

**Nelson Infant**



**School**

## Behaviour Policy

Formally adopted by the Governing Body	Nelson Infant School
On:-	12/09/2017
Chair of Governors	Sheila Wigg
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*“A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.”*

Paul Dix, 2017

*“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.”*

Haim G. Ginott

*“Memories do not remain in the past but become actions in the here and now - behaviour is the communication.”*

Heather Geddes (2006)

## **Aims**

- To develop self-esteem, self-discipline and positive relationships so that staff and children can learn, play and work together in a cohesive, caring and considerate way.
- To ensure that our school expectations, strategies and approaches are widely known, understood and consistently practised.
- To ensure our school community has a consistent and fair approach to teaching and managing behaviour.
- To encourage our children to take responsibility for their behaviour.
- To support our children with learning to manage their feelings and behaviour.
- To support the personal, social and emotional development of all of our children.
- To help our children develop positive learning behaviours.

We believe that all children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We believe that everyone in our school community has the right to learn, the right to be safe and the right to be treated with respect. We all have responsibility to learn, understand and respect these rights.

We believe that children need to be taught and retaught expected behaviours and that it is the responsibility of all of the adults in our school community to model and support the development and understanding of our school expectations of positive behaviour in all of our children.

We aim for all members of staff to feel empowered to manage and respond appropriately to most instances of poor behaviour. Children need to learn and understand that the expectations and responses to good and poor behaviour are the same from all adults in school.

Our behaviour management practice is underpinned by the following principles:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting interventions
- Restorative follow-up

### **Rights and Responsibilities**

We believe that everyone in our school has the right to learn, the right to be safe and the right to be treated with respect. Our approach to managing behaviour is based on developing our children's understanding of these rights and their role and responsibility in ensuring these rights are maintained for all members of our school community.

All members of our school community have a part to play in recognising and maintaining these rights and in supporting positive behaviour in our school:

- Children will know how they are expected to behave and will understand the consequences of their behaviour.
- Staff will consistently model positive behaviour and will manage behaviour in a fair and consistent manner.
- Parents and Carers will support our Behaviour Policy and work in partnership with the school.
- Governors will support and monitor the implementation of our Behaviour Policy and evaluate its impact.

### **Rules**

The Golden Rules make our expectations for positive behaviour clear and support a consistent approach to supporting and managing behaviour across the school. They help ensure that all members of our school community can live, learn and work together in a safe, secure and caring environment. The Golden Rules are reviewed with children and staff at the beginning of each year and are referred to whenever we are learning about, discussing or managing behaviour with the children.

The Golden Rules are:

We follow instructions straight away.

We show respect and good manners at all times.

We care for everyone and everything.

We develop our children's understanding of positive behaviours for learning through our 'Learning Friends', each of whom represents a key learning disposition. We teach children that these are the learning behaviours you need to be a successful learner in our school and beyond.

Be Reflective

Be a Problem Solver  
Be an Able Communicator  
Be a Critical Thinker  
Be Independent. Collaborate  
Be Curious Be Creative

Teaching and learning about the Golden Rules and our Learning Friends is an important part of our daily practice. Discrete teaching and learning about the Golden Rules and our Learning Friends also takes place during assembly time, class circle time, PATHS time and other PSHE-based sessions. There are posters listing the Golden Rules and our behaviour consequence system in every classroom and in other areas around school. Class teachers are encouraged to create displays to promote the Golden Rules, e.g. using photos of children, in their classrooms. Class teachers develop a Learning Friends display with their children at the beginning of the Autumn Term which is referred to regularly. The Golden Rules, our behaviour consequence system and our Learning Friends are shared with parents and carers at the beginning of the school year and when children and families join us during the year.

### **Routines**

We recognise the importance of establishing routines for use at different points of the school day so both children and adults are clear about what is expected of them. Predictable routines which everyone understands are reassuring and help to build a sense of belonging.

