

# Hartford Infant and Preschool & Hartford Junior School



## Behaviour Procedures

Lead person: Mrs Rae Lee  
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Date of revision: 3 yearly

## Principles of our Behaviour Procedures

Hartford Infant and Preschool & Hartford Junior School strive to create an environment in which pupils and all staff can work, teach, and learn in a happy and safe atmosphere. We support the children at the schools to make positive behaviour choices and teach our behaviour expectations explicitly. Our prime way of working is to positively reinforce the ways of behaving we all expect.

This procedures should be read in conjunction with the Home School Agreement in **Appendix 1**, the **DfE documents**: 'Behaviour and Discipline in Schools: Guidance for Teachers and School Staff', 'Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing Bodies', 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies', the Anti-Bullying Procedures, the Multicultural and Equal Opportunities Procedures, Special Educational Needs Procedures, Child Protection and Safeguarding Procedures, the Local Authority Exclusion Guidance and The Cam Academy Trust Framework for Academy Behaviour Policies.

**Please note** it is a statutory requirement for all schools to include 'use of reasonable force' and 'screening, searching and confiscation' in their behaviour procedures, regardless of the age range the school specialises in. This does not reflect the typical behaviour and/or procedures occurring in our schools.

### 1. Introduction

These procedures are based upon the principles and values Hartford Infant and Preschool & Hartford Junior School and seeks to promote, including the expectation of good behaviour and the development of positive relationships within a secure, caring environment. This is reflective of our visions and values:

#### Vision and Values

**We believe** in bringing out the best in everyone.

**We want** all our children to be curious, confident learners, who can communicate effectively.

**We want** all children to be:

- Articulate, using a rich vocabulary
- Independent, active learners who are self-motivated
- Happy, with a love of learning
- Resilient problem solvers, who strive for improvement in all they do
- Respectful members of the community, with high standards of behaviour

**We offer** high standards of teaching and learning in an enabling, inclusive environment, where each child is nurtured and valued as an individual and encouraged to reach their potential.

**We value** six fundamental **characteristics of learning** that encourage the children to be the very best version of themselves. These focus on:

- aiming high
- involvement
- perseverance
- problem solving
- reflection
- teamwork

At **Hartford Infant and Preschool** these are known as the **Hartford Heroes**:



Reflective Rex    Teamwork Tiger    Problem Solver Snake    Perseverance Parrot    Involved Iguana    Aim High Hippo

At **Hartford Junior School** the focus is on the learning behaviours:



We emphasise the ways in which we can foster a positive atmosphere stressing the need for mutual respect, tolerance and understanding of all members of our school community. Our approach centres upon labelled praise and encouragement, although we address and deal with inappropriate behaviour if it arises. These procedures are shared with all new members of staff and is on our school website.

**All staff will refer to ‘the behaviour’ and not the child when discussing behaviour with a child.**

## 2. Developing and using rules

We believe our school will be an effective social community if all members of the community – that is, pupils, teaching and non-teaching staff, governors, parent/carers and the wider community - can share the same common values and approach to behaviour. Therefore, the whole school has been involved in formulating the school’s Golden Rules. These rules underpin all behaviour strategies in school. These are displayed and used in behaviour management. We revisit these rules on a regular basis in assembly and in the classrooms.

### Our Whole School Golden Rules



## 3. Strategies for praising good behaviour

At **Hartford Infant and Preschool**, if good behaviour is observed anywhere, both inside and outside school/preschool, then any member of staff can award a ‘number in a box’ to show recognition of the child’s efforts in following the Golden Rules. The ‘number in a box’ awarded should link to the number of the Golden Rule observed, for example, a ‘number one in a box’ would be awarded if a child was seen being gentle as it is Golden Rule Number One.

‘Numbers in boxes’ will be recorded on each child’s certificate [Appendix 4] which is stored within a file in their classroom. When eighty numbers in boxes are collected, this sheet is sent home in recognition of their excellent effort. Parents and carers are encouraged to celebrate this achievement to reinforce the positive work of the child.

