



Management of Pupil Behaviour Policy 2018

Next review: Autumn 2019

Hurst Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Hurst Green Infant School and Nursery

BEHAVIOUR MANAGEMENT POLICY

***‘The behaviour of pupils is typically good ...Pupils say that they feel safe and well looked after, and the vast majority of parents agree with this view’
(OFSTED January 2016)***

Hurst Green Infant School and Nursery regards the school behaviour policy as pivotal in developing each child as an individual and to develop their potential to the fullest. We believe that all individuals should be valued.

Hurst Green School creates an environment in which children and staff are happy, confident, secure and at ease. We encourage everyone to develop and implement rules fairly and consistently and foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility. We will not tolerate bad behaviour within our school community but when dealing with misdemeanours, we always make it clear to the child that it is the behaviour that we do not like, not the child.

Our school staff understand that it is their responsibility to model good behaviour and implement the policy consistently and fairly in-line with the Teachers’ Standards 2012. The Headteacher makes new staff, supply staff and volunteers aware of the Behaviour Policy and all receive a copy of it in their induction pack.

Our mission statement is:

‘Bringing out the best by caring, learning and achieving together’.

Aims for our Management of Pupil Behaviour Policy

This policy outlines for all members of our school community, a range of strategies to enable pupils to behave well, and the strategies to use if pupils misbehave.

We aim to -

- ensure that our Golden Rules (see page 11) are developed and thoroughly understood by all children and staff. We ensure that parents/carers are aware of these rules and support them and they are expected to support us in their implementation. Parents/carers confirm this by signing the home/school agreement.
- help the children to respect themselves and to respond with respect to adults and peers
- help the children take responsibility for their own actions and the consequences. Bullying, including racism, in any form is not acceptable (see Anti-Bullying Policy)
- help children to be calm and to develop self-control

- foster tolerance and cooperation
- encourage the children to help and befriend others who find it hard to participate or to conform
- ensure that all children and adults understand the rewards and sanctions that operate in school, and that all adults apply them consistently
- ensure all children are reminded about their own class and playground rules and that these rules are understood and are on display in their classroom for them to see

At Hurst Green Infant School and Nursery we are committed to ensuring the welfare of all pupils, including eliminating bullying or discrimination in any form. We are especially aware of the needs of some children who may need special behaviour support. Vulnerable pupils, including children in care, young carers, children with SEND, physical or mental health needs, will receive behavioural support according to their needs.

Governors Statement of Principles

The Governing Body has formulated a statement of principles to ensure all equalities legislation and other legal requirements are met to underpin the behaviour policy.

Statement of Principles

At Hurst Green Infant School and Nursery the Governors support the aim that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we believe that all members of the school community, children, staff and parents/carers should:

- Have high expectations of their own and others' behaviour
- Involve parents in helping children at each stage
- Respect and encourage each other, demonstrating a responsibility for others
- Be aware of bullying and know it is wrong and hurtful
- Show respect for the school environment and equipment
- Consider the safety of everyone
- Help themselves and others learn
- Make a positive contribution and recognise the contribution of others
- Be listened to and listen to others
- Realise the equal value of all and value differences

- Avoid raised voices and aggressive body language
- Treat all in a clear, fair, consistent and calm way
- Expect and help the classroom to be a purposeful place
- Expect the relationship between children, staff and parents to be one of trust
- Recognise achievements
- Ensure sanctions are followed and applied consistently
- Show respect for people and property in our neighbourhood

All of the above principles enable the governors, staff, children, parents/carers and the wider community to be very proud of Hurst Green Infant School and Nursery.

The governors will review this statement of principles every year. In order to formulate this, governors will consult with all staff, parents/carers, pupils and other stakeholders including volunteers, new staff and supply staff through the school newsletter and by the use of feedback forms. This Behaviour Policy will be published on the school's website.

Governors will monitor the effectiveness of the Behaviour Policy through the termly headteacher reports to governors, the percentage of behaviour or bullying incidents and governor monitoring reports on visits to school. They will monitor trends over time.

Governors provide advice and guidance to the Headteacher including:

- **Teachers' powers to discipline**
Governors approve the School's Behaviour Policy. Teachers and the Headteacher may discipline children in line with the school's Behaviour Policy.
- **The power to screen and search pupils**
Governors expect school staff to follow the advice in the DfE's 'Searching, screening and confiscation' document. If a child brings in an inappropriate item it will be locked away until a responsible adult collects it or it needs to be taken to the police. Prohibited items are stolen items, knives, weapons or any article which could cause personal injury or damage to property such as matches. In the very rare event that a child brought illegal drugs to school, these would be delivered to the police as soon as possible.
- **The power to use reasonable force or make other physical contact**
The governors have approved the school's Positive Touch Policy and the training of staff in 'positive touch'. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- **The power to discipline beyond the school gate**
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The head teacher has a specific statutory power to regulate pupils'

behaviour in these circumstances “to such extent as is reasonable.” This includes non-criminal bad behaviour and bullying which occur anywhere off the school premises and which is witnessed by a staff member or reported to the school.