Class teachers develop routines for use at a range of different points of the school day including lining up, moving from carpet to tables (and back again!), getting whole class attention, tidy up time, coming into the classroom, going to playtime, going to lunchtime, home time and changing for P.E. Class teachers spend time at the beginning of each term teaching and re-teaching their routines. We teach routines by breaking them down into steps which are modelled, reinforced and revisited as much as necessary. We use photographs and images of each step in a routine to support this.

We support transitions by giving children warnings a few minutes before the end of an activity whenever possible. We try to avoid sudden requests to stop unless absolutely necessary.

We also have a number of whole school routines which are taught, modelled and retaught when necessary to the children by all adults, e.g. coming into assembly, coming in from playtime, going into the dining hall. *Everyone in our school uses 'wonderful walking' when moving around the building and 'smart sitting' during carpet and assembly times.*

We use positive reinforcement and positive correction to help everyone learn our routines, e.g. *'We always tuck our chairs under the table in this class.'*; *'You can do better than that. You can speak to me in a kinder/calmer/slightly further away way.'*; *'No, Bob, that is not what we mean by working quietly. I need you to calmly collect your book so we can find you a better place to work.'*

### **Our Behaviour Consequence System**

We teach our children that all behaviour choices have consequences. Our emphasis is upon promoting positive behaviours and on developing intrinsic motivation within our children; we want them to behave positively because it makes them

feel good about themselves and because they understand that it is the right thing to do.

We have high expectations of our children's behaviour and strive to ensure that all children work to the best of their ability. At all times, the emphasis is upon supporting the child to make good choices about their behaviour. Each class teacher talks about the consequences with their children regularly.

### Positive Consequences ☺

We believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued.

We reward and re-inforce positive behaviours in a number of ways including:

- Praise
  - Direct specific praise, e.g. 'Great listening Bob. Well done!'
  - Indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?'
  - Anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'
- Child's name added to ☺ list on class recognition board
- Round of applause, 'High 5' or a 'whoosh' from the rest of the class
- Child's name/photo moved next to relevant 'Learning Friend' on class display
- Special responsibility or 'job'
- Special class activity, e.g. tree-walk time, parachute time, special story time
- Showing work to another member of staff
- Giving positive feedback to parents/carers at the end of the day or over the phone
- Self-selected activity time
- Class Marble Jar
- Team Tokens for remembering the Golden Rules
- Name added to the Golden Book for behaviour or learning which is 'over and above' and a Golden Book certificate to take home (from staff, visitors, peers)

We recognise that all of our children need recognition for their positive behaviour. Children who are 'always good' should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the Golden Rules and for 'over and above' behaviour. *As a minimum, every child should receive at least 5 team tokens and be entered into the Golden Book at least once every term.*

From time to time individual or groups of children may need extra support or recognition of their efforts towards positive behaviour. When planning additional support, teachers are careful to ensure our whole school recognition systems retain their value, e.g. a child may work towards a team token by achieving a

chosen target on an agreed number of occasions. At all times, our emphasis is on first attention for best behaviour choices.

### Reminders and Redirection

Some children will require a reminder or redirection to maintain positive behaviour; the adult will select a strategy appropriate to the situation. These may include:

- Proximity praise - praising the children who are near to the child for their good behaviour which encourages the child to copy their behaviour
- Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
- Quiet, verbal reminder using positive instruction, e.g. 'smart sitting... thank you'
- Quiet verbal reminder of the relevant routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'
- Moving the child to sit closer to an adult.
- An adult moving to sit closer to the child.
- An adult engaging with the child about their current activity/piece of work - identifying positive features, e.g. 'Let's look at what you've done so far...'