1	Be gentle
2	Be kind and helpful
3	Be honest
4	Work hard
5	Look after property
6	Listen to people
7	Have good manners

At **Hartford Junior School**, if good behaviour is observed anywhere, both inside and outside school, then any member of staff can award a ‘house point’ to show recognition of the child’s efforts in following the Golden Rules. The house point awarded should link to the Golden Rules. These are recorded on a class list. Once a child has 10 house points, they receive a token which they can then put in their house’s coloured tube.

To gain pupils’ attention and develop a sense of belonging, at **Hartford Junior School** teachers will use ‘Hartford STAR’ by saying, ‘3,2,1 STAR’ in school –

- Sit up
- Track teacher
- Ask and answer question [if relevant]
- Respect

### Other rewards

Whilst awarding ‘numbers in boxes’ and ‘house points’ is our primary strategy to encourage positive behaviour, the following list represents a range of other rewards and incentives that can also be used to recognise good behaviour:

- Certificates given out during assemblies [HIPS: Hartford Heroes, and HJS: STAR certificate linked to Hartford Characteristics of Learning];
- Marbles in a jar for being a STAR [HJS and HIPS Y2 Summer term];

- Learner's Cup [HJS];
- Blue card signature [only Y6 children at HJS].

Staff will need to check on a regular basis that they are applying these fairly and consistently, and that no child is missed out.

Occasionally, a child may need a bespoke behaviour chart to support their time in school. These are often created with the child e.g. a token on a reward chart that captures the child's current interests. These types of behaviour charts are usually shared with the parent, so they are aware the child needs extra support in school at a particular time.

#### 4. Strategies for dealing with unacceptable behaviour [see point 6 for Preschool]

##### 4.1 A definition of unacceptable behaviour

Some unacceptable behaviour may involve a one-off minor incident, which can be dealt with positively at the time. Persistent and more serious misbehaviour may include the following examples, taken from 'Discipline in Schools' (Elton Report):

- bullying and racial harassment
- continual disregard to requests for reasonable behaviour
- continual disruption of class or group activities
- continual disregard for other's property
- abusive behaviour or language to other pupils or adults
- being in possession of any item that could be used as a weapon

The school has created a list which is not exhaustive but provides some examples of behaviours that are not acceptable and will require a consequence from Step 3 or 4 onwards [see 4.2]:

- spitting with intent
- biting with intent
- kicking/hitting/punching/pinching/slapping with intent
- discriminatory name calling [e.g. homophobic]

##### 4.2 Sanctions/Consequences

We feel that the following principles must be considered when dealing with unacceptable behaviour:

The sanction/consequence must:

- be appropriate to the individual and the incident,
- be immediate, fair and consistent [on some occasions, a later or continued consequence for a child where their behaviour makes themselves or others unsafe will be organised e.g. isolation the following day];
- consider the individual needs of every child in relation to disability, SEN, age, race, religion, gender, and vulnerable pupils.

The following list represents the agreed progression of consequences available to adults in our schools. For minor misbehaviour, consequences should be used progressively. However, for more serious/persistent situations, such as purposefully injuring another child [see above for more examples], it may be appropriate to begin on Step 3 or 4 and beyond.

- **Step 1:** A '**look**', **non-verbal gesture**, or **facial expression** (e.g. frowning) to show you have noticed – [recorded with *initials* on class chart/teacher book see Appendix 5]
- **Step 2:** A **verbal warning**, reminding the child of the Golden Rule, you expect them to follow, **positively framed** '*X, keep XXX. This is a reminder to XXX, so everyone can learn. Thank you*' [recorded again with *initials* on class chart/teacher book as above]
- **Step 3:** If the above consequences are still ignored the child misses five minutes of their break time/lunchtime to discuss desired prosocial behaviours **with class teacher** [a restorative conversation]. A verbal reminder will be shared, '*X I notice you are still not sitting still, which is disrupting our learning. I/Staff name will see you at the end of the lesson for 5 minutes, thank you.*' [recorded with **name** on class chart/ teacher book as above].

