the child concerned at the end of the session
- Separation of child from group but still within classroom.  
At this stage five minutes 'Golden Time' is missed. This can be repeated twice.
- Separation of child from class to another classroom for 10 minutes. If child is sent to another supervised area, work must be given.
- 'Time Out' in a designated area to allow the child to calm down
- Child reporting to Headteacher
- Phone call to parents
- Loss of privileges

The consequences are used when a child's behaviour does not live up to the school's expectations. It is recognised the behaviour is better managed where home and school work together. It is up to the class teacher to contact parents about any behaviour issues initially unless they are very serious. When it is felt to be appropriate, the class teacher contacts parents to arrange a meeting. At this meeting, the teacher will seek the support and help of parents to improve a child's pattern of behaviour. A home/school diary may be set up as a link.

For persistent inappropriate behaviour and after the child has seen the Headteacher on two or three occasions it will be necessary to involve the parents further. If deemed necessary a 'Five Step Response Plan' (appendix 1) may be put into place. In the case of extreme behaviours or

regular disruptive behaviours, permission will be sought from the parents/carers to complete an individual Physical Handling Plan (see Physical Handling Policy) where trained staff will use Physical Handling Techniques (PRICE Training Techniques) to keep all children safe and allow them to continue to learn within their classroom environment without distractions. Staff will record when physical handling techniques are used onto CPOMS.

The consequences are applied consistently by all members of staff and children are always given the opportunity to reflect on and take responsibility for their own behaviour and learn from their mistakes. In nearly all cases, this approach rectifies the situation and enables the child to make appropriate choices in the future. If a child's behaviour does not improve, or declines very quickly then this is often an indication that the child is suffering from emotional difficulties linked to external factors or that they need support to improve their self-esteem. In this situation, the child will be referred to the SENDCo and assessment or involvement from outside agencies such as the Educational Psychologist will be considered. A personalised Behaviour Support Plan linked to the Five Step Response Plan with a clear time scale and review date will be drawn up with the involvement of the child (where appropriate) and their parents. Should these procedures fail to improve the child's behaviour, or should the behaviour continue to deteriorate then a fixed term exclusion will be imposed (see Exclusion Policy). An exclusion will always be used as a last resort once all other attempts to improve behaviour have been attempted and failed. The only situation where an exclusion will be used as an initial response to a behaviour incident is if another child or member of staff has sustained a significant injury or a criminal or serious bullying offence has been committed.

### **Children with Special Educational Needs**

Some children have diagnosed emotional/behavioural difficulties (or may have difficulty managing their own behaviour as a result of another special educational need such as Autistic Spectrum Disorder) and are included on the school's SEND register. These children will already have a personalised One Plan or Education Health Care Plan (See SEND policy) and may need additional strategies over and above those used for the majority of pupils.

The whole school consequences are still applied to children with SEND but staff use their judgement on an individual basis to assess the child's understanding of the situation and their ability to manage the situation without support. Consequences will be explained in greater depth to enable the child to learn from the situation and improve their behaviour. In these situations, consequences will only be discussed once the child has calmed down and is capable of rational thought and conversation; in some cases, this may be a considerable time after the incident but where possible should be on the same school day.

### **Notes Regarding Consequence**

- All verbal interactions are made as quietly and privately as possible
- 'Time-outs' require a planned re-entry to the classroom – the child must be expected to adhere to the rules, no reference is made to previous inappropriate behaviour and low-key praise is given as soon as possible.
- It is important for the staff/child relationship to be rebuilt as soon as possible in order to restore self-esteem, and to enable effective learning to take place (restorative practice).

Should behaviours be deemed to be more serious than not following the Perryfields Infant School behaviour policy then more formal sanctions will be used. These may include:

- Fixed term exclusions
- Permanent exclusions  
(See Exclusion Policy)

For more exclusion guidance, see the Department for Education site on

## **Procedures and Practice**

### **Incidents**

Any serious incidents occurring in school are recorded in the Behaviour Book on CPOMS.

These incidents are recorded under the following circumstances:

- Where an action has caused harm to another child or member of staff
- Where any damage to property has been caused
- Where any serious/disruption/verbal abuse has occurred

Behaviour forms and CPOMS are also completed (appendix 2) and analysed on a regular basis by Senior Leaders in order to recognise and understand trends in behaviour to ensure that early intervention can take place. The behaviour forms are cross checked with the safeguarding incidents on CPOMS and attendance monitoring procedures in order to triangulate information and track any other significant concerns about a child's welfare that could explain their behaviour.