### Negative Consequences ☹

If negative behaviours continue to be exhibited, we use the following series of consequences in a progressive and appropriate way in response to each individual situation. It is expected that good order and a positive climate are maintained. We do not use whole class negative consequences. At all times we remember that it is the immediacy and certainty of response rather than the severity which matters. The following set of steps are focused on small but certain consequences and a restorative, not punitive, ending: Reminder, Warning, Time Out, Time to Make Things Right, Time to Talk. **Our emphasis is upon supporting the child to make a good choice and on recognising (and praising) when this happens quickly to get them 'back on track'.**

#### 1. Reminder

If a child is doing something inappropriate, talk calmly to the child and tell them to stop. Remind them of a recent example of their good behaviour. Give a quiet verbal reminder of the relevant Golden Rule or routine, delivered privately wherever possible, e.g. ***'Our rule is we listen. Do you remember yesterday when you listened really well in Maths? That is who I need to see today. Thank you.'*** Offer support and give 'take up' time as appropriate.

#### 2. Warning

Say to the child that this is a warning and that if that particular behaviour continues then they will have 'time out' away from the rest of the class or walking with an adult if at playtime or lunchtime. Remind the child that this is a chance to make a good choice and change their behaviour. ***'Our rule is we listen. You need to stop talking when someone else is talking. If you keep talking, you will go and sit on the chair/sit by the***

*wall/walk with me (at playtime). I know you can make a good choice. Thank you.'*

### 3. Time out

If the child does not moderate their behaviour they are asked to move away from the rest of the class or to walk with an adult if at playtime or lunchtime for a short period of time. 'Time out' is a few minutes for the child to calm down, think about their behaviour choices and compose themselves.

When placing a child in 'time out', we remind them of the relevant rule and set the expectation that they will be ready to make a good choice in a few minutes and rejoin the group. Sand timers may be used to support the management of time out.

*'(Child's name), our rule is we listen. You are still talking. You need to come and sit on the chair/sit by the wall/walk with me (at playtime) and think about your behaviour. Thank you.'*

### 4. 'Time to Make Things Right' Repairing Harm

If a child carries on with the same behaviour after 'time out' they are expected to spend some of their free time, e.g. playtime, to 'repair' any harm caused, e.g. helping the adult who has spent time managing the child's behaviour with a job, tidying any mess made, completing an activity or showing kindness to a child who has been hurt. The link between the behaviour and the harm in need of repair is made clear. We ensure that 'protective' consequences, e.g. spending some time off the playground, are followed by 'educational' consequences, e.g. spending some time practising playing kindly with an adult or small group of children. We help children to understand the effect their behaviour can have upon others and aim to teach them how to make better choices next time.

Any apology made includes specific reference to the particular behaviour exhibited, e.g. 'I'm sorry for disturbing the learning.' We do not force apologies to be made that are insincere.

When a child has reached step 4, the class teacher informs their parent/carer at the end of the day or as soon after this as possible (either in person or in a phone call) and sets the expectation that the child will make better choices tomorrow.

If a child needs to miss up to 5 mins playtime - this is done in class and is managed by the class teacher. Sand timers may be used to support the management of missing free time. If a child needs to miss the whole of playtime, they are taken to the hall. An adult from their class collects the child at the end of playtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

If a child is missing part or all of lunchtime play - they are taken to the NEST (having informed the BNI team and the member of SLT on duty). An adult from their class collects the child at the end of lunchtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

### 5. 'Time to Talk' A Reflective Conversation - Restore and Repair

Whenever a child has reached step 4, we support 'Time to Make Things Right' with a restorative conversation using our restorative questions. We encourage the child to take responsibility for their behaviour choices, to

consider the impact on themselves and others and to plan how to respond more positively next time.

Our Restorative questions are:

- What happened?
- What were you feeling/thinking when it happened?
- What harm has been caused?
- How do other people feel?
- What should we do to make things right?
- How can we do things differently next time?

We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground. Whenever possible, we ensure the conversation takes place on the same day. If this is not possible, the same adult will follow the incident up with the child at the next possible opportunity to do so. We sometimes support restorative conversations with our restorative storyboard.

We expect children to work hard and try their best in all activities. If a child has not done so, they may be asked to complete or re-do part of a task during playtime (under supervision).