- **Step 4 [HIPS]: Sending to a member of SLT** for more serious behaviour [this includes spitting, biting, kicking, hitting, punching, pinching, slapping with intent] and when lesser consequences have not successfully deterred the child from repeating the inappropriate behaviour. A verbal reminder will be shared with child, 'X I notice you are refusing to XXX, which is still disrupting our learning. You must go and see - insert name of SLT' thank you]. Parents will be informed about children's behaviours as appropriate.
- **Step 4 [HJS] moving child from workspace in class [HJS]** for more continued behaviours which are disrupting the learning, 'X I notice you are refusing to XXX after a 5 time out, which is still disrupting our learning. You must now move to XXX [new seat in classroom or into adjacent class or extension as applicable to the child], thank you, it would be a shame for you to have to go to reflection at lunchtime.'
- **Step 5: Sending to Reflection [HJS]**, if Steps 1- 4 do not work for a child in HJS and it is now necessary to send the child to Reflection **or** the behaviour was severe e.g., hurting with intent. 'X You have refused to change your behaviour; you will now go to reflection at lunchtime to think about how your behaviour is impacting on you and others, thank you'.

**Reflection Time [HJS]** takes place at lunch time and is led by a member of SLT. Children who have progressed through the class sanctions or have been violent, threatening, disrespectful to adults, or who have used inappropriate or offensive language, will attend. Bullying may be initially dealt with in Reflection Time [see Anti-Bullying Procedures]. Children will think about their behaviour. They will reflect upon the impact of their behaviour has on themselves and others, enabling them to:

- Consider and understand what led to the behaviour
- Understand the impact of their behaviour
- Accept responsibility for the harm caused to themselves and others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period (as applicable)
- Consider and agree ways of preventing the recurrence of the behaviour.

The length of the reflection time session will be at the judgement of the adult leading the reflection. It should be proportionate to the incident leading to reflection and will take the individual's personal situation into account.

Children are asked to reflect on their behaviour and complete a form. All reflection time must be recorded on Edukey or My Concern by the adults witnessing the behaviours, which will enable the staff supervising to know who will be attending. If a child is repeatedly in Reflection Time, parents will be invited in to discuss ways to help support their child in making the right behaviour choices.

### 4.3 Records of behaviour

All staff will record all serious/persistent incidents where the Golden Rules have not been followed, and notes from any meetings with the child's parent/carer as a direct result, via My Concern.

All behaviours that occur break/lunchtimes are communicated to the class teacher via behaviour incident forms [see Appendix 3].

SLT will also monitor behaviour incidents on My Concern and liaise with the applicable staff to support as appropriate. The Headteacher will monitor individual behaviour and report to the LGB in the termly Headteacher Report.

### 4.4. Persistently concerning behaviour

A few children in school may display persistently challenging behaviour that requires strategies to address it. All the above consequences will apply if appropriate, but extra strategies may also include:

- Risk Reduction Plan [RRP] which addresses any risky behaviours;
- lunchtime /playtime arrangements;
- individual behaviour charts;
- different lunchtime/playtime arrangements to ensure everyone has a safe break.

With parental consent, the school may meet and take support from the Local Authority's Specialist Teaching Team or the Educational Psychology Team. Parents and children may be involved in discussions. Local Authority Early Intervention Workers can also support families in their homes. Referrals can be made to the Local Authority's Emotional and Wellbeing Teams, who can work with families or children in school.

Opening an Early Health Assessment [EHA] enables:

- referral to and/or advice and support from a range of the most appropriate agencies such as the Specialist Teaching Team, Education Welfare, Educational Psychology, Exclusions Manager and the school's Family Inclusion Worker and the Family Support Workers;
- regular meetings with parents, working in partnership with agencies and school to create a plan of support with clear expected outcomes. This is regularly monitored by the whole group and driven by a Lead Professional.