### **Behaviour Beyond the School Gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. The conditions in which behaviour will be investigated by the school will be when a child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all of these circumstances, the Headteacher will also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the Child Protection Policy.

### **Parental Involvement**

Parents will be asked to support the school policy for behaviour by:

- Signing a home school agreement
- Promotion of the Perryfields Infant School Code at home
- Discussing the Core Values at home
- Attending relevant meetings throughout the year
- Communicating with staff appropriately through home school diaries
- Support the school to administer consequences

### **Involvement of the child**

Children will contribute via questionnaires, meetings and informal question and answer sessions,

- To develop good behaviour via the school council
- Their views regarding
  - anti-bullying
  - rewards
  - safety of the school

### **Monitoring and Evaluation**

The results of this policy are monitored and evaluated continuously by observation of the children as they go about their daily tasks and by the way they behave towards adults and children. Attention is paid to comments and reaction from visitors to the school and from people we meet when on school trips.



Appendix 1

**Perryfields Infant School  
5 Step Response Plan**

Step 1	Step 2	Step 3	Step 4	Step 5
Behaviour/observations:				
Response/language:				

# Consistent Management Plan

Name	DOB	Date	Review Date
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Photo	Potential Triggers & Reduction Measures
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What we want to see	Strategies to maintain	
	What we will say	What we will do
First signs that things are not going well	Strategies to support	
	What we will say	What we will do
Where this behaviour leads next	Strategies needed	
	What we will say <u>De-escalation Script</u> Child's name •I can see something is wrong •I am here to help •Talk and I will listen •Come with me and.....	What we will do
What we are trying to avoid	Interventions necessary	

I will do my best to follow the Code of Conduct and school rules and show good behaviour.	
<b>Child's Name</b>	
I agree to the details in this plan and will follow the procedures to best support ..... in school. Please sign to the right.	
- <b>Class Teacher</b>	
- <b>Class LSA</b>	
- <b>MDA</b>	
- <b>HLTA PPA</b>	
- <b>SENCO</b>	
- <b>Headteacher</b>	
- <b>Deputy Headteacher</b>	
<b>At Home:</b>	
<b>Mum</b>	
<b>Dad</b>	



## BEHAVIOUR INCIDENT INVESTIGATION

<b>Date of Incident:</b>	
<b>Time of Incident:</b>	
<b>Date investigated:</b>	
<b>Investigated by:</b>	
<b>Children involved/classes</b>	
<b>Incident summary and how it was investigated. Please ensure your detailed notes of investigations are attached. (Setting/trigger)</b>  <b>What happened at the time?</b>       <b>What we could do differently to promote positive behaviour in the future?</b>	
<b>Outcome of investigation/Action taken/ Follow up required</b>	
<b>Parents informed/ date</b>	
<b>Signed:</b>	



# TIME OUT REFLECTION SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. I feel:



sad



embarrassed



angry



shocked



worried

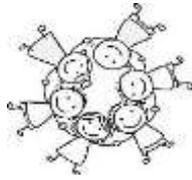
2. I chose to:

not listen 	use unkind words 	break something 
not do my work 	push someone 	other

3. Next time I can

listen 	use kind words 	do my work 
have kind hands 	think 	other

4. When I make a positive choice

children will want to play with me 	I will feel proud of myself 	others will feel good 
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## BITING

**Biting that occurs in school is often an expression of aggression or frustration in young children. Most human bites in this situation occur on the fingers or hands.**

Bites may occur quickly and without obvious warning to the adults/children present. A child may bite when he/she is crowded or cornered and is unable to use words to get the other party to move away. The incidence of biting tends to increase at times that children find stressful, for example, starting a new school. Predicting stressful situations and acting to support children accordingly can decrease the incidence of biting.

### **Behaviours that may insight a biting incident - Significant hazards / risks**

- Child unable to communicate needs
- Child feeling vulnerable or threatened
- Child finding a particular time of day stressful.

### **Who could be harmed?**

- Staff members
- Other children

### **Competence Requirement:**

- Information required following a human bite – to be recorded on attached form.
- Staff to be aware of child's Physical Handling Plan/Risk Assessment to avoid situations or actions that may contribute to the likelihood of a biting incident.

### **Control measures which should be in place:**

The following actions to reduce the infection risk associated with biting may include the following:

- Consider individual plans for children who repeatedly bite, involving parents and the child's GP – Physical Handling Plan/Risk Assessment.
- Staff to wear long sleeved clothing if caring for a child who bites regularly and protective hand guard if necessary.
- Where necessary and for those children who have sensory needs, a chew buddy/toy to be available at all times.
- Every incident of biting must be communicated to the child as inappropriate.
- All incidents of biting must be reported using the attached form.
- All incidents of biting must be communicated to the child's parents (by a senior member of staff where possible).

