



Hasland Infant & Nursery School

Behaviour Management Policy

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Behaviour Management Policy

Introduction

At Hasland Infant and Nursery School, children are at the heart of all our work and our priority is to deliver high quality teaching and learning whilst at the same time providing a rich and enjoyable learning experience. Everything we do as a school aims to ensure that the children develop resilience, are supported to be mentally and physically well in order that they might achieve their very best; it is our responsibility to ensure that all children are aiming for the highest levels of personal achievement and development. We want every child to be successful from the very first day they join us so that when they leave us, they have a love of learning for the rest of their lives.

Our Behaviour Policy is to create an environment where good behaviour is expected, encouraged and celebrated. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate and consistent way. We recognise that having good relationships and showing kindness to all helps everyone to flourish. This behaviour policy applies to all members of the school – children, teaching staff, support staff and parents/carers as we recognise the importance of working together to promote a safe, happy learning environment.

Aims and expectations

- To provide a setting where everyone feels safe and secure.
- To provide trusting relationships and consistent routines.
- To encourage children to make the right choice and take responsibility for their actions.
- To nurture children so they become positive, responsible and independent members of society.
- To recognise that all children are individuals.
- To deal with unacceptable behaviour promptly, in a calm consistent manner
- Our aims and expectations explicitly support British values

Our SMILE expectations

At Hasland Infant and Nursery School we expect all of our children to follow our SMILE expectations. Our SMILE expectations show that we are:

- S Successful learners
- M Marvellous manners
- I Independent thinkers
- L Love for learning
- E Everyone matters

Successful Learners	Marvellous Manners	Independent Thinker	Love for Learning	Everyone Matters
We always try our best and learn from our mistakes. We try different ways to work things out and remember we will always get there in the end.	We use words such as 'Please' and 'Thank you'. We listen to other people's ideas. We look at the person who is talking to us.	We have the confidence to think of our own ideas. We share our ideas with others. We take responsibility for our own learning.	We come into the classroom ready to learn. We are motivated to find out more and ask questions to help us do this. We are excited to learn new things.	We show kind and caring behaviour towards others. We treat everybody the same. We think about other people's feelings. We make sure everyone is included.

We know that we SMILE so that we, and other children are happy and able to learn.

Promotion of positive behaviour

We understand that behaviour can change but we know and believe that every child can be successful. We treat children with respect and are positive in the way that we address them. It is agreed that children respond more to praise, thanks, smiles and other positive input than to grumbles, shouting or other negative responses.

We must, at all times, be aware of the individual circumstances and needs of each child and act accordingly. We must always consider the safety of others while helping children acquire self-discipline.

Consistency

Applying high expectations, rewards and sanctions consistently is the key to a positive behaviour system in school. All staff are responsible for the behaviour of all children in the school, not just the behaviour of their own class. Staff are consistent in the way in which they monitor and deal with behaviour throughout the school. Staff ensure good routines for their classroom and for when their children are around school. When children are sitting on the carpet, lining up or walking around school we have whole school behaviour expectations for all children to follow. These expectations are reinforced through assemblies and positive interaction with the children, drawing attention to the behaviour we hope to see. We discuss what good behaviour looks like and how we can show this through our SMILE expectations (ie we don't leave people out of our games because we know 'Everyone matters'). This ensures every child in the school knows the standard of behaviour we expect in our school. If there are particular incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

When we are sitting:

- Our legs are crossed
- Our hands are on our knees or in our lap
- Our head is facing forward
- Our eyes are looking at the person who is talking
- Our lips are closed

When we are lining up:

We sing the school lining up song -

My feet are pointing forwards

My hands are by my sides

My lips are still and quiet

And now I'm in a line

We're in a line (clap, clap)

We're in a line (clap, clap)

We're in a line and looking fine

We're in a line (clap, clap)

When we are walking around school:

W We always walk

A Arms are by our side

L Looking Forwards

K Keeping our lips closed

We know that when we move around school we walk on the left side of the corridor. We know that we show fantastic walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

In the hall when we are having our lunch:

- We stay in our line and queue up in a calm and polite manner
- We say please and thank you when we are asking for and food
- We walk sensibly to our table and sit on the bench
- We put our hand up if we have a problem or need some help
- We put our hand up when we have finished and ask if we can go out to play
- We walk from the hall all the way outside using fantastic walking

End of playtime/lunchtime routine:

- When the first whistle is blown we all stand still then tidy up any toys (at lunchtime the Year 2 children then go onto the bottom playground to continue their lunchbreak)
- When the second whistle is blown we walk quickly and quietly to our line
- We stand sensibly in our line we our feet pointing forwards and our arms by our sides.
- When the third whistle is blown we are quiet and ready to go into school

Positive Recognition:

The school acknowledges all the efforts and achievements of children. Positive behaviour (showing the SMILE expectations will be recognised in a number of ways:

- Immediate positive verbal feedback or non-verbal signals, eg a smile or thumbs up
- Name on the smile on the whiteboard
- Hasland Brightest Gems team points will be awarded

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- Smile Superstar of the day (a full smile or part of a smile)
 - Weekly star of the week assemblies to celebrate individual children from each class
 - Children receive a kindness heart
 - Teachers may send their children to an appropriate person, or a person of the children's choice for additional praise, encouragement and reward (ie another teacher, Headteacher or Deputy Headteacher)
 - Children's work will be displayed as much as possible to celebrate good standards of work and effort
 - Children's success to be shared with parents

Our school acknowledges all the efforts and achievements of children, both in and out of school and children are encouraged to bring in certificates and experiences to share in class.

