

FHIS Behaviour Procedure

This document is to be used in conjunction with the Falconers Hill Infant School: Behaviour Curriculum.

Steps taken in school

Reminders given in class

- Positively framed verbal reminder
- Personal superstars to celebrate children's successes
- Pointing out positives seen in classroom
- Clear reminders of behaviour expectations
- Widget symbols used to visually remind children of expectations
- Collecting values bottle tops to celebrate school values shown

Talking to the class teacher

- Opportunity to talk with the class teacher 1:1 in a quieter space.
- Teacher 'wondering out loud' about behaviour choices
- Restorative Conversations with the aim to repair relationship and provide
- Scripted language used to support children with making the right choice for their behaviour
- Calm box/ safe chairs optional

Distraction/ Movement Break

- Regulation walk with a TA
- Sensory circuits
- Distractions/ special jobs

Risk Assessing of behaviour

- 'Safest option' to be discussed and decided.
- A member of the school's senior leadership team.
- External services used to support e.g: HARPS, Jogo, Educational Psychologists, CAMHS.
- Break out time to Sensory garden, Sensory 'moon' room, Library, Playground, EYFS Mulberry.

Internal Exclusion

- Half a day/full day out of the child's classroom with work provided by the class teacher.
- Location could be another classroom or central place in school.

Fixed Exclusion

- Child remains at home for duration of school day with work provided by school.
- Parents are legally responsible to supervise and support the education of their child during the exclusion period.

PEX Exclusion

Parent involvement with supporting behaviour at school

Parents to be informed by class teacher on Seesaw/phone or in person on the school door.

Parents will be invited into school to meet with the class teacher to discuss behaviours seen in school and at home.

School to introduce 'Behaviour Success charts' between home and school.

Behaviour reviews every fortnight with class teacher.

Behaviour support planning with Mrs Burton/SLT.

Services such as HARPS, Jogo, Educational Psychologist and CAMHS support.

Meeting with Headteacher/ Head of School.

Letter from school sent home.

InMAT Trust Central Team notified.

Local Authority notified.

Staff in school to support with behaviour:

- Your child's class teacher
- Mrs Burton (Mrs Jellyfish) (Behaviour and Nurture Lead in school)
- Mrs Birch (Parent Link worker for supporting behaviour at home)
- Senior Leadership – Mr Little (KS1 Leader) and Miss Clark (Inclusion Lead)
- Miss Giles/ Mrs Edkins