Teachers 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 or not 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.
- **Pastoral care for school staff in the event of an allegation of misconduct**
In the event of an allegation of misconduct being made against a member of the school staff, guidance in the school’s Safeguarding and Managing Allegations Policies would be followed. Governors take seriously the issue of false allegations being made against a member of staff. They would expect to be informed and would then meet to discuss and determine their response which may incur a serious sanction.
- When a multi-agency assessment should be considered for pupils who display persistent disruptive behaviour, the governors will take advice from the SENCo and Headteacher.

Communicating the Behaviour Policy

The Behaviour Management Policy is publicised to all pupils, parents/carers, governors and staff annually through the school’s website. The purpose of this is to share our common goals of achieving good behaviour in school.

In Hurst Green School this is achieved as follows:

- Pupils are consulted through the School Council
- Parents/Carers are consulted through the Parent Council and questionnaires
- Staff are provided with Behaviour Guides to ensure consistency in approach (see Appendix 1)
- Staff are consulted at staff meetings and through questionnaires
- Governors are consulted at formal governor meetings and through monitoring reports

Continuing Professional Development (CPD)

At the beginning of September the school uses part of a training day to review and revise its systems and strategies for the management of pupil behaviour. The school identifies any training needs and liaises with the Behaviour Support team and other professionals. Intensive support is provided for those experiencing difficulties and those engaging in Initial Teacher Training. Behaviour support may also be identified in the School Development Plan.

Promoting and Rewarding Good Behaviour

Behaviours the school wishes to encourage that will support successful learning include:

Positive interaction staff / pupil

- Showing respect
- Listening to each other
- Responding to requests
- Showing concern & understanding
- Following instructions & requests
- Speaking politely
- Asking questions

Sensible use of resources

- Bringing correct material to class
- Sharing equipment
- Looking after own / others' property
- Keeping tables / classroom tidy

Appropriate use of language

- Speaking politely
- Using proper names
- Waiting turn to speak
- Listening to others' ideas without negative comment
- Accepting ideas / suggestions of others and acting on them
- Tone of voice congruent with body language
- Appropriate tone volume of voice for task
- Giving way in an argument

Acceptance of new challenges

- Setting appropriate goals
- Taking risks
- Trying new things
- Asking for help
- Using peer support
- Making mistakes & moving on
- Being self-aware – knowing how & when to get help

Ability to work independently

- Correct equipment for tasks
- Good time keeping
- Attention focused on task

- Ignoring distractions
- Persistence
- Monitoring own progress
- Presentation of work is clear and tidy

Respecting the equipment and the environment

- Looking after school equipment / property
- Keeping the classrooms and school buildings / grounds neat and tidy

The school wishes to discourage low level disruptive behaviours that hinder learning:

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Not having the right equipment
- Distracting others
- Calling out
- Answering back
- Non-verbal behaviours including: eye rolling, looking away or ignoring, pulling faces, swinging on chairs, throwing things

This school will create a positive climate for learning which is a responsibility shared by leaders, teachers, parents/carers and pupils.

To support this positive climate, school leaders will:

- be visible in classrooms, school corridors and grounds
- know if – and where – low level disruption occurs and ensure that staff members deal with it
- have high expectations of behaviour and are consistent in dealing with disruptive pupils
- explain and enforce their expectations successfully to staff, pupils and parents.

Rewards:

We always make the reasons for rewards clear to both the recipient and to other children.

A range of incentives are used to promote and recognise good behaviour –

- Special Mention Certificate – children are presented with their ‘Special Mention’ certificate in the Wednesday Family Assembly and their photograph is displayed on the ‘Stars of the Week’ photo board in the school (see appendix 3)
- Marbles in a jar or alternative (for each class) – Children can earn rewards when they show excellent working with others. Once the children have collected 10/20/30 rewards they can choose a reward. This could be holding a party, watching a DVD, extra playtime etc.

