



Behaviour Policy

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Approved By: FGB

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Introduction

At Sholing Infant School we are committed to the principle that good behaviour is central to providing a calm, safe and supportive environment in which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all pupils to succeed both academically and personally. We are committed to creating a school in which behaviour is good and pupils can learn and feel safe.

We recognise that where behaviour is poor, there is a risk that pupils can suffer from lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. This can cause some children to stay away from school, missing vital learning time and opportunities for personal development.

We pride ourselves on being an inclusive school and we recognise that some pupils require more support to maintain expectations for behaviour.

Our aim is for Sholing Infant School to be a well-managed school with a culture where all pupils and staff flourish in safety and dignity.

We believe that:

- Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. Poor pupil behaviour should not disrupt teaching, learning or school routines, and proportionate action should be taken to restore acceptable standards of behaviour, if this occurs.
- The behaviour policy should be aligned with the school's legal duties and standards relating to the welfare of children. All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures
- Positive behaviour for children should be promoted to create the best environment for learning and an environment in which all pupils feel safe and in which everyone treats each other with dignity, kindness and respect.
- All members of the school community should create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) should be dealt with quickly and effectively.
- High expectations for behaviour should be modelled and promoted by all members of the school community both on and off site when representing the school or identifiable as a pupil of the school
- Sholing Infant School should strive to be an inclusive school, and that all members of the school community should be free from discrimination.
- Each child is unique and the behaviour policy should recognise that varying needs means some pupils may need additional support to meet the behaviour expectations of the school.
- The school rules, as our expectations of behaviour should be clearly set out in this policy and displayed around school. These rules should be consistently applied by all.
- Staff should apply the behaviour policy to children in their care both on and off the school site. establishing and maintaining high standards of behaviour

Leadership and management

In our school behaviour is everyone's responsibility and we will all work together to promote positive behaviour. Leaders within the school will be pivotal in establishing good and positive behaviour in school.

In leading the school behaviour policy the leadership team will:

- Take responsibility for implementing measures to secure acceptable standards of behaviour. The headteacher, Lisa Houghton will ensure that the school has high expectations of pupils' conduct and behaviour, which are understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;



- Visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- Be highly visible, with leaders engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Make sure pupils, staff and parents understand the behavioural expectations of the school and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the school's behaviour policy to ensure they understand its rules and routines and how best to support all pupils.
- Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.
- Engage with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams to inform effective implementation of this policy – making links to whole school approaches to mental health and wellbeing as set out in the mental health and wellbeing policy 2023.

Behaviour is constantly monitored by all staff. When a child's behaviour is evaluated and causing concern, the school staff work together to establish a plan to support the child to improve their behaviour. This is then shared with all stakeholders including parents to ensure that the plan is consistently followed.

Positive relationships

Positive relationships and a shared understanding and application of this policy are crucial in maintaining successful whole-school approach to behaviour. By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

We will ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

At Sholing Infant School everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in the behaviour policy is central to our whole-school approach to behaviour as consistent implementation helps to create a predictable environment in which pupils feel secure, safe and confident. We recognise that some pupils may require additional support to meet a school's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships at all times, as defined by the school behaviour policy. All pupils will also be taught about positive, healthy relationships as part of our PSHE curriculum.

Positive relationships with parents play a vital role in maintaining high standards of behaviour in school and all staff and governors at Sholing Infant School are committed to building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes. We will include parents in any pastoral work following misbehaviour, where appropriate, including attending reviews of specific behaviour interventions in place.

School systems and social norms

At Sholing Infant School, expectations in relation to behaviour are simple so that everyone can understand and follow them. Consistent and clear language will be used when acknowledging positive behaviour and when addressing misbehaviour.

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy so that pupils can see examples of good habits and are confident to ask for help when needed.



In our school we will create an ethos where children's strengths and positive behaviour are continually acknowledged, reinforced by praise and rewarded. We believe that every day is a new day and children should get a fresh start.

