



## Walsh Memorial CE Infant School



*The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.*

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### **Behaviour Management Policy**

This Behaviour Policy accords with the Aims of the School.

Every child has the right to learn and play happily and no child has the right to disrupt the learning and play of others.

All members of the school community deserve to be treated with respect.

#### **Aims**

- To develop a consistent, whole school approach to behaviour.

We aim for children to:

- develop self-discipline
- develop positive relationships with one another and with adults
- be given opportunities to take responsibility
- respect and take care of the environment and each others property

We aim as adults to:

- turn negative actions by children into positive reinforcement.
- to encourage positive actions by re-directing negative actions.
- to talk to the children in a friendly manner
- to adopt a firm but kind manner when we need to modify a child's behaviour
- to refrain from shouting when we need to reprimand a child
- every attempt should be made to avoid confrontation

The Headteacher takes overall responsibility for standards of behaviour in the school. The SENCo 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 Behaviour Management Policy and the Child Protection Policy.

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

- each class sets its own rules with the children:-
  - a) at beginning of each year
  - b) in positive language
  - c) rules are used as basis for behaviour rewards
  - d) referred to regularly and positively
  - e) and these are displayed in each classroom
  
- providing opportunities for children to discuss appropriate behaviour
- providing happy, organised, calm, stimulating classrooms
- every class has a 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 eg 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 yellow jackets, e.g. playing with people sitting on the buddy bus stop, helping injured children and taking messages
- music is used to encourage appropriate behaviour in the classroom. CDs have been bought and labelled specifically for this purpose
- achievement certificates are used to reward good behaviour and kindness

**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 consequence for hurting others, being disobedient or not completing work. Parents will be informed by the class teacher if the child misses two playtimes or if they seriously hurt another child
- if behaviour continues to be a cause for concern, a meeting with parents, class teacher and SENCO or Headteacher. 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.
- Special Needs Support pupils with Social, Mental and Emotional Health needs have Emotional Behaviour Development charts completed at least twice a year
- 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/Family Welfare Centres/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
- 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/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 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 of bullying is reported to the Headteacher. The matter is dealt with promptly by the Headteacher or the Headteacher's representative. The Headteacher discusses the incident with all parties involved to:

- a) ensure that the details of the incident are verified and that no false accusations have been made.
- b) explain to the child/children why bullying is unacceptable.
- c) help 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 Safeguarding Folder.

### **Physical Intervention Statement**

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.

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.

Teachers and other persons authorised by the Headteacher to have charge of pupils may use reasonable force to prevent pupils from:

- committing an offence
- injuring themselves or others

- causing damage to property
- engaging in any behaviour which has a negative impact on maintaining good order and discipline at school.

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.

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

### **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.

<b>Policy Type</b>	<b>Reviewed By</b>	<b>Approved On</b>	<b>Review Cycle</b>	<b>Next Review</b>
Children	Children and Learning	March 2018	Annual	March 2019