It is likely a child displaying persistently challenging behaviour may be considered as having a special educational need and a One Page Profile [OPP] or RRP will be written, as set out in the school's Special Educational Needs procedures. This allows for his/her behaviour to be monitored and modified, using small, achievable targets for improvement.

#### **4.5. Extreme Misbehaviour**

In cases of extreme misbehaviour, which puts the child, other children, or a member of staff's safety at risk, internal isolation and/or suspensions may be enforced if necessary [see Appendix 7 for further definitions]. The Local Authority Exclusion Guidelines will be followed carefully, including a thorough investigation of triggers and written communication with parents/carers. The LAB will be informed in a termly Headteacher report, although individual children will not be identified. If a parent challenges a suspension, they have the right to make written representations to the Discipline Committee of the LAB.

### **5. Behaviour Management during Lunch Times, Play Times, and Off-Site Activities**

#### **5.1 Consistency**

It is very important that our approaches to behaviour management are seen to be consistent throughout the day, regardless of the setting. Both strategies for praising desirable behaviour and dealing with unacceptable behaviour should be followed, as outlined above, and applied as appropriate to the situation. All staff, including Mid-Day Supervisors are trained in this.

The following guidelines for Mid-Day Supervisors [MDS] are consistent with our behaviour procedures and apply at lunch and play times as appropriate:

- maintain a high profile – be visible, move around a lot and be approachable to children;
- seek out children who may experience difficulty and talk to them positively about our expectations;
- be aware of potential 'hot spots' and try to diffuse them before they start;
- class teachers to tell teachers on duty/supervisors of any pupils who have caused concern during sessions prior to play/lunch time, so that a special 'eye' can be kept on them;
- deal with problems as they arise – to ignore them is to condone them:

#### **5.2 Understanding the possible limits of adult intervention**

Whilst the expectation and monitoring of children's behaviour is constant throughout the school day, regardless of setting, there are always possible limits to the effectiveness in certain circumstances. All school staff teach children about positive relationships, tolerance, acceptance of difference and friendship, however they are not able to "dictate" who children play with during their breaks. Staff will encourage and support positive interaction and inclusion. If appropriate additional support is identified, this may include interventions such as Play Buddies or A Circle of Friends. We also deploy adults as play leaders to model play and purposeful interaction. Any staff member overseeing the care of an individual will be made aware of any concerns which have been flagged and will monitor their wellbeing.

### **6. Preschool strategies for dealing with unacceptable behaviour**

In our preschool setting, any inappropriate behaviour is immediately dealt with by the nearest member of staff. Where appropriate, time is spent finding out what happened and why and ensuring that the children understand the nature of their wrongdoing and are encouraged to apologise. If a child repeatedly displays inappropriate behaviour it is recorded on My Concern. Parents are informed and are involved in an ABC observation chart [Appendix 7] to observe causes of the repeated behaviour. A meeting is arranged with parents where observations are discussed. If it is felt necessary, a behaviour plan is implemented where strategies are devised. Parents and carers should be encouraged to use similar methods at home if appropriate. The plan will be reviewed regularly. If inappropriate behaviour continues, further support may be sought from outside professionals or other relevant services. Where it is felt that a child is at risk of causing themselves or others significant harm, or where their behaviour is having a detrimental effect on the feeling of safety of other children, the parents of the child will be contacted and asked to remove the child from the setting for the remainder of that day.

## **7. Defining Bullying** [Please read the Anti Bullying procedures for further information]

At Hartford Infant and Preschool & Hartford Junior School, we define bullying as:

- deliberately hurtful behaviour
- an activity usually repeated over time
- an imbalance of power, which makes it hard for those being bullied to defend themselves.
- 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE "Preventing and Tackling Bullying", October 2014)

## **8. Trauma Informed Provision**

At Hartford Infant and Preschool & Hartford Junior School, we use the STEPS approach and recognise how trauma may impact upon a child's ability to regulate. We understand how children benefit from bespoke support. To provide this, a child may need reasonable adjustments and a plan of support which may be reinforced by recommendations from outside agencies.