Expectations

We will create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. The policy is underpinned at all times throughout the school day by The 'Golden Rules'. All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. It is essential that parents and teachers work together through discussion and action on any problems which develop.

In our school we have six 'Golden Rules' which we expect children to follow in order to achieve the appropriate behaviour in school:

- We are gentle
- We listen
- We are honest
- We are kind and helpful
- We work hard
- We look after property

These rules are the foundation on which our classroom, playground and lunchtime rules are based

In following our Golden Rules the children are taught to:

- Be gentle - I keep my hands and feet to myself, I use kind hands with others, I ask for consent from my friends before giving them a cuddle or holding their hand.
- Listen - I sit, look and listen like Sam, I move quietly around the school, I follow instructions from all adults in school, I line up when told to, I don't interrupt, I pay attention to others.
- Be honest - I tell the truth even when I've done something wrong, If I find something that is not mine, I will hand it to a grown up.
- Be kind and helpful - I offer to help others, I remember to use my manners, I use 'please' and 'thank you', I am a good friend to everybody.
- Work hard - I don't disturb anyone else's learning, If I need help, I put my hand up and stay in my seat, I always do my best.
- Look after property - I take a pride in my school, I tidy things away in my class and around school, I use equipment properly, I put things back from where I have got them, I use the bathrooms quietly and sensibly.

Golden Rules are also displayed in playground, lunch halls and communal areas

PLAYGROUNDS

- I am gentle - I keep my hands and feet to myself, I use kind hands with others, I ask for consent from my friends before giving them a cuddle or holding their hand.
- I am honest - I tell the truth even when I've done something wrong, If I find something that is not mine, I will hand it to a grown up.
- I listen - I follow instructions from all adults in school, I stand still when the bell rings at the end of playtime, I line up quietly and calmly when I am told to, I pay attention to others.
- I look after property - I take a pride in my school, I tidy things away in the playground, I use equipment properly, I put things back from where I have got them.
- I am kind and helpful - I offer to help others, I remember to use my manners, I use 'please' and 'thank you', I am a good friend to everybody.



BATHROOMS

- I listen - I walk quietly to and from the bathroom, I follow instructions from all adults in school, I line up when I am told to, I pay attention to others.
- I look after property - I take a pride in my school, I put paper towels in the bin, I flush the toilet when I am finished, When I've washed my hands, I shake the water off so that I don't make the floor wet.
- I am kind and helpful - I always wash my hands after I have used the toilet, I offer to help others, I use 'please' and 'thank you'.

Children are expected to:

- Accept the sanction or consequence if they have done something wrong
- Be able to say sorry when they have misbehaved or hurt someone and to understand that this behaviour should not be repeated
- Act as positive role models to each other showing kindness and empathy for all.

Promoting and rewarding positive behaviour

All staff will positively notice positive behaviour, we will do this by:

- Using verbal and non-verbal praise. The children will be given feedback on positive behaviour choices.
- Peer group praise e.g. a clap or name read out in class
- A marble is placed in the jar as a celebration of the whole class demonstrating a Golden Rule. Once 15 marbles are reached (3X as a maximum per half term) rewards are offered. The class reward will be decided by children and teacher e.g. teddy bears picnic, extra playtime, bringing scooters into school.
- Children will move their peg up on our behaviour chart when they demonstrate keeping one of the golden rules - they will also take a golden rule sticker to remind them of the rule they have kept. These will be recorded as smiley faces on their 'smiley face chart'- 20 smiley faces and a bronze/silver/gold/platinum badge and certificate is presented in a celebration assembly with parents/family present
- Kindness leaves celebrated in assembly and displayed on the kindness tree in the hall.
- Golden Rules boards in the hall will display golden leaves which celebrate children for following the school golden rules. .
- Using other children as positive role models
- Adults modelling good behaviour towards each other and children
- Sharing their successes of demonstrating positive behaviour to other staff, Deputy head or the Head teacher
- Phone calls home sharing good news about behaviour.
- Children, who may need refocusing around behaviour may be chosen for special jobs and names will be recorded on the monitor chart.
- Members of staff informing parents, at the end of the day, when their child has demonstrated positive behaviour and shown a positive attitude – through the use of postcards.
- Trophies and special awards. e.g. lining up after lunchtime.
- Placing value on achievements e.g. work shown to another class.

