

Behaviour and Pupil Management Policy



Hillborough Infant and Nursery School

| | |
|---|--|
| Owned and Written by J. Russell - Assistant Headteacher | Date March 2023 |
| Approved by Full Governing Body | Date 28 th March 2023 |
| In consultation with: Staff, pupils, parents and governors | |
| Date for Review | March 2024 |
| This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015. | |

Contents

| | |
|--|---|
| 1. Aims | 1 |
| 2. Legislation and statutory requirements..... | 1 |
| 3. Definitions..... | 1 |
| 4. Bullying | 2 |
| 5. Roles and responsibilities | 2 |
| 5.1 The governing body..... | 2 |
| 5.2 The Headteacher | 3 |
| 5.3 Staff..... | 3 |
| 5.4 Parents | 3 |
| 6. School Rules | 3 |
| 6.1 CARE Values | 3 |
| 6.2 Expected Behaviours | 4 |
| 7. Rewards and sanctions..... | 4 |
| 7.1 List of rewards and sanctions | 4 |
| 7.2 Language..... | 4 |
| 7.3 Off-site behaviour | 5 |
| 7.4 Malicious allegations..... | 5 |
| 8. Behaviour management..... | 5 |
| 8.1 Classroom management..... | 5 |
| 8.2 Physical restraint (see separate policy) | 5 |
| 8.3 Confiscation | 6 |
| 8.4 Pupil support and SEND | 6 |
| 9. Pupil transition..... | 6 |
| 10. Training..... | 7 |
| 11. Monitoring arrangements | 7 |
| 12. Links with other policies..... | 7 |

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management that is based on promoting good behaviour, self-discipline and respect;
- **Define** what we consider to be unacceptable behaviour, including bullying and measures to prevent it;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [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 the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Hurting others
- Refusal to follow instructions

- Leaving a room without permission
- Swearing and inappropriate language
- Disrupting learning time

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

All incidents of bullying must be recorded on CPOMS.

Any allegations of bullying will be investigated by Senior Leaders by talking to the affected parties separately.

Incidents of bullying are treated seriously at Hillborough Infant and Nursery School. Parents will be informed if their child has been involved in bullying and appropriate sanctions will be given.

Victims of bullying or those children who may be considered vulnerable to bullying will be supported through nurture work and social stories where appropriate.

At Hillborough we aim to prevent bullying through teaching children about what bullying is through PSHE and computing lessons and assemblies. Through the core values of the school we promote respect and tolerance for all.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

6.1 CARE Values

At Hillborough Infant and Nursery School, our 'CARE' values are at the heart of everything we do and inform our school rules:

C – Community

Make sure our community is a safe place for learning and playing

A – Aspiration

We try our best

R – Respect

We treat ourselves, others and our school environment with respect

E- Empowering

We help ourselves and others

6.2 Expected Behaviours

In addition to our school rules, we also expect the following of our pupils:

- We walk around the school in silence
- We listen when someone is talking
- We keep our hands and feet to ourselves
- We look smart and presentable

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise;
- Dojo points;
- Messages on class dojo to parents;
- Stickers;
- Sending pupils to another teacher or senior leader to share work and behaviour;
- Weekly Star of the Week certificates;
- Attendance rewards including stickers and certificates;
- Monthly values certificates;
- Golden Time; teachers will plan an activity that lasts no more than 20 minutes on a Friday afternoon. Children will then have the opportunity to work towards this over the week;
- Lunchtime purple cards.

Sanctions should, where possible and appropriate, be used the same day. The school may use one or more of the following sanctions in response to misbehaviour (yellow choices):

- A verbal reprimand;
- Expecting work to be completed at break or lunchtime;
- Restorative work;
- Consequences linked to actions e.g. tidying up a mess created.

In response to serious misbehaviour (red choices) the following sanctions may be used:

- Referring the pupil to a senior member of staff;
- Letters or phone calls home to parents. This may then be followed by a meeting between school and parents to discuss concerns and behaviour;
- Completing work in another classroom;
- Fixed term suspension;
- Permanent exclusion.

7.2 Language

At Hillborough Infant and Nursery school we use the language of 'choices' with our pupils. Pupils who are following all of the school rules are making 'green choices'

Pupils who are misbehaving are making 'yellow choices'

Pupils who are seriously misbehaving are making 'red choices'.

Some pupils, particularly those with SEND may use the language of 'good' and 'bad' choices as part of their developmental understanding.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or local visit.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint (see separate policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded on CPOMS and in the Restraint book and reported to parents

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support and SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We also understand that behaviour is a form of communication.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. A 'pupil passport' is then put in place to identify strengths and areas of support, as well as effective strategies, for each pupil.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff are trained to look for changes in behaviour which could include;

- A child who is withdrawn and unable to make friends;
- A child who is unable to concentrate on class work;
- A child who may become disruptive and/or aggressive in class

In such cases pupils will be given the opportunity to express their thoughts and feelings with a chosen adult, either individually or in a nurture group. They will have the opportunity to spend time in the Wellbeing Room with the school's Behavioural TA or a member of the Wellbeing Team.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint by a Team Teach member of staff, as part of their induction process. As part of induction, staff are made aware of colleagues who are Team Teach Trained.

Many staff in the school are trained in Team Teach Level 1 with a focus on de-escalation. We also train a number of staff to Level 2 of Team Teach across different year groups and SLT.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher, Behaviour Lead and full governing body every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing body every year.

This policy has been written in consultation with staff, pupils, parents and governors.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy
- Physical Intervention and Restraint Policy