

Behaviour Policy

Aims

At Hook Infant School, our behaviour policy is built around our School Values of Respect, Teamwork, Perseverance, Kindness and Courage in order to promote a happy environment in which everyone feels safe and secure. The realisation of good behaviour makes effective teaching possible and our staff achieve this through the use of positive reinforcement. We believe in the importance of working collaboratively with parents who play a crucial role in shaping children's attitudes and behaviours. Parents who follow the school values at home will help to support the actions of our school and promote a positive ethos within our school.

Our Vision

At Hook Infant School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to achieve their full potential.

How does each of our school Values link to our behaviour expectations?

Children's behaviour communicates a need and our staff respond to that need through positive interactions. However, when undesirable behaviour is displayed, we will address this through a positive dialogue, reinforcing our School Values. Our values are at the heart of good behaviour and some examples of links between the two are outlined below:

Respect

Using kind hands and feet, kind words, listening to others etc.

Kindness

Learning how to share, using good manners etc.

Perseverance

Try our best at things, not giving up etc.

Teamwork

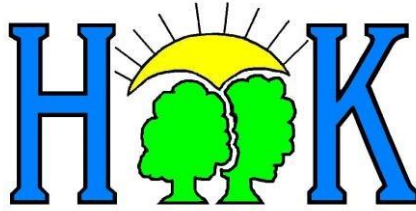
Work as a team by setting examples and helping each other etc.

Courage

Learn to stand up for yourself and others, report what is not acceptable etc.

How will we praise and reward our children for good behaviour?

- We will give children a high level of praise which will be specific and linked to following our school values. This praise may be verbal or a reward dependent upon the behaviour displayed and the class teacher's own practice.
- We celebrate children's achievements through a celebration assembly where certificates are given to a child in each class and celebrated by the whole school. These certificates will often be related to the school values.
- Each class has a marble jar to fill up which allows them to have a class reward when it is full. This helps the children work together for the same goal.
- Class teachers will acknowledge table groups who are working well together and give them specific praise and a special group reward such as lining up first for playtime or give them a special job etc.
- Teachers will use a variety of stickers as rewards for individuals; these will be specific so that the child will be made aware of what they have done to achieve the sticker and therefore hopefully strive to repeat the behaviour again.
- Certificates to reward outstanding behaviours upholding a particular school value (see appendix 1).
- Children will be chosen to visit the Headteacher for special praise and a Headteacher's reward sticker.



- Termly Governor Awards.

How will we reprimand children or apply sanctions for inappropriate behaviour?

- A quiet, verbal warning will be given to any children in the first instance when dealing with a minor misbehaviour.
- 'Time in' will be given to children who have not upheld the school values through inappropriate behaviour. This will involve time spent with a supervisory adult who will engage them in a restorative conversation and some time in class instead of going out to play. This allows the child to address their behaviour and gives them a chance to turn their behaviour around. It also enables behaviour to be discussed away from an audience. A restorative conversation encourages the child to self-regulate and helps to lower the child's stress levels. A scripted dialogue for a restorative conversation will be given with recommended discussion starters to ensure consistency across the school.
- We follow the six, key behaviour for learning strands (The Six Strands) to help identify an area of need. These strands are: Boundaries, Resilience, Focus, Respect, Self-Regulation and Independence. A target may be selected from one of the strands for a child to work towards together at school and at home to help the child achieve a specific outcome.
- Occasionally, very young children display impulsive reactions, such as flailing arms when over excited or frustrated, resulting in an unintentional injury to another child. In this situation both child's parents/carers will be contacted.
- Incidents where behaviours are repetitive will be dealt with alongside our anti-bullying policy.

What about more challenging behaviours?

From time-to-time, some children struggle to maintain safe behaviours and a risk assessment will need to be put in place to be shared and reviewed with parents/carers as necessary. Continued risks that are unsafe are non-negotiable and are outlined below:

- Choosing to hurt someone physically or emotionally.
- Deliberately putting themselves at risk in an unsafe place (includes climbing within the classroom/corridor or running away to an unsupervised area).
- Purposefully breaking or damaging school equipment or other people's personal items.

In the first instance, the child will be given a chance to correct their behaviour by giving them a stop signal and a verbal warning. In this event, a member of the Senior Leadership Team will be informed of these behaviours using a red card system. If no correction to behaviour is voluntarily made by the child then the following will be implemented:

1. A phone call to inform parents that a reflection letter will be sent home following an incident that has taken place at school. This letter will be a brief outline of the restorative conversation that took place with a member of the Senior Leadership Team (see appendix 2).
2. Repeated letters home will result in parents being invited into school to meet with the class teacher and/or a member of the Senior Leadership Team.
3. A child might need a change of environment to help them to self-regulate; their learning will temporarily continue in a different class within the same year group.
4. Parents will be invited into school to discuss their child's behaviour with the headteacher.
5. If extreme behaviours continue, the school will seek additional advice from external agencies e.g. The Hampshire Behaviour Support Team or an Educational Psychologist. An individual behaviour plan will be formulated and this will be reviewed termly and/or as necessary.



6. If a child continues to exhibit behaviours classed as non-negotiable the child will undertake an internal suspension in school where they will be asked to complete their work with an adult in a safe and quiet room away from their friends. Parents will be informed prior to this taking place.
7. Where continual unsafe behaviour choices are made by the child, there may be a need to implement a part-time timetable.
8. Following a review of the risk assessment, the headteacher may choose to suspend the child from school for a fixed period of time.
9. In extreme circumstances, if the child's behaviour does not improve despite following the above procedures, the Headteacher has the authority to permanently exclude a child from the school. This is detailed in the Government's Suspension and Permanent Exclusion Guidance (September 2023), as follows:

"The government supports using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected."

What about children who have an Educational Health and Care Plan (EHCP)?

If a child has an Educational Health and Care Plan or an Individual Behaviour Plan, they may have their own rewards or sanctions in place.

How will we record incidents of negative behaviour?

Staff record breaches of the school values on CPOMS (school's online reporting system) and incidents will be monitored by the Senior Leadership Team.

For the majority of our children, positive praise and rewards for following our school values are sufficient in order to maintain a safe, happy and secure learning environment.

Revised September 2024

To be reviewed September 2025