Dealing with negative behaviour

Negative behaviour should in the first instance be dealt with by the class teacher. For low level behaviour these will follow an incremental escalation (see below).

These consequences still build on relationships, and they are not punishments but an opportunity for the children to reflect on their actions and 'turn their behaviour' around within a clear structure. They are also a way of communicating with a parent about the severity of an incident.

We must, at all times, be aware of the individual circumstances and needs of each child and act accordingly. If the class teacher has any individual behavioural concerns the ABC (Antecedents, Behaviour, Consequences) Behaviour chart will be used to ensure the correct strategies are implemented and therefore the steps below may not be followed in the same way.

Teachers should ensure that as far as possible they do not give consequences to the whole class unless every child has transgressed. Occasionally (e.g. when lots of children have been talking when walking to assembly) this may not be possible. This is at the discretion of the individual teacher.

To help with consistency we use scripts to remind the children of our behaviour expectations. We praise in public and reprimand in private.

1. Reminder:

I noticed that you chose to....(noticed behaviour)

This is a reminder that you need to (reminder of the right choice – linked to a SMILE expectation/behaviour expectation)

Thank you.

Example: I have noticed that you are talking to your friend on the carpet. Remember we sit quietly on the carpet and show marvellous manners. Please don't talk to your friend on the carpet. Thank you.

2. Warning and moved away from others in the classroom (in a quiet area):

I noticed that you chose to...(noticed behaviour). This is the second time I have spoken to you. Do you remember when...(model of previous good behaviour). That is the behaviour I expect from you. I know that you can make good choices. Thank you.

Example: I noticed that you are making silly noises and not getting on with your work and this the second time I have spoken to you. This is not showing a love for learning so you need to sit here now (away from the other children but in own class) to do your work or you will be choosing to finish it at playtime. Do you remember yesterday when you got on with your work quietly? That is the behaviour I would like to see. Thank you.

3. Time in a quiet area in another classroom (Amount of time to be decided by year group lead)

I noticed that you have continued to...(noticed behaviour). You will now need to spend time reflecting on your behaviour in another class (year group lead classrooms) before coming back into our class.

Example: I have noticed that you are still not getting on with your work. That is not respectful. You have now chosen to go into another classroom to sit in a quiet area and reflect on what has happened. When you have done that you can come back into the classroom for a fresh start and make better choices. I will then come and speak to you about how we need to behave next time (this may be a conversation linked to the follow up, repair and restore process or a SMILE activity).

4. Miss part of playtime /10 minutes of lunchtime

I noticed that you chose to...(noticed behaviour). You have already spent time in another classroom so now you will have to spend time reflecting on your behaviour at playtime/lunchtime.

Example: I have noticed that you have still not started your work. That is not respectful. You have already spent time in another classroom so now you will have to complete your work at playtime/lunchtime. I will come and speak to you then about how you need to behave next time (this may be a conversation linked to the follow up, repair and restore process or a SMILE activity).

5. Grown-ups informed and Final reflection time

I noticed that you chose to...(noticed behaviour). You have already missed playtime/part of lunchtime so now your grown-ups will be informed. You are now going to have one final chance to turn your behaviour around. You are going to sit in a quiet area in our classroom and then we will spend some time together reflecting on the choices you have made.

Example: I have noticed that you have still not started your work. That is not respectful. You have already missed playtime/part of lunchtime so now your grown-ups will be informed. You are now going to spend some time in a quiet area in our classroom and then we will spend some time together reflecting on the choices you have made (this may be a conversation linked to the follow up, repair and restore process or a SMILE activity).

6. Time with Headteacher/Deputy Headteacher

I noticed that you chose to...(noticed behaviour). You have already missed playtime/part of lunchtime and have your name in the jar and your grown-ups will be informed. You are now going to have to spend time with the Headteacher/Deputy Headteacher.

Example: I have noticed that you have still not started your work. That is not respectful. You have already missed playtime/lunchtime and your name is in the jar. You now need to go and see the headteacher/deputy headteacher. They will spend time talking to you about your behaviour (this may be a conversation linked to the follow up, repair and restore process or a SMILE activity).

The safety of the children is paramount in all situations. If a child's behaviour puts themselves or others in danger, the child will be removed from the situation and the child will be brought to the Headteacher/Deputy Headteacher immediately. Restorative practice will take place and this will be completed with the Headteacher/Deputy Headteacher. The child's parent/carers will be informed and a meeting will take place. An agreement will be put in place as to how their child will behave and adhere to the school expectations from this point onwards. A behaviour plan or risk assessment may need to be put in place.