- Lunch Time Behaviour Award – this involves Midday Supervisors. Children are given a slip to put into their class box. On a Friday one slip is pulled out at random and that child receives a small reward (see appendix 4)
- Lunchtime stickers, class stickers and Headteacher stickers
- The Midday Supervisors present weekly certificates on a Friday during playground circle time
- Traffic Lights (or alternative colours) – this runs from the start of the day to lunch time with the children then being able to move back to a traffic light for the rest of the day. This reinforces expected good behaviour. (Appendix 7)
- Well Done slips are given by any adult at any time when they ‘catch’ a child displaying positive behaviours. The slip is exchanged for a Golden Ticket.
- Golden Ticket – a child receives a Golden Ticket if a teacher moves them onto the Gold part of the Traffic Lights, or in exchange for a Well Done slip. Each week a Golden Ticket is drawn from the box and the lucky winner can choose a class prize.
- Attendance Certificates are presented termly by MAC the Surrey ‘Make Attendance Count’ squirrel, if he is available, for, for example, 100% attendance.
- Star Learner of the Day certificate is awarded by teachers at the end of each day (see appendix 5)

We discourage the behaviour we do not want, or gain the children’s attention by applying the following strategies or sanctions -

- Stop and wait until group listens (time bonded)
- Specific praise and proximal praise
- Opportunities given to conform - a look / gentle touch / ask child specific questions / seat child appropriately
- Counting to ten
- Involve child in group discussion by supporting answers
- Hands up in the air / clapping rhythms
- A specific place in the classroom for child who is continuing inappropriate behaviour to have thinking time
- Choice and consequence
- Explain that if the behaviour continues, the headteacher or their parents/carers will be informed

Unacceptable Behaviour

At Hurst Green school we consider the following behaviours to be unacceptable:

- Behaviours that disrupt the learning of others
- Rudeness to other children or adults
- Deliberate physical contact with children or staff with the intention of hurting them
- Bullying or harassment
- Bad language used to other children or adults
- Racist incidents
- Moving dangerously around the school or grounds putting their own or others safety and welfare at risk
- Deliberate attempts to break or destroy school property
- Using ICT to upset or threaten other children/adults

The Headteacher will be made aware of all serious behaviour incidents which will be logged. Any incident which requires parental involvement, the intervention of the Headteacher (in her absence the SENCo and in her absence the next senior member of staff) or that has resulted in an injury will be logged in either the behaviour or bullying log as appropriate. A spreadsheet of such incidents is examined regularly by the Headteacher to ensure no particular pattern of problematic behaviour is emerging.

Sanctions to Manage Unacceptable Behaviour

- Clear warning of one choice and consequence for minor misdemeanours - always following through with the consequence
- Remove from activity – sit on a thinking chair or change to an alternative activity
- Time out of classroom with support staff member or another teacher (5 mins maximum)
- Time out in another classroom with thinking time and a restorative return to class
- Miss playtime and complete a social story with adult to show correct action
- Headteacher to speak to child
- Class teacher/ Headteacher to see parents
- Behaviour logs kept
- Check if on SEND and consider moving to SEND Wave 3 if needed
- Referral to school Thrive mentor
- Other agencies that could be involved, e.g. STIPS, Educational Psychologist, CAMHS
- Discussion between school, parents/carers and other agencies
- Behaviour plans or risk assessments drawn up
- Possible exclusion

Exclusions:

Only the Headteacher or Executive Headteacher or a senior leader acting in their absence may exclude a child. There are two kinds of exclusion - fixed period (suspended) and permanent (expelled).

In the very rare or unforeseeable event of a fixed period exclusion the school will make fulltime provision at Hurst Green Infant School from day 6.

Unacceptable behaviours which cause a fixed term exclusion or permanent exclusion to be considered are classed as Level 4 behaviours (see Appendix 1). These include:

- Extreme persistent disruption which prevents other pupils from learning
- Serious concerns for the welfare and safety of child, staff or other pupils
- Physical violence to other pupils, staff or visitors
- Persistent bullying of other pupils
- Serious damage to property and belongings
- Persistent refusal to follow adult instructions
- Serious repeat offence

Restorative Approaches:

At Hurst Green, we seek a restorative approach whenever possible. The restorative approach involves enabling children to problem solve, explore feelings and resolve unacceptable behaviour.

Problem solving techniques take place with an adult present. It is best done during Circle Time sessions, which allow children to express and explore feelings, and may involve role-modelling appropriate behaviour (turn-taking).

Restorative approaches are based upon five key themes which underpin day to day interactions:

1 - Unique Stories asking What's happened? What's going on? How have things been before this? Did anything happen earlier?

2 - Thoughts, influence, feelings - asking questions like What were you thinking? What were you feeling inside? Keep question open

3 - Harm and affect - Who has been harmed/affected by what has happened? How have they been affected?