We view behaviour as communication and an indicator of an unmet need. Our staff work persistently to understand what the need is and introduce strategies to support. Staff have clear expectations which keep everybody safe.

Our STEPS approach supports a child's social and emotional needs. It is based upon an understanding of the latest research in neuroscience, attachment theory and child development. We understand how important it is for staff, parents, and carers to understand where a child is in terms of their mental and emotional health. Our nurture hub, 'The Nest', is our base for additional provision, but strategies are used across the school day.

The following strategies may be utilised:

- Emotion coaching to help children recognise and label their emotions and positive choices
- Co-regulation to help children calm and refocus
- Targeted interventions, for example: play therapy, drama therapy, or counselling which focusses upon certain behaviours and helps these to change over time
- Sensory breaks
- Clear expectations applied with consistency
- 'Safe spaces', which children can withdraw to
- Deployment of key workers to build secure attachments
- Adaptations to their classroom provision
- Staff modelling to demonstrate pro-social behaviours, respect and regulation within a warm and supportive professional relationship
- Teaching strategies that help the body to calm and manage the flight: Fright, freeze response
- Teaching children to separate their feelings and actions to enable thinking to take place between the two
- Comic strip conversations
- Supporting children to reflect and take responsibility for their actions
- Restorative support

In addition, we work closely with the Acorn Project, Inclusive Development, School Nurses, and the NHS Mental Health Support Team. Their practitioners may come into school or children may attend clinic appointment.

Staff have been trained to understand and recognise signs and symptoms of vulnerable mental health and ensure they work towards agreed expected outcomes. Our Mental Health Procedures contains further details about our commitment to the development of wellbeing and positive inclusion helps children be able to successfully regulate within their communities.

## **9. SEN Informed Provision**

We recognise that children who come under the Social Emotional and Mental Health category of Mental Health may need bespoke support. Their provision and targets will reflect the individual support needed. Individuals with special needs are provided with appropriate scaffolded support to ensure they can manage boundaries. Please read the SEND procedures and School Information Report which contains additional information.

## **10. Physical Intervention and Power to Use Reasonable Force**

All staff are committed to ensuring that everyone has a responsibility for children's safety and welfare and will deal professionally with all incidents involving aggressive behaviour and will only use physical intervention as a last resort, in line with STEPS. If used at all, it will be in the context of a respectful, supportive relationship with the pupil.

In line with government non-statutory guidance, reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Guidance states that, 'In a school, force is



used for two purposes, to restrain pupils [that is to hold back physically or to bring a pupil under control or control a pupil, for example if two pupils are fighting and refuse to separate] or to control them [that is either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom]. The decision on whether to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances' and using STEPS guidance e.g. mittens.

At Hartford Infant and Preschool & Hartford Junior School, where all other measures have failed, reasonable force can only be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit leading to a safety concern;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**We will not** use force as a punishment and reasonable adjustments will be made for disabled children and children with SEN. We will always speak to parents/carers about serious incidents especially if reasonable force has been used and this will be recorded appropriately in school and the headteacher will monitor.

For full guidance, please refer to the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' document referenced at the beginning of this document. [This includes a section on complaints about reasonable force and other appropriate physical contact.]

Although gaining parental consent to use force on a student is not required, we will always aim to speak with the parents/carers in advance to gain permission [written/verbal]. This is strictly on an individual basis and the Headteacher will be fully informed of any such practise and may override any decisions made.

Some children may require a Local Authority Individual Risk Management Plan [RRP] which will document the specialised provision needed to ensure the child is always safe within school; this would be shared with parents/carers in advance. All physical restraint will be recorded in the Physical Intervention book.

