



Corfield C of E Infant School

Positive Behaviour Policy 2024

Date	07.11.24
Approved by Governors	07.11.24
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Minute Number	<i>Pending from clerk</i>

Overview and Implementation.

Corfield C of E Infant Schools Positive Behaviour Policy works within the Schools Standards Framework Act 1998 Section 61.

Our behaviour policy is based on a Code of Behaviour, the aim of which is to help children to develop into well-adjusted, considerate and well-motivated people. Its implementation takes particular account of the following school aims:

- To create a safe, secure and supportive learning environment where all learners feel valued and special and are able to fulfil their potential whatever their gifts or talents might be.
- To nurture in pupils, co-operation, tolerance, perseverance, empathy and the ability to question and make informed life choices.
- To develop in pupils a respect for other people's religious and moral values and ways of life through a developing insight into Christian faith and values and the guiding principles of other faiths.

It is a key role of the governing body to influence the ethos of the school and its standing in the community. This includes a responsibility to support the Head teacher and Staff in maintaining high standards of discipline and fairness to pupils and parents.

It is the responsibility of every member of staff to play a role in implementing school policy by adhering to our behaviour code. Ongoing liaison will take place between teaching and support staff to ensure consistency of approach and to ensure that information concerning behaviour issues is shared.

A separate policy exists to deal with problems arising from bullying.

Code of Behaviour

Our aim is to ensure that the atmosphere in the school remains purposeful yet relaxed, that learning may proceed without interruption and that children feel happy, secure and clear about the behaviour expected of them.

Children at Corfield are expected to work and play in a sensible and considerate manner. We seek to instil a sense of responsibility and forethought in our pupils within a warm, friendly environment in which staff closely identify with the children in their care.

The children in each class contribute to their own list of classroom rules and the playground rules.

It is our policy to promote positive attitudes toward learning and behaviour. We therefore employ a system of motivational rewards which include:-

- Stars, stickers, praise, stamps etc.
- Achievement certificates to take home

- Head teacher's awards
- Achieve, Believe, Care awards relating to our school's vision

Positive reinforcement of behaviour, coupled with the use of rewards and sanctions ensure that our children learn to respect each other, establish good work ethics, and how to develop self-control.

Pastoral Care

All teachers have responsibility for the overall care of pupils in their class. Any concerns that arise will be discussed with parents/carers and the head teacher so that appropriate support can be offered.

Parents are encouraged to discuss any personal or family issues that may affect a child's normal pattern of behaviour with the class teacher or head teacher to enable in-school support or external referrals to outside agencies can be made where necessary.

Where appropriate this information will be shared with colleagues. This will be done on a need to know basis for sensitive information affecting the wellbeing of a child.

Managing Negative Behaviour

The school will adopt a 5-step plan in order to manage negative behaviour in a consistent and fair manner:

- Step 1: The pupil will be spoken to and given a verbal reminder of school's expectations and behaviours.
- Step 2: Further verbal discussions will take place to establish the behavioural triggers for the pupil and attempt to address them. The pupil will be given an explanation of the possible consequences if negative behaviour persists.
- Step 3: The consequences are implemented. This can include (but not limited to) time-out, missing 5 minutes of playtime etc.
- Step 4: The parents/carers of the pupil will be contacted by the school to discuss the matter further.
- Step 5: Continued negative behaviours are recorded on the RM Integris database.

A verbal reprimand will be sufficient in the majority of cases, but persistent or regular negative behaviour will incur further sanctions.

If a child's behaviour causes particular concern, the head teacher will inform parents of the situation so that a suitable programme of home-school support can be agreed and implemented. Where appropriate, an Emotional Behaviour Support Plan may also be issued. In extreme cases and with parental consent, the pupil may be referred to an external agency (e.g. educational psychologist).

The head teacher also has the power to exclude a child (either fixed term or permanently) as outlined in the Extreme Behaviours and Exclusions sections below.

Loss of break times may be used as a 'time out' to allow a child reflection time.

There are occasions when an adult is permitted to use reasonable physical force to control a situation likely to result in injury to themselves or others, or damage to school property.

These are outlined in the Physical Interventions section below.