Follow up, repair and restore:

This is an opportunity to reflect on what has happened with the class teacher or a member of SLT. The following questions may be asked:

- What happened?
- How were you feeling at the time?
- What have you felt since?
- Who else has been affected by your behaviour and how did this make them feel?

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- What do you need to do now? (the child could then draw a picture/make a card to show how they are going to behave next time linked to a SMILE expectation).
 - The child removes their name from the jar.

More significant incidents:

A child may be sent straight to the Headteacher/Deputy headteacher without warning because of their behaviour. Examples of these behaviours are swearing, hurting another child or damaging property (usually other behaviours than disruption).

High Challenge Behaviour:

We recognise that there are a small number of children in school who can sometimes struggle with their emotional regulation and display 'high challenge' behaviour. This may take the form of aggression towards peers or staff, or damage to property/throwing items in the classroom. Where there have been significant incidents, it is important that all children and staff feel supported and safe. A member of SLT is always informed during or following any significant incidents. Once the incident has been resolved a member of SLT will offer support to the staff member involved, for example time out of class to get a drink or a listening ear.

Time away from the class:

A child who repeatedly fails to respond to the Behaviour Policy may be subject to internal withdrawal. Internal withdrawals can also be for singular incidents which are more severe than being spoken to by the Headteacher. Such cases are at the discretion of the Headteacher. This involves the child working in school but away from their class. They may work in another class/year group or in the Headteacher's office. Whilst being internally withdrawn the child will spend break times in an appropriate area away from friends and be supervised at all times by a member of staff. Parents will be informed about the withdrawal. If a child misbehaves during the withdrawal, the Headteacher/Deputy Headteacher will decide the next course of action. This may include giving the child the opportunity and time to change the behaviour and carry on withdrawal or a fixed term exclusion.

In extreme cases it may be necessary for the child to be excluded. (Serious, regular incidents of violence toward children, staff or any other grown-ups would constitute an "extreme case" and would result in the Headteacher contacting parents and may result in exclusion.)

Adaptations/Responding to the behaviour of children with Special Educational Needs (SEND)

While this policy is intended for all children it will be applied differently in different year groups depending on children's ages and individual children's needs. Sensitivity must be applied at all times when applying this policy. If children's individual needs mean that the whole school approaches are not appropriate for them then this will not be followed. School will consistently and fairly promote high standards of behaviour for all children and provide additional support where needed to ensure children can achieve and learn as well as possible. The SENCO may become involved for children whose behaviour presents as particularly challenging. A behaviour plan or risk assessment may be written and support may be sought from outside agencies such as Engagement Support.

Lunchtimes:

Each class has their own designated Mid-day supervisor who is responsible for the children during lunchtime. If they have had to speak to a child on more than one occasion during lunchtime this information is passed onto the Class Teaching Assistant at the end of lunchtime. The Class Teaching Assistant will then spend time with the child discussing their behaviour and thinking about how they may behave differently next time (this may include completing a SMILE activity to form part of the follow up, repair and restore process).

At lunchtime, the children will have the chance to earn a class star. This encourages the children to work together as a team. Every week there will be a lunchtime focus (linked to either a SMILE expectation or a behaviour expectation). If the class show this, then they will earn a star and if they earn five stars during the week they will have a special treat on Friday.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school. We expect parents to support us in helping children to understand the consequences of their behaviour. We will always try to be open in our communication with parents, informing them of their children's positive behaviour in school as well as any problems.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem the complaints procedure should be followed.

Reporting

Serious incidents, or those which may indicate a pattern of behaviour, should be recorded on RM Integrus. Reports should include who was involved (staff and any other children) and a summary of what happened. There is a set proforma to complete on RM Integrus which includes all the relevant information. Before you record an incident please speak to the Headteacher or Deputy Designated Safeguarding Leads.

Reasonable Force

Staff in our school only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are inline with government guidelines on the Use of reasonable force.

Members of staff can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a child from leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a child from attacking a member of staff or another child
- Restrain a child at risk of harming themselves through physical outbursts.

We do not use force as a punishment.

When considering using reasonable force staff will consider the risks, carefully recognize any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We accept that bullying can happen in any school and we do everything in our power to ensure that all children attend

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school free from fear. Incidents of bullying and the resulting actions are recorded on the incident report form and kept securely. Any incidents of bullying are dealt with by the Senior Leadership Team and the parents of the children involved will be informed.

Child on child abuse

Sexual violence and sexual harassment are never acceptable, and will not be tolerated. We will never normalise sexually abusive language or behaviour by treating it as 'banter', or as an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between children and staff. Staff will demonstrate and model manners, courtesy and dignified/respectful relationships. Following any report of child-on-child abuse we will follow the principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis. All victims will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. As with all safeguarding matters, the designated safeguarding lead will be involved and make referrals into support services as appropriate. A risk assessment will be put in place if needed.

Behaviour incidents online

The way in which children relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur off the school premises. Schools expects the same standard of behaviour online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Headteacher and Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body will review this policy as part of its Policy Review Programme. The Governors may, however, review the policy prior to its next review date, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.