What we expect of our staff

- Meet and greet children at the start of the day with a smile and a warm welcome.
- Positively notice children following our Golden Rules and give out stickers for specific Golden Rules behaviour.
- Listen to the children and to hear their point of view
- Recognise and acknowledge the children's contributions to the social wellbeing of our school
- Consistently model appropriate and polite behaviour with all other adults and children
- To be consistent and fair in their approach to behaviour management
- Create and maintain a stimulating, attractive and positive environment in which all children feel secure and valued.



- Support all children to make the right choice of how to behave
- Take responsibility for the learning and behaviour of the children in our care
- Never walk past or ignore children who are failing to meet expectations – ‘The behaviour we walk past is the behaviour we expect.’
- Ensure the safety of all children in class, around school and in the playground
- Treat children as individuals and to show care and respect for them all
- Always redirect children by referring to our Golden rules
- For a minority of pupils, ensure that a Behaviour Response Plan or IBP is followed and a trauma informed response is adopted.
- To not ignore poor behaviour and follow our behaviour policy at all times with consistency.

What we expect of our parents

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies, signing the Home/school agreement each year.
- Inform school about any issues at home that might affect a child's learning or behaviour
- To participate in any co-production meetings to develop or review a BRP/IBP.
- At all times our school will communicate with parents when needed to resolve any behaviour concerns. We will always share our concerns and work in partnership with them towards a positive resolution.

We will communicate any significant breaches of the behaviour policy and any sanctions that may have been used within school during the school day so they are kept informed to ensure we are working together for every child. We will work with a wide range of services and agencies including social care, virtual school, Educational Psychologists and Health to ensure we liaise with them so that, when needed, a joined up approach around the child's needs can be used to establish partnerships who work together for the best outcome for the child.

Graduated response to inappropriate behaviour- records and systems

As part of the response to poor behaviour the school will follow HAMWIC Trust's graduated response. (Please see Appendix 1)

Stage 1 -Universal

Stage 2- Early intervention

Stage 3 - Targeted additional

Stage 4 - Intensive targeted additional

Within each stage there are a number of records and actions which can be taken and these will be used on a case by case basis, choosing the most appropriate ones for each child. This response will be led and monitored by the HT, DHT and SENCO.

In our school we will take a graduated response to dealing with children who do not make the right choice. Staff will have a positive relationship with children, will know their individual needs and will therefore know the appropriate time to use a sanction/consequence.

We will follow the steps listed below should our behaviour expectations (Golden Rules) not be maintained:

1. An adult will remind the child with a warning, explaining which rule they are not following and what they need to do to change their behaviour. Golden Rule posters will be used to support this.
2. If behaviour continues they will be given a second warning and will move their name to the straight face. Adults will support children to adopt the positive behaviours that they need to display to change this behaviour and move back up the faces..
3. If behaviour is not changing, then they will have their name moved to the sad face. Children will always have the opportunity to move back up the chart.
4. If a child's behaviour still does not improve they will be given thinking time on a 'thinking chair' in their own class first and then in another class if there is still no improvement. This gives the child time to



reflect on their behaviour and how it can be improved. Children will still have the opportunity to move back up the chart.

5. If their behaviour continues to be inappropriate, the HT/DHT will be called and will have a conversation about what led to this and how we can change next time. This will use the school's shared language. A reminder will be given that 5 minutes of learning time has been lost and will need to be made up at the next break time.

At play and lunchtimes

1. An adult will remind the child with a warning, explaining what they need to stop doing.
2. If behaviour continues they will be given a second, final warning. Golden Rules will be displayed to support these conversations. (and faces in hall)
3. If behaviour is not changing, then the child will have 5 minutes' time out holding an adult's hand. After the 5 minutes is completed the child will be reminded of the behaviour that was inappropriate and what they need to do now. The child will then return to play.
4. If their behaviour continues to be inappropriate then they will hold an adult's hand for the remainder of the break/lunch time. The class teacher will be informed.