## **11. Searching and confiscating pupils' property**

### **11.1 Banned Items**

Items which are banned are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any other items which could be deemed to be a hazard.

### **11.2 Searching with consent**

In line with Government advice, if a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and, if the pupil refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour procedures. The Headteacher or her representative will decide when and if to return, retain or dispose of the confiscated item when found through searching with consent.

### **11.3 Searching without consent**

A search can be authorised by the Headteacher or her representative, without consent if the suspected item is a weapon, knife, alcohol, illegal drug or a stolen item. This power extends even if the pupil is found after the search not to have the item. Such searches can only be carried out on school premises, or off-site activities where the member of staff has charge, e.g. on a school trip. The power of search without consent enables a *personal* search, involving removal of outer clothing and searching of pockets, but not an *intimate* search.

### **11.4 Who can search?**

The Headteacher, or a senior teacher authorised by the Headteacher, can search a pupil, but they must be the same sex as the pupil being searched and there must be a witness, whom, if possible, is the same gender as the pupil being searched. This is to safeguard both the child concerned and member of staff.



## **11.5 Confiscation, retention or disposal**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence. For specific details please refer to pages 6-7 of the DfE's 'Screening, Searching and Confiscation' advice.

The law dictates the member of staff will not be liable for damage to, or loss of, any confiscated items, provided they acted lawfully.

## **11.6 Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is also no legal requirement to make or keep a record of a search, although as a school, we will make a record on My Concern and share with parents/carers. We will inform the individual pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found. Complaints about screening or searching will be dealt with following our usual complaints procedure.

## **12. The Contribution of the Environment**

We recognise that the environment, both indoor and outdoor, will affect the behaviour of our children.

The way in which the school is presented, and work displayed, is central to a positive, calm working environment. We recognise the need for displays to be changed regularly and for the school environment to be kept tidy so that the children are encouraged, by example, to look after their classroom and the school. Our aim is that the children will ultimately take responsibility for much of the tidying.

We have developed the equipment on our playground to encourage play. At playtimes, both indoors and outdoors, there will be an adequate supply of materials, games and toys to occupy the children in a purposeful manner.

## **13. Conflict Resolution in the Infant School**

The management of peer relationships is fundamental to the development of children and young people's self esteem and mental and emotional health and wellbeing. Forming positive relationships promotes social inclusion and has a positive effect on children and young people's behaviour and, ultimately, their achievement at school.

Conflict is a normal and unavoidable part of life and learning about the nature of conflict and successful ways of resolving conflict peacefully is a vital part of helping children maintain and foster positive relationships and an important part of their development.

Many children experience conflict daily but resolve their problems quickly and calmly without resorting to verbally or physically aggressive means. However, sometimes children will find it difficult to resolve their conflicts peacefully. We have encouraged the children to become autonomous when trying to solve their quarrels and problems with each other by using a conflict resolution script [see **Appendix 2**] whilst they are in the infant school to stand them in good stead for KS2 and beyond. This programme is designed to enable children to resolve interpersonal conflicts peacefully, confidently and independently. This approach has been adopted from the Cambridgeshire PSHE Wellbeing Programme and is embedded into school life whereby we expect all children to use this before they seek help from an adult. The script is regularly referred to in school via assemblies and PSHE.

## **14. The Disciplining of Pupils for Behaviour Outside of School**

In line with Government advice, teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. A teacher of Hartford Infant and Preschool & Hartford Junior School may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, children will, after a full investigation, receive consequences in line with the hierarchical sanctions outlined in section 4 of this procedures.

## **15. Expectations and accountability**

These procedures should be read alongside the detailed expectations within the Home School Agreement see **Appendix 1**.

## **16. Attendance**

Regular attendance and high levels of punctuality is crucial in positively supporting children's behaviour. We will encourage the children to want to be in school with their peers and want to behave appropriately in class, around the school and outside.