Emotional Behaviour Support Plan

Where a pupil's behavioural needs are related to a Special Educational Need such as Social, Emotional Mental Health needs, ASD or ADHD, an Emotional Behaviour Support Plan will be formulated with parents, and implemented by the school. If appropriate, a referral to an external agency will be made and their report will be followed by the staff who support the pupil. This will be reviewed on a termly basis. The individual pupil's will be supported using a restorative approach within school.

Extreme Behaviours and Exclusions

As a school, we work in accordance with the DfE guidance 2017 "Exclusion from Maintained Schools, Academy's and pupil referral units in England".

The school will do all it can to put support in place to prevent exclusions taking place. However, it may be necessary to follow this course of action in the event of extremely challenging behaviour. These behaviours may result in external isolation, or permanent exclusion. The head teacher decides whether to exclude a pupil, for a **fixed term**, or **permanently**. They must take into account: the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community.

This sanction will be used only in the most serious cases, as a last resort, in situations when allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil, or other pupils at the school. The effect on the physical and mental wellbeing of staff in immediate regular contact with the pupil shall also be taken into consideration.

The Governing board will be informed of all exclusions. If the extreme behaviours persist, the school will consider whether a permanent exclusion should be the next course of action. Permanent exclusion will also be considered for a first offence if the threat to the personal safety of staff and/or pupils was deemed to be at such a level, that the school feels unable to ensure their safety if the child returns to school.

Parents are expected to attend a reintegration interview following any fixed period exclusion and agree points moving forward.

Parents have the right to make representations to the governing body about an exclusion. The governing body must review the exclusion decision taking into account all evidence provided (including permanent exclusions).

Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

The head teacher will make decisions on exclusion only when in possession of all the relevant facts and when firm evidence has been obtained to support any allegations made. All evidence for permanent exclusions will be submitted to the governing board before a final decision is made.

However, there may be occasions when decisions will need to be made quickly if there is an immediate risk to the safety of staff or pupils.

Sanctions

Clear negotiated sanctions are essential for positive classroom management. Any repeated instances of negative behaviour will be reported to the head teacher. The head teacher will consider the risks of this behaviour, and whether the school is the best place at present for the child or whether the home environment is more suitable.

Staff will:

- Guide with positioning, rather than touch. If touch is required, it will be with no force.
- Clear consequences will be given to the pupil verbally.
- Emotional Behaviour Support Plans will be shared with all relevant staff and protocols followed consistently for identified pupils.
- Timers for 'time out' can be used to de-escalate or calm pupils.
- Staff will use calm voices when speaking to pupils.
- Short, clear instructions will be given and repeated several times for the pupil to follow.
- Staff will support the child using de-escalation strategies.
- Visual prompts can be used to reinforce instructions.
- At playtimes/dinner times, after 3 verbal warnings for inappropriate behaviour, pupils will be expected to 'sit out' for 5 minutes. The pupil will then be encouraged to follow positive behaviour.
- To provide emotional support and re-assurance to all pupils.

Physical Intervention

Physical intervention will only be used in exceptional circumstances as outlined below:

- All school staff have the power to use reasonable force in exceptional circumstances to prevent pupils from injuring themselves/others or damaging school property.
- Where the consequences of not intervening are serious enough to justify the intervention.
- A safe outcome by other means had been tried and exhausted.

Recording Incidents

A record will be kept of each significant behavioural incident and/or in the use of physical intervention.

The purpose of recording is to ensure that policy guidelines have been followed and to aid the school in future planning as part of the school improvement process. This will also prevent any misunderstanding or misinterpretation of the incident, providing a record for any future inquiry.

Parents should be informed of any incident regarding the use of Physical Intervention.

Following any such incident, a full risk assessment should be completed or any existing risk assessment should be reviewed, updated and shared as appropriate.

Complaints and Allegations

If a complaint is made against a member of staff about physical intervention, the school will follow the guidance set out in the Use of Reasonable Force: Advice for head teachers, staff and governing bodies. Please refer to the School 'Allegations Against Staff' Policy.

Review

This policy will be reviewed on a regular basis by the head teacher, in consultation with the staff and the Governing body.