



Positive Behaviour Policy

Goldfield Infants' & Nursery School

Next Review	Summer 2024
Duration	1 year

This policy should be read in conjunction with the:
Anti-Bullying Policy
Restrictive Physical Intervention Policy

At Goldfield, we use a therapeutic approach to –

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. It is expected that some children might test the boundaries. Positive affirmation should have a place in achieving acceptable behaviour but it must be recognised that consequences will result when children do not accept and follow the behaviour expectations and rules of the school. Goldfield follows the Herts STEPs approach to behaviour. STEPs tutors within the school receive an annual update. Tutors provide training advice for all staff. It is expected there will be a minimum of two STEPs tutors in the school. Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. This is developed with reflection when things go wrong. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

School Expectations

Our rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. We require children to follow our expectations and demonstrate the following pro social behaviours.

- Always treat others in a way you would wish to be treated yourself.
- Enable good learning for yourself and others.
- Take responsibility for what you say and what you do.
- Take pride in all you do at school.
- Talk to each other, teachers and other adults in a respectful, polite and friendly way and listen to others.
- Make sure you always show good manners around the school and in the playground.
- Use every opportunity to act as an ambassador for the school within school itself and in our local community.
- Treat school equipment, classrooms, grounds and the school environment with respect and care
- Always ask first before borrowing anything.
- If someone provokes you, move away from him or her, or if you find it hard to regulate yourself, find an adult to help you or a safe space.
- Wear your school uniform smartly and take pride in your appearance including your PE kit (see website for uniform policy).
- Follow safety rules to ensure everyone is and feels safe by following the classroom rules, which are displayed in every classroom and referred to by all adults in the school.

Teachers are expected to discuss and agree the following 4 rules with their class at the start of the Autumn Term. These are published and referred to in all classrooms.

Strategies for Ensuring High Standards of Behaviour

Each parent and child receive a Pupil Code of Conduct on entry to the Nursery and Reception Classes, setting out the school's expectations for behaviour which families share at home and sign in partnership with their teacher.

This Code of Conduct (see Appendix 2 and 3) is re-signed by the pupils at the beginning of each subsequent Year Group.

The key rules for the children are:

Always be kind

Always be safe

Always be respectful

Always be ready

(4 A's)

Positive affirmation

The ethos at Goldfield, together with our focus upon the core values of co-operation, reflection, perseverance and resourcefulness through the 'Building Learning Power' (BLP) initiative, provide a structure for positive behaviour modelling and celebration of good behaviour that set a high standard for the children.

Teachers use the 4A's and boundaries for behaviour with the children. All children are involved in the formulation of the 4 rules. Respectful relationships are fostered, and children are supported in the development of empathy through a range of strategies and activities.

Assemblies are based upon personal and social themes and relationships. The themes and objectives are based upon the BLP initiative and the mindful approach to PSHE.

Children receive BLP certificates each week, during our Friday assembly, for demonstrating exemplary behaviour and excelling in one or more area.

The children are encouraged to recognise and celebrate the 'Bucket Fill-osophy' and Building Learning Power (BLP). These initiatives encourage the children to behave positively, grow in respect and empathy, gain resilience and be reflective in their learning.

Each child is recognised for going above and beyond. This is celebrated in a weekly celebration assembly, a recognition display board, Golden Book & praise postcard. In Year 2 there is a weekly certificate for writing and Maths. There is a raffle celebrating children who read at home regularly.

Each child is an individual, strategies to support the management of more challenging behaviour will be tailored to meet individual needs considering both developmental and other additional needs. All children need to be valued and supported in ways that respond to their needs in the most effective way.

Zones of regulation

The **ZONES** are designed to help the pupils recognize when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.

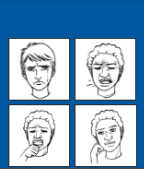
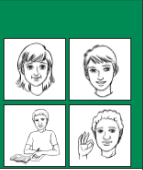
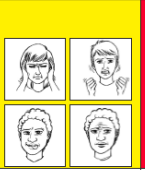
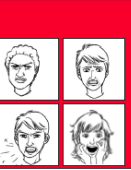
You can support the pupil during this process by doing the following:

Use the language and talk about the concepts of The **ZONES** as they apply to you in a variety of environments.

Make comments aloud so the pupil understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Discouraging Inappropriate Behaviour

Stage Action Taken by Teacher

Each child is seen as an individual and given support, through a range of strategies, to help them to deal with anger and difficult emotions. A dedicated, trained member of staff and counsellor explores these emotions and feelings, which may be due to a challenging transition in their life. A range of therapies are used, including art/play therapy, nurture groups and one to one activities to provide tools for self-regulation, an opportunity to talk and develop an understanding of social and emotional issues. These take place outside the classroom in our designated Squirrels Room and in The Nest. Goldfield used the zones of regulation for pupils to self-regulate and reflect

Stages of Action

1. Verbal Warning

Hold 1 finger up.

“Name. I have noticed you chose to

This is your reminder to be kind/safe/respectful/safe.”