Severe behaviour

This involves behaviour that is intentionally unkind or violent - where someone is hurt, uses racist or abusive language or is so extreme it is unacceptable. will be taken directly to HT or DHT. Behaviour in this category includes: - Verbal abuse, deliberate damage to property or possessions, bullying, consistent refusal to respond to adults.

If a child's behaviour is severe then they will be seen by HT/DHT immediately. This will be recorded by HT/DHT on CPOMs and parents will be informed that their child has a severe clause.

Depending on whether this is a first time incident or not the following will happen:

- 1st time. HT/DT will have a restorative conversation with the pupil and will inform the child, class teacher and Year Leader who will then complete an awareness session with them at the next break/lunch time.
- 2nd time. HT/DT will have a restorative conversation with the pupil and will inform the child, class teacher and Year Leader. The HT/DHT will then complete an awareness session with them at the next break/lunch time.
- 3rd and following time. HT/DT will have a restorative conversation with the pupil and will inform the child, class teacher and Year Leader. The HT/DHT will then complete an awareness session with them and their parents after school.

Trauma Informed Responses

In cases where it is needed we have shared language that all staff use with the children, which follows the PACE approach. For example where we know that a child has, or is experiencing significant trauma. These children will often already have an IBP and behaviour response plan in place. It may also be needed where a child's behaviour is significantly different to normal or if they are experiencing acute distress as a result of the incident.

All staff will adopt and use the phrases below when supporting children's behaviour as these reflect the trauma based approach of following the sequence of *play*, *acceptance*, *curiosity* and *empathy* where this is needed.

Play

- Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition

Acceptance

- “I can see how you feel this is unfair. You wanted to play longer”
- “You probably think that I don’t care about what you want”
- “You were letting me know that you were really scared when you ran away from me”
- “I can hear you saying that you hate me and you’re feeling really cross. I’ll still be here for you after you calm down”.
- “I’m disappointed by what you did, but I know you were really upset. It doesn’t change how much I care about you”.

Curiosity

- “I’m wondering if you broke the toy because you were feeling angry.”
- “I’m thinking you’re a little nervous about going into school today, and that’s why you don’t want to get ready this morning”.
- “I’ve noticed that you’ve been using a really loud voice, and if you’re trying to tell me that you’re angry with me.”
- “I’m a little confused. Usually you love going for a walk, but today you don’t want to go. I’m wondering what’s different about today”.
- “When she couldn’t play with you today, I’m wondering if you thought that meant she doesn’t like you.”
- Sentence starters – I wonder if.... Could it be...? I am trying to imagine.... Can you help me understand...? Tell me if I’m getting this wrong... It sounds like you might really be struggling with... Is there a part of you that... As you were talking I was starting to think that maybe... Does this make any sense...?

Empathy

- “You are SO upset about this right now. That must be really hard!”
- “It hurt so much when she didn’t ask you to play. You were probably thinking ‘Why did she do that?’ It was a real shock for you.”
- “You wanted to have another turn so badly. You were so excited about it and it’s so unfair that we ran out of time”.
- “It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing”.
- “I know it’s hard for you to hear what I’m saying.”
- “Me saying ‘No’ has made you angry with me. I get why you don’t want to talk to me right now”.
- Sentence starters – It sounds like it’s been really tough... You have had lots of tricky times... I am so sorry it’s been so hard for you... I can’t even imagine how that was for you... I really want to hear how it’s been for you... That must have been so painful... I think you are saying.... I think I get it..... That makes real sense for me... I think I am starting to understand now..... I think you might be letting me know that.... If you had words for those feelings, I wonder what they would be

Online behaviour and safety at school and home

Behaviour online, both whilst at school and at home, is an increasingly important area and we will work together with parents to ensure that our children are able to use the internet safely. On enrolling at Sholing Infant School, all parents will sign a home/school agreement. This document ensures that children understand the way in which we expect them to behave when using ICT resources at school. Online bullying (often called cyberbullying) is also something that we ensure that all parents and children are aware of through our curriculum and newsletters. We will ensure that we are regularly sharing the importance of online safety with parents using the following questions ‘If your child has access to the internet at home do you know...