## **16. Safety**

We will create a safe environment for children, through positive role models and high expectations that all individuals in school always deserve to be treated with respect.

## **17. Procedures Review**

These procedures will be reviewed **every 3 years** by the LAB and staff of Hartford Infant and Preschool & Hartford Junior School.

To ensure access by everyone in the community, these procedures can be made available in large print and translated into languages as appropriate upon request.

**Reviewed and approved by the LAB January 2024**

**(signed copy to be kept in child's folder at school)**

We aim to provide high standards of teaching and learning in a happy, secure and purposeful environment where all members of our school community feel valued. We believe that children benefit enormously when parents/carers and school staff work together in an open and honest relationship. We therefore aim to develop a close partnership with all parents/carers.

**The Parents/Carers**

I/We shall:

- abide the Whole School Covid-19 Risk Assessment
- make sure that my/our child attends school regularly and arrives on time
- inform the school on the first day of any absence, and every day thereafter
- provide an explanation for lateness using the Lateness Folder.
- let the school know about any concerns that might affect my/our child's work or behaviour.
- support the school's policies and guidelines for behaviour
- support my/our child with homework and other opportunities for home learning
- sign up to use Tapestry, activate account and upload pictures/videos from home to support my child with their learning in school
- attend parent evenings and discussions about my/our child's progress
- make sure my/our child wears school uniform and does not have jewellery, painted nails or any other form of body decoration
- make sure that my/our child has an indoor and outdoor PE kit in school all week, as well as suitable Forest School clothing (e.g. wellies, warm waterproof coat)
- ensure that my/our child has a healthy packed lunch (if applicable) and will clean and return their school water bottle at the end of each day
- make sure my/our child brings their bookbag to school everyday and check the bookbag for letters/information every night
- ensure we do not take holidays during term time, in line with Local Authority expectations
- talk to all adults/children in school in a respectful manner
- support the main characteristics of learning otherwise known as the Hartford Heroes.

**The School**

The school will:

- provide a safe environment for your child that nurtures their social, emotional, and physical wellbeing
- contact parents if there is a problem with illness, attendance, or punctuality
- ensure that your child feels successful and valued in the school community
- build good relationships with your child based on mutual respect and understanding
- regularly upload pictures and videos onto Tapestry
- let parents know about any concerns that affect a child's work or behaviour
- assess children's progress and plan for 'next steps in learning' to meet the individual needs of your child
- arrange parent consultations and keep parents regularly informed regarding a child's progress
- set and monitor work to take home in line with school procedures
- keep parents informed about school activities through letters home
- talk to parents/carers/children in a respectful manner
- support your child to embrace the main characteristics of learning through the Hartford Heroes
- celebrate your child's successes in school

**Together**

We will help children to understand that they should:

- try their best, work hard and take pride in their schoolwork
- behave well in school
- learn to respect other people's feelings
- be polite and helpful to others
- model acceptable behaviour, including the way we speak to and about one another
- keep the school tidy, litter free and take care of equipment
- do some work at home to support their schoolwork
- persevere, aim high, work in collaboration with others, problem solve, reflect and get involved in their learning.

**Pupil Name:** \_\_\_\_\_

**Parent/Carer Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## APPENDIX 2

### Conflict Resolution Script

Adults need to stay with children and prompt them to be able to use the script. All adults should have access to this card.

#### Conflict Resolution

Adult and child[ren] say together:

**Stop.**

**Let's not fall out.**

**Let's talk.**

**I'll go first, and you listen.**

**When XXXXX happens, it makes me  
XXXXX.**

**Your turn and I'll just listen.**

### APPENDIX 3

#### Behaviour incident form:

<b>Reporting member of staff:</b>	<b>Children involved:</b>		<b>Date of incident:</b>	<b>Time of incident:</b>	<b>Location of incident:</b>
	<b>Incident:</b> [use bullet points to record what happened, note clearly who the information was shared with and if parents involved] <ul style="list-style-type: none"> <li></li> </ul>				
<b>Verbal Feedback</b> given at the time of the incident		told to stop and reminded of Golden Rules	Conflict Resolution used	other	
<b>Consequence</b> a detail of the sanction given to the child[ren] as per the procedures		missing 5 minutes of play	sent to Headteacher	other	
<b>Follow up</b> required		see class teacher	see headteacher	other	

# Golden Rules

## ‘Numbers in Boxes’

We are so proud of you because...