### **Dealing with a biting incident in the classroom setting:**

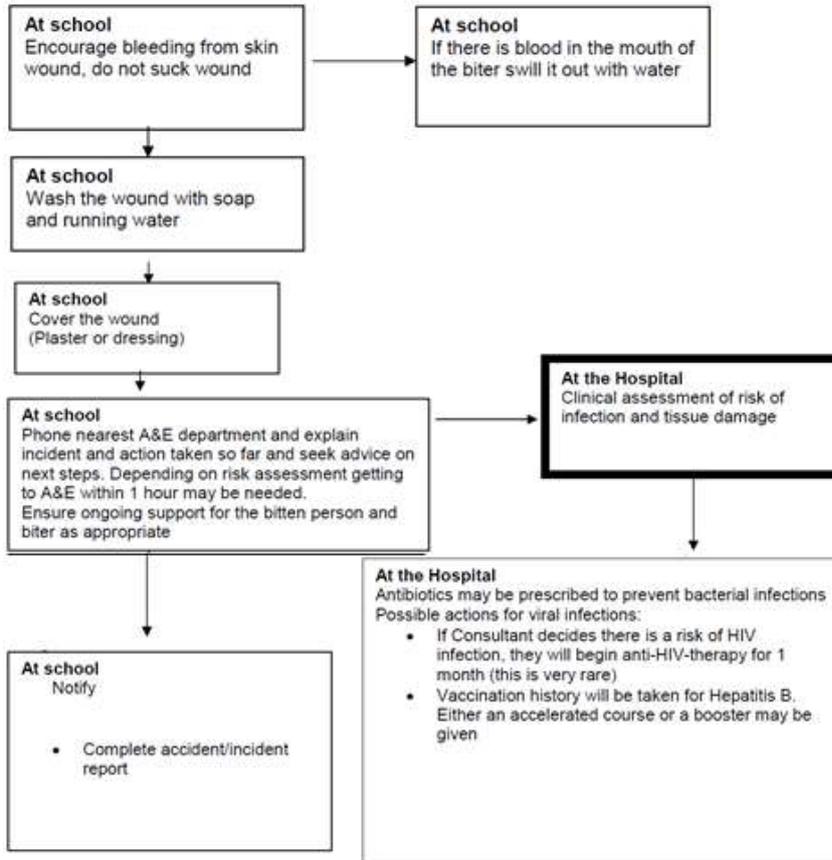
- STOP the action. Say, "NO!"
- Quickly assess the situation to determine the cause of the biting. Is the child hungry or anxious? Do I have something appropriate for the child to chew on?
- Attend to the victim. Wash area with soap and water, apply cold compress if swollen, comfort the child.
- Talk to the biter. Tell the biter, "Biting hurts! Teeth are not for biting children. Teeth are for eating food." If you think he bit for emotional reasons, you can say, "It's O.K. to be upset (mad, frustrated, excited, etc.), it's NOT O.K. to bite." Tell the child what he can do next time he experiences this emotion. (i.e. You can say 'My toy!!', You can call out my name and I will come help you, etc.)
- If it is an older child, you can ask her what a better solution might have been.

- Redirect the child to another area. Stay with that child until he/she becomes involved in the new activity.

**Additional Control Measures: Hints / tips for what needs to be considered as part of local /specific assessment:**

**Procedure to follow in the event of a human bite wound that breaks the skin.**

Use normal first aid procedure plus use of disposable gloves



**COMPLETE THIS SECTION LOCALLY**

**Establishment / Team:**

**Assessed by (print):**

**Date:**

**Local Assessment (Refer to Hints and Tips for guidance)**

**Date reviewed:**

**Initials:**



## Perryfields Infant School - Biting Incident Form

Please record all incidents of biting and hand to Head teacher/Deputy/SENCO

Who was bitten?

Who was the biter?

When and where did the incident take place?

Who was also present?

Factors that may have contributed to the occurrence of the incident:

### ACTIONS:

Examine the mouth of the biter to assess the likelihood that the bitten person was exposed to the biter's blood.

Examine and describe the wound of the person bitten to determine the possibility of soil contamination.

Any known infections or other medical conditions in both parties.  
Yes/No

Is the person who has been bitten up to date with their tetanus vaccinations? Yes/No

If a staff member had been bitten, have they read and signed the child's Physical Handling Policy/Risk Assessment Yes/No