- What your child is doing when using the computer?
- The dangers of using a chat site or email account?
- How old a child must be to have any social media account?
- How to monitor your child’s use of the internet?

E-safety will also have an additional focus during Healthy and Safe week and Internet Safety Day.



Conduct outside of school

The behaviour policy will be adhered to and followed outside of school in the same way it is when the children are in school. All staff will reinforce the same high expectations for behaviour when in the public domain for example on school trips or visits.

- We will expect the children to be polite and show care and consideration to others. Any inappropriate behaviour will be dealt with immediately and reported to the HT as soon as possible.
- Any consequences or sanctions will be carried out on child's return to school if possible or the next day.
- Any report from the public will be dealt with seriously by the HT. The HT will undertake an investigation and apply any consequences and sanctions within school as needed. The child or children will be expected to apologise either personally or in a letter. If deemed serious then the police will be contacted by the school.

Behaviour Curriculum

At Sholing Infant School, behaviour will be taught to all pupils, so that they understand what behaviour is expected and encouraged and the consequences from not following these expectations. The school will teach behaviour through the PSHE curriculum and assemblies. Our PSHE curriculum has been written so that 6 core topics are taught and the skills and knowledge within this is built upon each year. Our safety curriculum runs parallel to this with children taught about keeping safe in a range of contexts. This ensures that the children have clear progression in developing and embedding the skills and knowledge. We will promote behaviour through daily practice of modelling behaviour, high expectations and adhering to school rules. This teaching takes place in both classroom learning contexts as well as through assemblies and our 'Healthy and safe' theme weeks.

Pupil support and interventions

It is the role of all staff to support behaviour within our school. All staff will build and establish relationships with children so that they are an emotionally available adult to all the children. This will mean that children have a range of emotionally available adults if needed. There are specific adults who have dedicated time to focus on promoting positive behaviour.

- ELSAs- Their role is to support children's emotional and mental health, restorative practice/conversations and to support identified children's needs. Our ELSAs are Mrs Knight and Mrs Harris.
- Trained Trauma practitioner- This role will be to support staff with the school's trauma informed approach, to lead training and be the expert for staff to ask for advice. Our trauma informed practitioner is Mrs Knight
- Small group interventions with trained staff- This will include social skills, sand play, big empathy drawings, sensory play and emotion cards
- Outreach/Alternative provision - Alternative provision is educational provision for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer. The school recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of what is accessible at our school. We will work with different local providers to help students who have struggled to reach their potential in a school based environment to succeed. The school will only use those AP providers who have been approved by HAMWIC trust. We will carry out all necessary risk assessments and safeguarding checks before any of our child access any of these services. We will liaise with the AP provision each week to monitor and evaluate the child's progress and to ensure it is having a positive impact. This provision will be reviewed regularly by all stakeholders involved.

Pupil transition and development

Change is a normal part of life and can provide opportunities for children to develop their resilience. Whether a child or young person is joining Sholing Infant school, or leaving to move on to junior school this transition period needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement. We recognised that transition is even more challenging for some pupils, including those with:



- additional learning needs
- mental health problems
- challenging behaviour
- experience of trauma, such as those in care
- anxiety

To support successful transition, at Sholing Infant School, we will:

- Engage with parents and carers and support them to support their child in transition.
- Work with our pre-schools and our junior schools to identify children who may require additional support when they arrive or leave our school - and develop strategies to support them.

Use health & wellbeing lessons to prepare pupils

Children and young people who recognise change as stressful, and who seek support and problem-solve, often cope better with change than those who deny or avoid the emotional impact of a transition.