4 - Needs - What do you need to feel better about this?

5 - Putting things right - ownership of problem solving and decision making - What do you think needs to happen to put things right? Or if someone has admitted responsibility for what has happened or wants to help support those who have - What could you do to put matters right and repair the harm?

We support our Aims by a system of rewards, strategies, sanctions, Golden Rules and Playground Rules.

Golden Rules

1. Always be kind to each other and use kind words
2. Always use our walking legs in school
3. Try hard to share and take turns

If these rules are kept we should be proud of our school and ourselves.

Playground Rules

- Play sensible games together
- Look where you are going when you are running
- Only walk around the back playground
- Kind hands, kind feet and kind words
- Take care of our playground equipment
- When it is time to come in, walk straight in sensibly

Discipline of Pupil Misbehaviour Outside School

Objectives

- To maintain good order on transport or educational visits
- To ensure behaviour does not threaten the health or safety of pupils, staff or members of the public
- To ensure adequate care and control over pupils and protect the reputation of the school

In order to achieve the above objectives it is expected that children outside school will:

- Listen to and respond to adult instructions immediately
- Respect others' buildings, property and transport
- Be placed in small groups with an adult leader (ratios as suggested in the Surrey Outdoor Learning guidance)
- Protect the good reputation of the school when travelling in school uniform to and from school

Sanctions on school trips and visits

- hold the child's hand
- adult to sit next to child on transport
- discuss acceptable behaviour with the child
- sit the child away from the rest of the group until their behaviour improves

Power of Members of Staff to use Force

The Headteacher, Senco and Learning Mentor, along with with other members of staff at Hurst Green Infant School are trained in the Positive Touch approach.

Reasonable force may be used to prevent a pupil doing or continuing to do any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupil's receiving education at the school, whether during a teaching session or otherwise.

This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. This does not authorise corporal punishment.

Use of force applies to any person who is an authorised member of staff i.e. teaching staff or support staff responsible for a group of pupils.

Examples of situations requiring force include:

- a pupil attack on a member of staff or another pupil
- pupils fighting
- a pupil is committing or on the verge of committing deliberate and serious damage to property
- a pupil is causing or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others
- a pupil absconds from a class or school other than at the authorised time
- a pupil refuses to leave a classroom
- a pupil is behaving in a way that seriously disrupts a lesson
- a pupil blocks a door to prevent others from leaving
- a pupil resists attempts to search him or her for a weapon

In all these cases use of force would only be reasonable (and therefore lawful) if the behaviour was sufficiently dangerous or disruptive and could not be dealt with by any other means.

Reasonable force includes:

- leading a pupil by the arm
- shepherding away by placing hand on shoulder

see Positive Touch Policy

Taking Account of Individual Pupil Needs:-

When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular pupil. A record needs to be kept when force has been used by staff; this does not mean trivial incidents involving physical contact between staff and pupils.

Race, Religion and Culture

- application of the behaviour policy does not discriminate against particular racial groups
- the impact of the behaviour policy is monitored for pupils, staff and parents/carers of different racial groups by analysing the school's incident log
- staff are kept informed about cultural differences in behaviour and implications
- newly arrived pupils are supported in understanding and following the behaviour policy
- school uniform and appearance rules will take account of cultural and religious needs by seeking advice and liaising with the parent/carer

SEND and Vulnerable Pupils

- reasonable adjustments are made in application of the behaviour policy to disabled pupils
- special educational provision is made for pupils whose behaviour related learning difficulties call for it to be made
- at risk or vulnerable pupils such as young carers, children who are looked after, children with a child protection plan, should be identified, made known to staff and appropriate adjustments made to the policy for them through recording in IEPs

Community Involvement

The school liaises with a range of bodies as appropriate to support and promote positive behaviours. The Behaviour Support service helps staff with behaviour management strategies, delivers Inset and supports the SENCo.

The school will also liaise with the police service and/or other bodies in the very rare event that weapons or illegal substances are found. The Headteacher will decide if any bullying incidents require intervention by the police.

