



Heathfield Schools' Partnership (Infants) Positive Behaviour Management Policy

As members of Heathfield Schools' partnership we are committed to working together to provide a school where both children and adults feel happy and secure. In order to achieve this both schools have established positive behaviour systems which are appropriate to the age of the children. The information below refers to the Nursery and Infant School.

Principles

We all make a choice in how we behave. All children have an entitlement to recognition and reward for choosing to behave appropriately. When children choose to behave inappropriately sanctions will apply.

We believe that positive behaviour is achieved through:

- A clear focus on learning and achieving our best
- Developing and encouraging a sense of mutual respect
- All adults and children agreeing to a clear code of conduct.

In **Heathfield Nursery and Infant School** the following systems are used:

Teach and constantly refer to the behaviour you want to see through the Golden Rules:

1. We are kind and gentle
2. We listen
3. We are helpful
4. We work hard
5. We look after property
6. We are honest

Rewarding Appropriate Behaviour

- Golden rules are displayed and constantly referred to with the children.
- Children are given specific verbal praise for keeping a golden rule.
- Children are put onto the 'super happy face' for exemplary behaviour.
- A reward such as a sticker, marble in a jar or team point may be given, if appropriate.
- Children receive 'proud slips' in assemblies at the end of the week.
- Short term behaviour modification programmes (e.g. charts) may be used to improve a class target.
- Children can visit a member of the Senior Leadership Team to show good work.
- Classes receive class points e.g. best attendance, best playground/dining room/assembly behaviour

Sanctions

NB All children start each day on the 'happy face'.

In the classroom:

1. The child is given a verbal reminder.
2. The child's name/photograph is put onto the 'thinking face' and the child is asked to consider their behaviour.
3. If inappropriate behaviour continues, the child is moved onto the 'sad face'.

4. If inappropriate behaviour continues, the child loses 5 minutes of playtime – the child will go onto hand-hold with the adult on duty and parents are informed at the end of the day.
5. If inappropriate behaviour continues, the child is sent to a member of the Senior Leadership Team, parents are informed by the class teacher or member of SLT and this is recorded by the YGL in the behaviour log.

NB In the event of an emergency, an adult within the classroom can press the green button (on computer screen) which will alert other members of staff to come and support.

In the playground:

1. The child is reminded about acceptable behaviour in the playground
2. The child is taken to a 'stop and think' area (e.g. a bench)
3. The child is kept on "hand hold" (for up to 5 minutes)
4. The child is taken inside to see a member of the Senior Leadership Team and behaviour is recorded in the behaviour log.
5. Parents are informed of any persistent poor behaviour and/or any violent/aggressive behaviour.

Certain behaviours warrant instant referral to a member of the Senior Leadership Team. These are:

- Racist comments
- Biting
- Bullying

SEND pupils, including those with SEMH needs

The needs of these children will often need to be addressed outside of the above policy. They may need to have 'individual behaviour plans' written for them with the aim of teaching specific academic and social skills they may need to cope and achieve in school. The Inclusion Manager will write Behaviour Plans, in conjunction with the class teacher and relevant members of the support staff team, and will consult with other agencies as needed. There is close liaison with the Junior SEMH Provision (the 'Hub') and outreach is offered.

There is a shared staff understanding that adaptations to the above policy made for children with additional needs do not excuse poor behaviour but are supportive of individual children and support the day to day running of the school.

Please also see Physical Intervention with Pupils and SEND Policy

Updated by Helen Child

September 2019

Due to be reviewed September 2020

Appendix to Positive Behaviour Management Policy

Physical Intervention with Pupils

The Head Teacher delegates responsibility for physically intervening to staff members, following the guidance set out below.

Physical intervention:

- should only be used if there is an immediate danger to pupils, staff or school property.
- should be used as a last resort, once de-escalation strategies have been attempted.

Handling a pupil:

- Any force used in a physical intervention must be of minimum strength and duration in order to deal with the immediate danger. As soon as the situation is safe, cease the physical intervention.
- Physical intervention (or “positive handling”) should be supportive to the child.
- Never hold the child by the neck, collar, ear or hair. Do not slap, punch, kick or trip. Do not twist limbs, force limbs against the joint or hold a pupil face down on the ground.
- Avoid contact with breasts, bottoms and genital areas.
- Talk to the child: explain what you are doing and explain that physical contact will cease as soon as they calm down.
- Speak calmly and reassuringly: your role is to de-escalate the situation and reduce the likelihood of harm.
- Send for help as soon as you can, using another pupil to do so if necessary.
- Keep yourself and other pupils safe – it might be better to remove other pupils than to try to physically intervene with the aggressor.
- Do not put yourself at risk by confronting pupils who are bigger or stronger than you, who are armed or who otherwise pose a threat to your safety.

All incidents or physical intervention must be reported to the head teacher or designated teacher within one day, and should be written up as soon as possible. Seek advice following an incident from a senior colleague and/or your trade union representative.

If a physical or verbal assault has occurred, the council health and safety form should also be completed. This is available on the intranet.

Copies of the full school policy, together with copies of the LA’s policy and DfES circular 10/98 are available from the head teacher.



Heathfield Schools' Partnership
Record of Physical Intervention

Name(s) of pupil(s) involved directly in incident:

Name(s) of adult(s) involved in incident, or present:

Brief description of what led to the use of physical intervention and what other steps were taken to deescalate the situation:

Brief description of how the pupil was restrained:

Which senior member of staff was informed after the event?

Were parents informed of the incident?

Name of adult making report:

Signed:

Date:

Please pass this form to the Head Teacher as soon as possible after the incident.