Schools can use health and wellbeing education (RSHE, PD&MU, Health & Wellbeing) to help pupils develop good emotional and social skills from the start of their education. Our graduated response to mental health has been developed by our SENCo Jess Rice who leads this throughout the school. These skills will help pupils prepare and cope with change by focusing on how to recognise and manage thoughts and feelings, build resilience, and also learn how to problem-solve.

Part time tables

Our school will not use part-time timetables unless directed by HAMWIC trust, LEA or other agencies who feel that this would be in the best interest of the child. We would jointly work with all stakeholders if this were needed.

Internal exclusion

This is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. It may be a formal process within the school but is not a legal exclusion, so exclusions legislation and guidance does not apply. Internal exclusions are used on rare occasions at Sholing Infant School, and only if part of a pupils Individual Behaviour Response Plan.

Any internal exclusion is discussed in advance with parents and is recorded using the CPOMS system.

Fixed term suspension

This will only be used and enforced when; The child's behaviour has breached the threshold within this policy or if allowing them to stay in our school they would seriously harm their education or welfare, or the education or welfare of other pupils. If this is the case then a fixed period of suspension may be used to allow time for the school to make any changes deemed necessary to modify, on return to school, the behaviour that the suspension was given for.

Fixed term suspensions will only be sanctioned by the head teacher or acting head teacher or by the deputy if the head is not contactable for example in another country on an educational visit. No child will receive fixed term suspensions which total more than 45 school days in one school year. If a child is to receive a fixed term suspension, then we will contact the parent on the day of the suspension by phone and follow this up with a letter giving the fixed period of suspension and the reason for it and inform the parents that it is their duty for the period of the suspension to ensure that the child is not present in a public place during our school hours.

After the time period of the suspension is completed the child and parent will come to a reintegration meeting with the HT or DHT at a specifically given time. This will allow both parties to discuss the suspension and for the school to share the modified behaviour plan with the child and parent.



The school will notify both the LEA and HAMWIC of the suspension. We will collect, monitor and analyse any behaviour data internally in order to interrogate repeat patterns and the effectiveness of any interventions or plans.

Permanent exclusion

Our school will only exclude a child as a last resort after exhausting all other avenues to improve their behaviour. However If a child is permanently excluded the governors will review the head teacher's decision and will inform the parents of their views. We would inform the parents of their rights to appeal, by letter, to the local authority if, after the governor's review, the exclusion was enforced. The school would notify HAMWIC and the local authority of any permanent exclusion.

Use of Reasonable force.

Reasonable force will only be used if it is necessary to stop a child injuring themselves or others, damaging property or causing a serious disturbance or injury. Reasonable force may be used either to control or restrain. 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.

To ensure safeguarding of both staff and child any use of restraint will be undertaken by 2 trained members of staff. This will always be recorded using the HAMWIC reasonable force incident forms and will be reported to the Head teacher and parents whether reasonable force or restraint is used.

A copy will be sent to HAMWIC and a copy kept in the school office.

Expectations and reasonable adjustments for pupils with SEND

Our school's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils, including those with SEND, can achieve and thrive both in and out of the classroom, and high expectations are maintained for all pupils. We recognise that schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn. We recognise that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

To support children with SEND we will use a graduated approach to assess, plan, deliver and review the impact of the support being provided.

As a school we are aware of our duties under the Equality Act 2010 and will take such steps as is reasonable to avoid any disadvantage to a disabled pupil caused by the school's policies or practices. We know that under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND and we will adapt our strategies and approaches to ensure that SEND children are at no disadvantage and that we meet their needs.

This may involve an individualised approach (IBP) when dealing with behaviour and recognising that some phenotype behaviours are due to the SEND needs of the child not always poor behaviour. This may include;

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.



Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. The SENCO (Mrs Rice) will map the provision for SEND children and this may include additional provision, planning, strategies, approaches or support to achieve, behave and thrive.