1. You have been gentle
2. You have been kind and helpful
3. You have been honest
4. You have worked hard and tried your best
5. You have looked after property
6. You have listened to people
7. You have good manners


**To everyone at home your child is choosing to make  
Hartford Infant School a better place to be.**

**Thank You.**

**Signed:** \_\_\_\_\_

APPENDIX 5  
class chart for HIPS



**1st warning**



**2nd warning**



**3rd warning**



## sanctions at a glance

'Bring out the best in everyone'

Step 1	<b>look</b> [this <i>could</i> be quietly pointed out to you]
Step 2	<b>verbal warning</b> <i>X, keep XXX. This is a reminder to XXX, so everyone can learn. Thank you</i>
Step 3	<b>5 minutes</b> at end of session in break/lunch to reflect with <u>staff</u> <i>A verbal reminder will be shared, 'X I notice you are still not sitting still, which is disrupting our learning. I/Staff name will see you at the end of the lesson for 5 minutes, thank you.'</i>
Step 4	<b>Move to <u>new</u> learning space</b> <i>'X I notice you are refusing to XXX after a 5 time out, which is still disrupting our learning. You must now move to XXX (new seat in classroom or into adjacent class or extension as applicable to the child), thank you, it would be a shame for you to have to go to reflection at lunchtime.'</i>
Step 4	<b>Reflection</b> <i>'X You have refused to change your behaviour; you will now go to reflection at lunchtime to think about how your behaviour is impacting on you and others, thank you.'</i>



ABC Observation Chart							
Pupils Name:		Day:		Report Writer:			
Class:		Time:		Duration:		Staff Involved:	
SETTING/HISTORY	ANTECEDANT	BEHAVIOUR				CONSEQUENCE	
<b>Where did the incident take place?</b> Class Playground Hall Preschool The Nest Other	<b>What was said to the pupil?</b>	1.  2.				1.  2.	
<b>Who else was there?</b>  On own Few peers Class Certain Peer Supporting adult	<b>What were you/ other staff doing?</b>	<b>Observable Behaviours:</b> (1 Self      2 Peer      3 Staff      4 Objects)				<b>A. What did you try?</b>	<b>B. What worked?</b>
						Visual support	
		Pinch		Scream		Verbal instruction	
		Hit		Swear		Withdrawal	
		Slap		Threaten		Success reminder	
		Grab		Damage		Distraction	
		Scratch		Strip		Take up time	
		Hair pull		Verbal abuse		Move to a quiet space	
		Punch		Theft		Planned to ignore	
		Bite		Racial abuse		Change of staff	
		Kick		Abscond		Audience removal	
		Spit		Persistent Disruption		Choice	
		Throw		Bullying		Other	
		Other				<b>Amber Behaviours Prior to the Event Time/Behaviour</b>	
<b>What was the activity?</b>  Transition Assembly Playtime Cool Learning Carpet time Focussed task Nurture Forest School PE	<b>What do you think was the function of this behaviour?</b>  Wanting something Sensory Escape demand Escape situation Demand attention. Change Other:						
<b>Had there been a previous incident today?</b>  No am pm Same session							

## **APPENDIX 7**

### **Types of Exclusion:**

#### **Internal Exclusion (isolation\*)**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the Pastoral Team etc).

#### **Temporary / Fixed-Term Suspension:**

A temporary/fixed term suspension is when a child is suspended from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of procedures.

#### **Permanent Exclusion:**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the LAB as soon as possible in such a case.