We expect children to listen during lesson time and to behave in a way that allows everyone else in the class to learn too. If a child has not done this, they may miss a couple of minutes of their playtime to talk to an adult about their behaviour.

We ensure that any physically inappropriate behaviour is dealt with robustly in order to keep everyone safe. This will involve a period of 'Time Out' with 'Time to Talk' through the consequences of this behaviour on others.

### **Challenging Behaviours**

We understand that children can behave in challenging ways at times and we use the following strategies to further promote positive behaviour in these situations:

- Talking calmly to the child in an appropriate place, at an appropriate time.
- Meeting with parents and carers to develop a shared approach.
- Identifying triggers that cause behaviour to escalate and taking pro-active steps to manage these.
- Reflecting on provision, making reasonable adaptations and trialling a range of additional strategies to engage and support, e.g. safe place, anger routine.
- Using a personalised approach to prevent escalation, e.g. during transition times.
- Emphasising and acknowledging positive behaviour choices.
- Developing a positive relationship and emotional connection with the child through sharing a 'special' activity or game.
- Seeking support from a colleague when necessary.

Class teachers record the particular strategies put in place to support particular children on a Behaviour Support Plan which is shared with all members of staff who work with the child to ensure consistency. Behaviour Support Plans are also shared with parents/carers and are reviewed regularly.

When a child is repeatedly exhibiting challenging behaviour which may be described as anti-social, disruptive to learning or aggressive, an Inclusion Plan is put in place. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and relevant whole school procedures should take place to eliminate these as contributory factors.

The Inclusion Plan is written by the class teacher, in consultation with the Inclusion Lead, the Headteacher and the parents/carers of the child. The aim of an Inclusion Plan is to support a child to access learning and participation in their classroom. It includes the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Strengths of the child
- Known triggers that cause behaviour to escalate
- Special plans/adaptations to avoid triggers
- Child's response to triggers
- Description of how adults will respond
- Review dates
- The views of the child
- The role of the parents/carers

Should matters persist or deteriorate further the following actions will be taken as necessary.

- Seeking further advice from Headteacher, Inclusion Lead and SENCO
- Seeking external support via Cluster/Local Authority, e.g. SRB support, S2S support
- Seeking further advice from Education Psychology Service and/or SEN Advisory Service
- Considering possible escalation up the SEN scale for behaviour/ SEN Code of Practice with appropriate actions as advised by the Local Authority
- Fixed term or permanent exclusion from the school in line with current legislation

### **The Behaviour, Nurture and Inclusion Team (BNI)**

We have a small team of specially trained staff who support the school's work with children in need of additional support with managing their feelings and behaviour.

The role of the BNI team is to:

- Support class teachers to develop inclusive classrooms
- Provide a listening ear to staff who are finding managing behaviour challenging
- Support class teachers in developing and reviewing Inclusion Plans
- Help in minimising the risk of harm
- Carry out planned interventions with individuals and small groups, e.g. developing social skills, developing emotional literacy, nurture groups
- Support colleagues if a child has reached crisis point
- Support restorative conversations and reintegration back into class after an incident

The BNI team are led by the Inclusion Lead who works with the SLT to plan, review and develop provision in response to the current need. The BNI team should not be used routinely to withdraw children from their classroom but may be used as such until the class teacher has developed an Inclusion Plan. Class teachers maintain a class behaviour log to support planning for teaching positive behaviour, e.g. circle time, and to help identify any child in need of additional support with managing their behaviour in school.

### **Orchard Class**

When a child is exhibiting extreme behaviour or is in an episode of crisis, the Behaviour, Nurture and Inclusion (BNI) team can provide additional support both in class and in our alternative learning space (Orchard Class). This support is built on structure, trust and support and is planned, reviewed and delivered in response to the needs of each individual child. The BNI team use a range of approaches to support their work including Brick Therapy, Circles of Support, THRIVE, the Boxall Profile and the SEAL/PATHS materials.