Help them to get back on track e.g. work with them or model the game.

2. Verbal Warning

Hold up 2 fingers.

“I noticed you ... again. This is the second time I have spoken to you. If you chose to break the rules again, I will have to tell you to...” (e.g. work on another table, move away from the game, complete their work at play).

State the expectation clearly.

Remind them of a previous positive/good behaviour experience.

3. Time Out

Hold up 3 fingers.

Tell the pupil which rule they have broken.

In class consequence e.g. sit next to a member of staff, move off the carpet on to a chair, move to work in a quiet space.

Use Zones of Regulation to reflect on the incident when they are ready.

4. Informal visit to a member of SLT/Headteacher

Explain to the child that they have broken the school rules three times and tell them exactly what they did to break the rules. Take them to see Miss Cooper, Mrs Blake, Miss Hammill or Miss Matthew.

Log incident on CPOMS.

5. Informal Notification/Call to Parents by Class Teacher

Phone call/meeting to discuss behaviour. Repair and Restore. Log communication with parents on CPOMS.

Parents will be informed early on about consistent concerns about a child's behaviours discussing: What happened? What was the child feeling at the time? What have they displayed since? How does this make them feel and behave? Who has been affected? What can they do to put things right? How can we do things differently?

6. Visit to Head Teacher and contact to parents by Head Teacher

If the behaviours continue, parents will be invited in to discuss their child's conduct in school.

Class teacher to liaise with the Head Teacher and they will contact the parents.

A record needs to be kept on CPOMS of all incidences.

7. Fixed Term Exclusion

Fixed term exclusion:

Formal exclusion procedures implemented (fixed term and, ultimately permanent) in cases when there is a significant risk of harm to the child or other children (or adults) in the school or that the education of the child or other children in the school is significantly disrupted. Record to be kept on CPOMS.

Pupils may be given fixed term exclusion for serious breaches of behaviour. When there is a significant risk of harm to the child or other children (or adults) in the school or that the education of the child or other children in the school is significantly disrupted. A fixed term exclusion can be given for up to 45 days in one academic year. When establishing the facts in relation to an exclusion decision the Head Teacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt', which requires proof. Parents or Carers must be informed on the day that the exclusion is imposed. A letter outlining the reasons for the exclusion will be sent to the parents and must comply with the guidance articulated in "Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion" (DFE 2017). Parents are requested to attend a meeting on the pupil's return from fixed term exclusion with Head teacher/SLT member. Where an exclusion exceeds 5 days, alternative provision must be arranged for the 6th day onwards.

8. Permanent exclusion

Permanent exclusion:

Below outlines the non-exhaustive list of misdemeanours, for which the Head Teacher could merit permanent exclusion, though each case will be reviewed on an individual basis:

- Racial harassment
- Sexual harassment
- Persistent bullying and intimidation
- Theft by pupil of school property
- Malicious damage to school property
- Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other pupils
- Violent behaviour towards any member of the school staff and children
- Other very serious issues to courage inappropriate behaviour by using the stages below.

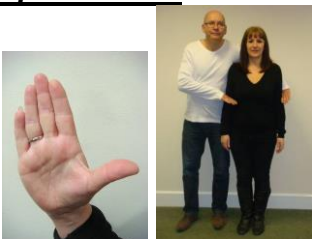
The Use of Reasonable Force

School staff have the power to use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in schools. Goldfield staff receive "Hertfordshire Steps Training" on the use of physical intervention to ensure continuity of approach. The actions that we take are in line with government guidelines on the restraint of children. *Please see Restrictive Physical Intervention policy for guidance.*

Hertfordshire Steps restraints

DEVELOPING A THERAPEUTIC APPROACH TO BEHAVIOUR

Open mittens



- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Offering an arm



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite

Draw elbow in for extra security

Supporting Hug



To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort paired



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

A quick guide to developing a positive learning environment

Do's

- Consistently deliver good or better lessons, which are engaging and appropriately differentiated.
- Develop positive relationships with the children as quickly as possible.
- Enjoy regular circle times with your class.
- Establish class/group rules with your children on the first day that you work with them, refined to the 3 Goldfield rules. Review and refer to these rules regularly. Tell children that you mean what you say (and make sure that you do!) Consistently follow through the verbal warning systems.
- Use collaborative rewards. Rewards should be short and achieved regularly.
- Give genuine and specific praise when it is due
- Remember that what you pay attention to, you get more of. Focus on the positives as much as possible.
- Be firm when necessary! Sometimes it is appropriate to give an instruction using a firm tone of voice.
- It is much more effective to predict and prevent behaviours, rather than finding and fixing them.
- Use a range of strategies to manage behaviour positively.
- Use mindfulness.
- Deal with situations yourself how you deem appropriate. Call for a designated adult if a child is being unsafe. Move your class to another safe area if a child is deemed unsafe.
- Be **consistent** with your approaches to managing behaviour.
- Persevere with strategies for managing behaviour. Negative behaviours will rarely change over-night. It takes time to help a child to manage their behaviour better- be consistent and you will get there (but be aware that you are likely to have your ups and downs on the way!).
- Think carefully about the consequences you give children. They will need 'take up time' (to make their choice) and you need to be able to follow through with the consequences you give and give child a fresh start.
- Keep your transitions between carpet time/table time, lesson/lesson, break/lesson etc calm and organised. Provide clear instructions and expectations. Set voice levels. Give key children tasks during transitions.
- Use carefully thought out seating plans for table groups and carpet spaces, and lining up orders if necessary.
- Remember that you are a role model for the children. They will be observing how you manage every situation.
- Reflect on your practice regularly to ensure that you are the best that you can be!
- Nurture yourself and other adults that you work with.
- Support other adults when a child is presenting challenging behaviour. Ask if they would like any help and remember to move away if they say that help is not needed.

