



Hamp Nursery & Infants' School

Behaviour Policy

2016/17

Review: **Autumn 2017**
Unless there is a significant material change at an earlier date

Statement of Intent

It is hoped that good patterns of behaviour will be established at home before a child's entry into school. Our aim is to build on these patterns in the following ways:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
2. To help children develop as caring, thinking individuals.
3. To create a happy and caring environment in which there is mutual respect between all members and where children learn to react positively with peers and adults and in which effective learning can take place.

Such aims are best achieved in a relaxed, pleasant atmosphere, in which pupils are able to give their best and are encouraged to fulfil their potential. This, in turn, demands a positive policy of encouraging good attitudes, reward and praise, providing good role models and setting good examples.

Children are encouraged to see school as being purposeful and to feel there is a need to do their best, both in their work and at play, achieving the highest standards at all times.

Staff are aware that the provision of a relevant, challenging and appropriate curriculum, to which all children have access, the use of creative and motivating teaching methods and the full involvement of all pupils are an essential requisite for a successful behaviour policy.

Rules in School:

These are drawn up to ensure the safety and well-being of all children in the school. These rules are reasonable and can be clearly understood by all the children. If these rules are broken the child understands that some form of punishment will result, and this takes a number of forms:

1. Immediate verbal checking of misbehaviour and an indication of disapproval.
2. A minor punishment, where possible relevant to the offence, e.g. picking up books/resources if thrown on the floor.
3. Repeated or extra work, where the presentation or content of work is clearly below the pupil's potential.
4. Removal of some of the child's more pleasurable activities (e.g. missing playtimes).
5. Misbehaviour on the playground - child to hold adult's hand or further advice to be sought from class teacher/Headteacher/Deputy Headteacher.
6. The class teacher deals with unacceptable behaviour in the first instance. All staff recognise the importance of fostering parental involvement and this should come at an early stage. This has the advantage of being a form of punishment, or throwing more light on problems behind the misbehaviour and providing joint/consistent action between school and home, thus preventing the pupil from playing off one against the other!

7. Headteacher and Deputy Headteacher will support staff, wherever possible, in all matters concerned with children's unacceptable behaviour. If the teacher feels it appropriate then the child will be referred to either of these two.
8. Headteacher and Deputy Headteacher will decide what strategies can be used to help support the child's behaviour, e.g.
 - careful monitoring of the child's behaviour during playtimes
 - fixed term programme of support in an environment where the child is confident and secure (e.g. the Nursery) following which the children will be reintegrated onto the playground and behaviour will be closely monitored and supported
9. If the child misbehaves in the presence of non-teaching staff, that person must always make the class teacher aware of the incident and must call upon his/her support or the support of the Headteacher/Deputy Headteacher immediately if the situation is felt to be serious.

We are aware that disruption in school can be, in part, the result of external influences which are beyond the immediate control of the school. Poor behaviour often stems from personal problems or difficulties at home. Therefore, to punish the bad behaviour and ignore the reasons for it will have only a short-term effect and will not provide a complete solution.

Therefore, it is important to look for the reasons for the unacceptable behaviour. Outside agencies, such as Behaviour Support Services, Children's Social Care and Educational Psychologist to be referred to if it is felt appropriate (in consultation with the Headteacher and Special Educational Needs Co-ordinator).

It is the school's policy only to exclude as a very final resort - after all other forms of behavioural control have been unsuccessful. In this instance, the process set out by the Local Authority is to be followed and the full support of the Chairperson of the Governors is to be sought.

Good behaviour should be praised and unacceptable behaviour should always be challenged by all staff. Criticism should be constructive in its approach and include advice on how to improve!

Praise can be given in many ways and might include the following (no particular order):

1. a quiet word or an encouraging smile
2. a written constructive comment on children's work
3. a visit to another member of staff or Headteacher for comment
4. a public word of praise in front of a group, class etc.
5. public acknowledgement at 'Good Work Assembly'
6. by giving some special responsibility to the child as a direct result of 'good behaviour'

7. use of the school report to comment favourably not only on good work and academic achievement, but on behaviour, involvement and general attitudes
8. a word to parents at the end of the day, informing them specifically of some action or achievement deserving praise. We must be careful that we do not only ask to see parents when something has gone wrong!

Restraint:

Where there is an immediate risk of injury, or damage to property, a teacher may have to intervene straight away. For example, to prevent a child running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

Where the risk is not so urgent the teacher/teaching assistant should consider carefully whether, and if so when, intervention is appropriate. Staff should always attempt to deal with a situation through other strategies before using restraint. In a non-urgent situation restraining a child should only be used when other methods have failed.