A Behaviour Response Plan may also be produced in certain circumstances. This plan is important for the following reasons;

- It will help to ensure that a consistent response is given by all staff who work with the identified pupil
- It demonstrates a reasonable adjustment to the schools' behaviour policy that would be set out in the Code of Practice
- It identifies the preferred method of support for the pupil and communicates this to all staff
- It can be a way that pupil's voice is recognised as being the most important one, through the pupil being involved in the setting out of how staff respond.

Risk assessments will be used, when appropriate, to ensure the safety not only of the child but also the other children. If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be planned and provided for.

The school will create individualised plans for these children and ensure that the steps within the plans are 'broken down' into small achievable chunks. The school will work jointly with any outside agencies involved with the child so that they achieve, behave and thrive.

Child on child abuse

Within our safeguarding policy is our statement and procedures on how the school deals with child on child abuse and this is in line and refers to the guidance in keeping children safe in Education 2022. The school recognises that child on child abuse can happen in our school and all staff are expected to monitor behaviour to look for any signs that this maybe happening. All staff have a duty to safeguard all our children and understand that they need to respond predictably, promptly and assertively when they become aware of misbehaviour.

Use of force and powers to search

The school will reserve the right as stated in the DfE guidance 'Searching, screening and confiscation 2022' to search and confiscate anything which may harm and put others at risk. The list of prohibited items (DfE publication 2022) is;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.

Training for staff

The school will ensure that all staff have the appropriate training they need. This maybe in house training or outsourced to another provider. The school will always choose the most suitable training available to ensure staff are equipped with the best skills and knowledge available. The school will make use of all training opportunities around behaviour offered by HAMWIC trust and will seek out specialist support from Stuart Bonney (Strategic lead-SEND and Behaviour) to problem solve specific pupils needs around behaviour.

The school will base this training on an analysis of the needs of the school and children.



In line with guidance this policy will be reviewed annually.



APPENDIX 1: Hamwic Graduated Behaviour Response

Stage	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	1.1 1.2 1.3 1.4	Targeted observations for behaviour carried out and recorded. Recorded on incident log and ABCC sheet. Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function. Subject engagement analysis to support bespoke planning A cause for concern recorded	<ul style="list-style-type: none"> Reviewed alongside Pupil Progress meetings 	Class Teacher
2	Early intervention support	2.1 2.2	Use of Risk assessment to determine problem behaviours, frequency and severity Inclusive Teaching Checklist used to support access to classroom access reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour	<ul style="list-style-type: none"> Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams 	Class Teacher Phase/Year Leaders
3	Targeted, additional support – Staff specific responses	1.1 3.1 3.2 3.3	Continue to collect behaviour incident logs Behaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil) Emergency protocols for positions of danger School ELSA Support / Nurture intervention support (Referral form needed)	<ul style="list-style-type: none"> SENCo involvement Reviewed at Pupil Progress meetings with SENCo Intervention records 	Class Teacher SENCo