Links with other policies

- Allegations Against Staff
- Anti-Bullying Policy
- Attendance Policy
- Children who are Looked After Policy
- Complaints Policy
- Educational Visits Policy
- Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
- Exclusions Policy
- Positive Touch policy – The Use of Reasonable Force
- Risk Assessment
- PSHE and Citizenship Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Teaching and Learning
- Young Carer Policy

References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF Guidelines
 - Embedding anti-bullying work in schools – DCSF-00656-2007
 - Homophobic bullying – DCSF – 00668-2007
 - Cyberbullying – DCSF – 00658-2007
 - Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
 - Safe From Bullying: Out of School Settings
 - DfE Use of Reasonable 2013
 - DfE Screening, Searching and Confiscation 2014

www.teachernet.gov.uk/publications

- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue

Appendix 1

SCHOOLS		PUPILS		PARENTS	
Rights	Responsibilities	Rights	Responsibilities	Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school-behaviour policy – including rules and disciplinary measures. • To expect pupils' and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school-behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and, as appropriate, reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately 	<ul style="list-style-type: none"> • To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school such as knives • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts. 	<ul style="list-style-type: none"> • To support their child with best behaviour development • To contribute to the development of the school-behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary. • To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> • To work in partnership with the school to support best behaviour outcomes for their child • To respect the school's behaviour policy and the disciplinary authority of school staff (Home School Agreement) • To help ensure that their child follows reasonable instructions by school staff and adhere to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

	<p>and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</p> <ul style="list-style-type: none"> • To make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety. 				
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Appendix 1
Behaviour Coding

BEHAVIOUR FOR LEARNING		
	<p>Level 1 – Informal</p> <p>Verbal warning, school rules reminder, change of seating Move to Blue on Behaviour Chart</p>	
	<p>Level 2 – Formal</p> <p>If Level 1 has not worked, a school rules reminder is given, a verbal warning and exit to another class. Move to Red on Behaviour Chart. Record in Behaviour Log</p>	
	<p>Level 3 – Serious</p> <p>The serious matter will be recorded in the Behaviour Log, a phone call home will be made by teacher, the pupil will be referred to a Senior Leader and they will be expected to reconcile with the adult who issued the Level 3.</p>	
	<p>Level 4 – Very Serious</p> <p>For very serious deviations from the values, the pupil will be sent to the Head/ Executive Head and s/he will take appropriate action after consulting with the adult who issued the Level 4 consequence.</p>	

Appendix 2
Central Behaviour Log

Central Behaviour Log - DATE

Date	Name	Gender	Class	Year	Time of Incident	Where incident occurred	Code	Behaviour Identified	Parent informed	Action taken	Restorative Justice Meeting	Vulnerable Group?

Appendix 3
Special Mention Certificate



Name _____ Year _____

Is to be congratulated on achieving:












This certificate was awarded for _____

Signed _____

Date _____

Appendix 4
Lunchtime Awards

<p>Lunch Time Behaviour Award</p> 	<p>Lunch Time Behaviour Award</p> 	<p>Lunch Time Behaviour Award</p> 
<p>Name</p>	<p>Name</p>	<p>Name</p>
<p>Lunch Time Behaviour Award</p> 	<p>Lunch Time Behaviour Award</p> 	<p>Lunch Time Behaviour Award</p> 
<p>Name</p>	<p>Name</p>	<p>Name</p>
<p>Lunch Time Behaviour Award</p> 	<p>Lunch Time Behaviour Award</p> 	<p>Lunch Time Behaviour Award</p> 
<p>Name</p>	<p>Name</p>	<p>Name</p>

Appendix 5

Star Learner of the Day



Name _____ **Year** _____

Is to be congratulated on achieving:



This certificate was awarded for _____

Signed _____

Date _____

Appendix 7

Traffic Light Chart

Hurst Green Infant School behaviour management strategies

Class charts

Each class has a traffic light system: gold is fantastic, pink is on the way to fantastic, green is neutral, brown is sad, red requires a sanction. At the start of each day, all children's names are on green. Children's names should be clearly visible. The traffic light chart is linked to the School Code (Appendix 1)

Consequences for misbehaviour:

If a child breaks the rules, the following steps are taken:

1. Verbal **reminder**.
2. **Warning** – name moved to brown.
3. **Further warning** – name moved to red. Children take time out in designated classroom area and fill in a 'Thinking about my behaviour' sheet (Appendix 2).
4. **Additional warning** – The child is taken to a senior member of staff to think about their behaviour and fill in a behaviour sheet (as in point 3). This will generally be for 10 minutes.
5. **Continued disruption** – child is taken to thinking time by the class teacher in the classroom or another class (or sent in with another child if due to a playground incident)
6. **Added disruption** – The senior member of staff will phone parents immediately to arrange a meeting and/or for the parents to speak to the child on the telephone. At this level of sanction parents/carers will be called and may be asked to come into school.

When a child's name is moved from green to a consequences stage, they can always earn it back by good behaviour, at which stage their name can be moved back to green, pink or gold.