Before intervening physically staff should, wherever practicable, instruct the pupil who is misbehaving to stop and explain what will happen if he/she does not comply. The member of staff should continue talking to the child throughout the incident and should make it clear that physical contact/restraint will stop as soon as the child does as he/she is told.

Staff should remain calm and should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

In the event of a child having to be taken from a parent on entry to school/classroom (e.g. if a child is refusing to go into his/her class) a member of staff may intervene but should ask the parent/carers permission before taking hold of the child's hand/arm.

Immediately following any such incident the member of staff concerned should report the matter to the Headteacher/Deputy Headteacher and complete a Behaviour Incident Report Form (Appendix A) as soon as possible afterwards. This should include:

1. the name(s) of pupil(s) involved and when and where the incident took place
2. the names of any other staff or pupils who witnessed the incident
3. the reason that restraint was necessary (e.g. to prevent injury to the pupil/another pupil/member of staff)
4. how the incident began and progressed, including details of the pupil's behaviour, what was said (i.e. language used) and what was done to restrain the pupil.
5. the pupil's response and the outcome of the incident
6. details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property

Recording these details may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful in the event of a complaint.

Staff must ensure that a copy of the report is placed in the Behaviour Incident file retained in the classroom, and on the child's file in the main office.

Attitude of All Staff:

The attitude of all staff is of great importance. We ultimately determine the environment in which good staff/pupil relationships can develop. We should set the right example to pupils in matters of dress, punctuality, commitment and attitude. Staff should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. We must realise that if we ignore unacceptable behaviour, then we cannot expect to have the respect of pupils, or to be able to establish the appropriate relationships in school/class. These relationships call for a high degree of sensitivity.

A teacher's/teaching assistant's influence depends on attitude, character, example, teaching skills and the rapport established with pupils.

Bullying (Peer to Peer Abuse)

Every Pupil Has The Right To Feel Safe And Secure Whilst At School:

The school will endeavour to create a climate of respect and trust in which bullying will not thrive.

There are many definitions of bullying but in most cases it is considered to be:

1. deliberately hurtful behaviour (including aggression), which aims to hurt, threaten or frighten someone
2. repeated over a period of time
3. difficult for victims to defend themselves against

It can take many forms but the three main types are:

1. **Physical:** hitting, kicking, taking belongings
2. **Verbal:** name calling, insulting, making offensive remarks
3. **Indirect:** spreading unkind/hurtful stories about someone

Pupils' understanding of bullying varies with age. Young children confuse bullying with fighting and nasty experiences generally, while older children develop a more mature understanding.

However, we believe that all children have the right to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults that this takes place in a caring and protective atmosphere.

At Hamp Nursery and Infants' School we take this kind of behaviour very seriously. We ask parents to inform the school immediately if they have any concerns or if their child is experiencing difficulties. All reports are followed up and monitored. The Behaviour Policy is

applied.

We are determined to create a secure and safe environment for pupils who are in our care. We believe that it is important that children can be confident in the knowledge that they will be protected from bullying behaviour. We will do all that we can to ensure that this is the case.

The school approach to bullying will include:

1. PHSE input on the subject, providing children with strategies for personal protection
2. encouraging successful, positive relationships
3. encouraging people to value and respect each other
4. listening to and understanding the pupil's experiences
5. all adults in the school working together
6. teaching children to listen to each other
7. agreed practices which are consistently applied by all staff in every circumstance
8. setting good role models
9. maintaining overall supervision of key areas in the school, particularly at playtimes

Procedures to deal with bullying:

1. We will remain calm as reacting emotionally may add to the bully's fun and give the bully control of the situation
2. We will take the incident or report seriously
3. We will take action as quickly as possible
4. We will consider the pupils involved and decide whether the action needs to be private or public
5. We will reassure the victim(s) to ensure they do not feel inadequate or foolish and offer concrete help and support
6. We will make it plain to the bully that we disapprove strongly of such behaviour
7. We will encourage the bully to see the victim's point of view
8. Bullying will result in sanctions but staff will be careful to ensure they do not react aggressively or punitively, giving the message that it is acceptable to bully if you have the power

Involving others:

Staff will:

1. Inform the Headteacher, all teaching staff and appropriate non-teaching staff
2. Inform colleagues if the incident arose out of a situation where everyone should be vigilant (e.g. unsupervised toilets)

The Headteacher may seek to inform both sets of parents of the incident and to reassure all that the incident will not linger on, or be held against anyone (e.g. through reminders from staff).