### **Positive Handling Strategies**

All members of staff regularly receive Norfolk Steps 'Step On' training. The Norfolk Steps approach is based on the use of strategies which support a therapeutic approach to the management of behaviour. In addition a number of staff throughout the school regularly complete 'Step Up' training and this training informs the strategies and techniques used in school for managing extreme behaviour and handling children.

All members of staff are aware of the regulations regarding the use of reasonable force as set out in the DfE document 'Use of reasonable force' (July 2013).

This document states that a member of staff in school can use reasonable force 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, trip or visit.
- 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.

At Nelson Infant School, our definition of reasonable force is that any holding, handling or moving of a child is reasonable, proportionate and necessary in order to prevent significant harm to other children or adults or in order to prevent significant disruption to learning. Any use of reasonable force must be recorded on a 'Record of Incident' form which is given to the Headteacher or Inclusion Lead.

### **Exclusion**

We are proactive and will do all we can to enable children to succeed. However, we recognise that there are times when an exclusion may be the only option available to keep a child safe, and to ensure the education and welfare of other children or staff. Exclusion is only used a last resort and in response to serious or persistent breaches of our Behaviour Policy.

Behaviours that may put a child at risk of exclusion include:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent disruption to the learning of others

If a child is displaying high levels of aggression or are causing persistent disruption to the learning of others, an in school exclusion may be put in place. This is where a child is educated away from their main class but remain in school. In school exclusions are not long term solutions for children and are not always pre-planned. Parents are informed at the end of the day and in school exclusions are tracked and monitored by the Inclusion Lead. When in school exclusions are used, the class teacher provides appropriate work for the child. During this time, some reflective and restorative work will also take place.

The school follows DfE and Norfolk County Council guidelines when managing all fixed term and permanent exclusions.

If an exclusion has been made following an incident, the school will work closely with parents/carers to develop plans and strategies to try and reduce the risk of future or permanent exclusion, seeking external advice when necessary.

The school will do all it can to ensure all children are able to participate fully in special events, school trips and visits. A full risk assessment will take place on a case by case basis. Parents and carers will be involved in this assessment and may be asked to attend the event or visit to provide additional support for their child. Children who are presenting behaviours which are judged to put themselves or others at too great a risk may be withdrawn from the event, trip or visit. The child would be expected to attend school and an alternative curriculum would be put in place. Withdrawing a child from a special event, trip or visit is always based on an assessment of risk and is never used as a sanction.

### **Bullying**

At Nelson Infant School we consider any type of bullying to be unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being bullied finds it difficult to defend him/herself. Our Anti-Bullying Policy should be referred to if professionals believe bullying is part of or wholly responsible for behaviour issues.

### **The Role of Parents and Carers**

We believe a positive partnership between home and school is crucial in promoting and maintaining high standards of behaviour and learning. We work collaboratively with parents and carers and expect them to support this behaviour policy and co-operate with the school. We work hard to build a supportive dialogue between home and school and inform parents as soon as possible if we have concerns about their child's behaviour in order to discuss the situation and work together to plan for improvement. Our Parent Support Advisor is available to provide additional support and guidance for parents and carers.

### **Other Related Policies:**

- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Positive Touch Policy

- Teaching & Learning Policy
- PSHE Policy

#### References:

- *Attachment in the Classroom*, Heather Geddes (2006)
- *Inside I'm Hurting*, Louise Michelle Bomber (2007)
- *Getting the simple things right: Charlie Taylor's behaviour checklists*, DfE (2011)
- *Use of Reasonable Force - Advice for headteacher, staff and governing bodies*, DfE (July 2013)
- *Mental Health & behaviour in schools*, DfE (2014)
- *Classroom Behaviour*, Bill Rogers (2015)
- *Behaviour and discipline in schools - Advice for headteachers and school staff*, DfE (January 2016)
- *When the Adults Change, Everything Changes*, Paul Dix (2017)

Learning, Growing and Succeeding Together

#### Teacher Standards

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.