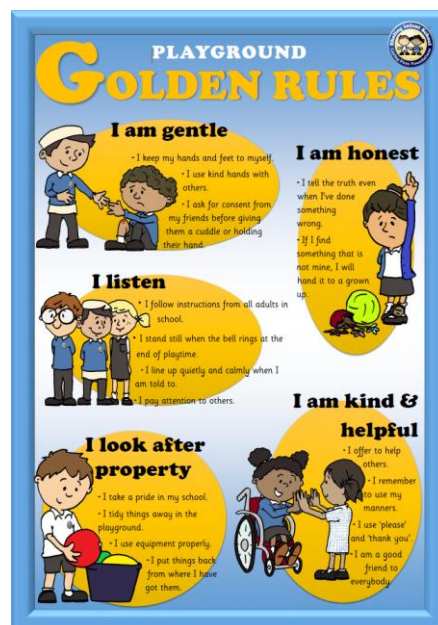


			Consider multi- agency support / TAF / TAC / LA referral		
4	Targeted, intensive additional support Pupil placed on the SEND register	4.1 4.2 4.3 4.4 4.5	<p>IBP written with SENCo support - Targeted new (behaviour) skills teaching</p> <p>Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system)</p> <p>Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas</p> <p>Use of pupil specific provision map using individual checklist</p> <p>Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</p> <p>Individual modifications to the curriculum to support engagement</p> <p>Consider request for statutory assessment and EHC Plan</p>	<ul style="list-style-type: none"> • SEN Register • Pupil Passport • Individual Education Plan • IBP Progress Forms • SENCo – TME monitoring provision 	Class Teacher SENCo SLT
5	Provision over and above Stage 4		<p>In addition to Stages 1 – 4:</p> <p>Education, Health and Care Plan (EHCP) reviewed annually</p> <p>Multi-professional support</p> <p>Individual Education Plan</p> <p>Identified on school provision map</p> <p>Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.</p>	<ul style="list-style-type: none"> • Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision 	Class Teacher SENCo SLT

To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support. 3 Training sessions written and available for Level 1-2 / Level 3 / Level 4



APPENDIX 2 – Golden Rules Poster



APPENDIX 3 – Staff Prompt Card- for duty staff as a reminder of practice.

SHOLING INFANT SCHOOL – BEHAVIOUR POLICY SUMMARY

At Sholing Infant School, expectations in relation to behaviour are simple so that everyone can understand and follow them. Consistent and clear procedures **MUST** be used when acknowledging positive behaviour and when addressing misbehaviour.



PROMOTING AND REWARDING POSITIVE BEHAVIOUR

We expect all staff to:

- Follow our behaviour policy at all times with consistency.
- Meet and greet the children at the start of the day with a smile and a warm welcome –every day is a fresh start!
- Positively notice children following our Golden Rules
- Listen to the children and to hear their point of view
- Recognise and acknowledge the children's contributions to the social wellbeing of our school
- Consistently model appropriate and polite behaviour with all other adults and children
- Support all children to make the right choice of how to behave by redirecting them to our Golden Rules.
- Take responsibility for the behaviour of the children in their care
- Treat children as individuals and to show care and respect for them all
- For a minority of pupils, ensure that a Behaviour Response Plan or IBP is followed and a trauma informed response is adopted.
- Never ignore poor behaviour– 'The behaviour we walk past is the behaviour we expect.'

Rewards – positive noticing

- Verbal and non-verbal praise.
- Peer group praise
- Marbles in the jar
- Moving a peg up on our behaviour chart
- Kindness leaves
- Golden Rules Leaves
- Using other children as positive role models.
- Sharing children's successes of demonstrating positive behaviour to other staff
- Phone calls or postcards home
- Special jobs for children who may need refocusing around behaviour
- Trophies and special awards
- Golden table

CONSEQUENCES & SANCTIONS

Staff will have a positive relationship with children, will know their individual needs and will therefore know the appropriate time to use a sanction or consequence.

We will follow the steps listed below should our behaviour expectations (Golden Rules) not be maintained:

1. Warning and reminder of the Golden Rules
2. Second warning and move name to the straight face. Adults to support in adopting positive behaviours.
3. Name moved to the sad face. Adults to support in adopting positive behaviours.
4. Time on thinking chair in own class. Adults to support in adopting positive behaviours.
5. Time on the thinking chair in another class. Adults to support in adopting positive behaviours.
6. Time with HT/DHT. Restorative conversation. Lost learning time to be made up.

At play and lunchtimes

1. Warning and reminder of the Golden Rules
2. Second warning
3. 5 minutes time out holding an adult's hand.
4. Holding an adult's hand for the remainder of the break/lunch time. The class teacher will be informed.

Severe behaviour

- Behaviour that is intentionally unkind or violent
 - Swearing
 - Extreme (deliberate damage to property or possessions, bullying, consistent refusal to respond to adults)
1. Taken directly to HT or DHT.
 2. This will be recorded by the HT/DHT on CPOMs.
 3. As a consequence, awareness sessions to be completed in own time:
 - 1st time → With Year Leader
 - 2nd time → With HT/DHT
 - 3rd time and following → With HT/DHT and parents