- Remember that every child is an individual. Ensure that you are being consistent with how you manage each child's behaviour and make sure that you have all of the facts before making decisions about negative consequences.
- Take time to hear both sides of the story.

Often, children who regularly find it difficult to manage their own behaviour can get labelled as being 'the child who mis-behaves'. Don't jump to conclusions-hear the facts!

Don't

- Humiliate children or adults. If you need to tell another adult about a child's behaviour, then do so discreetly.
- Create an audience for a child to misbehave to. Instead, remove their audience by setting the rest of the children on with something else.
- Use individual reward charts unless it is part of an agreed behaviour support plan that you have established with your SLT and the reward feeds into the whole class reward.
- Handle children unless you have been trained to do so.
- Send children who have not been following the class rules to another class/to stand in the corridor etc.
- Use a confrontational manner with the children.
- Use personal criticism or humiliation of a child to manage or respond to their behaviour.
- Shout

The Role of Governors

The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Governors Statement of Principles is attached at Appendix 1.

A Pupil Disciplinary Committee of three or five members will convene where necessary to perform their duty as Governors in accordance with the guidance in 'Improving Behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units' (DCSF, September 2008).

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and Review

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 school keeps a variety of records concerning incidents of misbehaviour. The class teacher can record minor classroom incidents. Teachers liaise closely with the midday supervisory assistants to ensure consistently high standards of behaviour throughout the day.

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

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

This policy is under regular review by the Headteacher, staff and governors.

Appendix 1

Governors Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behavior in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behavior principles to guide the Head teacher in determining measures to promote good behavior.

1. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The statement as been adopted by the Governing Body as a whole, following consultation with the Head teacher, parents, staff and pupils.

2. The Governors at Goldfield, believe that high standards of behavior are required so that we can achieve our aim of providing all children with “roots and wings” and enable children to make the best possible progress in all aspects of their school life.

At Goldfield, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behavior Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

3. Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Goldfield is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behavior and Equality policies
- The school rules should be clearly set out in the Behavior Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behavior around school
- Sanctions for unacceptable/poor behavior should be known and understood by all staff and pupils and consistently applied
- It is recognized that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasize that violence, threatening behavior or abuse by pupils or parents towards the school’s staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises.
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behavior Policy.

DfE Guidance

Behaviour and Discipline in Schools

Ref. DfE 00058-2011

Revised Behaviour and Discipline in Schools

Ref. DfE 00023-2014

Appendix 2

Home school Agreement

Goldfield Infants' & Nursery School

Home School Agreement

This agreement sets out the partnership between Goldfield and its parents, working together to enable the children to feel happy and secure and to reach their full potential.

Goldfield Infants and Nursery School:

We will work in partnership with parents to:

- Care for your child's safety, wellbeing and happiness.
- Provide a broad and balanced curriculum that meets statutory and county policy and guidelines.
- Recognise and meet the needs of your child as an individual.
- Maintain excellent standards of work and behaviour.
- Provide a caring, nurturing environment that fosters a love of learning.
- Keep you informed about your child's progress and provide information to help support your child at home.
- Be open and welcoming at all times.
- Provide opportunities for you to be involved in the school community and contribute ideas and opinions.

Parents and Guardians:

I will work in partnership with the school to:

- Ensure that my child attends school every day, is on time and ready to learn, supporting the school in achieving its targets for excellent attendance.
- Keep the school informed about any worries or problems that might affect my child's behaviour or learning.
- Treat all staff with respect and kindness.
- Communicate through appropriate channels.
- Work in partnership with the school to ensure pupils adhere to the schools Policy for maintaining high standards of behaviour. This includes working together with other professionals where appropriate to the needs of the child.
- Support my child when completing 'homework' or special activities, while providing opportunities for other learning at home.
- Attend parent meetings and other opportunities to learn about my child's progress and the curriculum they follow in the classroom.
- Support the school's approach to online safety and never upload images, sounds or video which include other children (as you will not have permission) or participate in social media/group messaging e.g. WhatsApp, contributing in a way that could upset or offend any member of the school community.
- Ensure my child arrives following the school's uniform policy, including substantial shoes, with book bag and PE kit. **All** items will be named.

Signed:.....
(Parent/Guardian)

Date:.....

