



Behaviour Support Policy

Originator	RLIS staff Updated by Jen Langtree and Louise Duncan
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Agreed by staff	
Ratified by Governors	
Signed	
Date	
To be reviewed	September 2024
Monitored by	J. Langtree, L. Duncan Claire Davies





Behaviour Support Policy

'Learning Together We Can Reach For The Stars'

Learning together is at the heart of Race Leys Infant School where we create exciting and creative opportunities. We have high expectations and build each other's confidence to enable us to work hard to be the best we can be. Our stimulating curriculum helps us to learn skills for the future, recognise each other's differences, strengths and celebrate success. Our school values help us to use good manners, develop respectful, caring relationships and support us to feel safe, be happy and make good choices.

Our school motto is "Learning together we can reach for the stars!" and we strive to achieve this in all that we do with high aspirations for our Race Leys Family.

We proudly provide high quality learning experiences for our school community and adapt, evolve and enhance our practices and environments to ensure all pupils thrive.

We continue to build on our proud traditions by providing a high-quality learning environment and experiences for our pupils. Our newly adapted whole school curriculum provides a wide range of opportunities for our children. Underpinned by the National Curriculum, our curriculum considers the needs of our children, their interests and the local area, which we are very proud to be a part of.

Our school values of: Fairness, Teamwork, Care, Honesty, Respect and Perseverance promote high expectations and ensure all of our children work hard and behave well. These attitudes are reflected in the excellent standards of learning and progress we achieve.

We encourage our children to be thoughtful and confident individuals. We welcome parents to join in with the life of the school and encourage them to share and support their child's learning.

At Race Leys Infant School, we want the pupils to leave as well-rounded young people with a growth mind-set that anything is possible. We believe we achieve this every day for our whole school community.

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

Policy Title	Behaviour Support Policy	
	<i>Consistency rooted in kindness</i> Ready, Respectful and Safe	
Responsible committee	Curriculum and standards	
Policy Statement	At Race Leys Infant School, we are committed to creating an environment where good behaviour is at the heart of productive learning. Our calm learning environments are key to supporting positive behaviour. We regard behaviour and how we respond as an important, integral component of the whole curriculum. Our values are at the heart of everything that happens in our school and are a key part of our behaviour support and management. They inform and support how we respond to others at all times. We believe that children need to learn about feelings and behaviour and how we can all manage this effectively. Our behaviour support policy is important in promoting children and adult's health and wellbeing, therefore, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.	
<u>INTENT</u> (Aims and expectations of the Behaviour Support Policy)	<ul style="list-style-type: none"> • To secure high standards of behaviour, enabling all pupils to learn effectively and make good progress. • To promote a consistent and fair approach to behaviour management which is understood by the whole school community. • To ensure all learners are treated fairly, shown respect and feel valued. • To ensure that excellent behaviour is a minimum expectation for all. • To ensure that staff respond positively when behaviour is exemplary; responding with emotion, passion, enthusiasm and excitement. • To promote a school community with strong relationships at the core. 	
<u>PURPOSE OF THE POLICY</u>	To provide simple, practical procedures for staff and learners that: <ul style="list-style-type: none"> - Recognise behavioural norms - Positively reinforce behavioural norms - Promote self-esteem and self-discipline - Teach appropriate behaviour through positive interventions 	
<u>What our pupils think</u> Our children would like a school that is happy, fun, and somewhere they can sometimes feel excited but always feel safe. They asked for calm and relaxed, peaceful times. They want to feel proud and confident. They talked about the expectations they need to follow to be good learners, such as good looking and listening and the need to persevere. They also wanted to experience joy and be amazed. They talked a lot about different feelings.	<u>What our staff think</u> The staff team would like a school that is happy and where there is fun and laughter. We want everyone to feel safe and calm and part of a caring nurturing culture. We want to work together in a consistent way. We believe we solve problems together by reflection and exploration of new ideas. All emotions should be recognized and everyone should be heard. We want to feel proud of our school and everyone in it.	

<p>IMPLEMENTATION teaching behaviour <u>The Curriculum and Behaviour</u></p>	<ul style="list-style-type: none"> • Children are taught about the three school rules of Ready, Respectful and Safe. Staff will also highlight these rules in positive experiences. • Children are to be taught and retaught expected behaviour. • We are consistent in our approach to behaviour and how we teach it, our expectations and how we will respond to our pupils. • Expectations for behaviour are made clear at the beginning of the academic year and revisited regularly. We will include a weekly focus for behaviour improvement to ensure increased consistency across the whole school. • We will teach, reteach and recall behaviour expectations - the behaviour we expect in different places in our school and in different lessons. We support our children in learning about behaviour across the curriculum. • Children will learn about Learning Behaviours and how they can support their learning in school. • Class teachers plan differentiated work, consider the learning styles and adapt learning opportunities to support good behaviour. • School leaders and teachers recognise the importance of the curriculum being suited to the needs of all learners in each class. • Our PSHE policy and skills refer to children's health and wellbeing as well as the relationships they will make at school and in the wider world. They emphasise emotions, how we recognise and manage these and how we are all responsible for our behaviours and actions. • We will teach children through the P.S.H.E curriculum, PATHS, our values and through emotional coaching.
<p>EXPECTATIONS</p>	<ul style="list-style-type: none"> • Children will be ready for their learning, showing that they are listening and not talking when the teacher is talking. • Children will try hard in their learning time and work with support (if needed) to complete what is asked of them. They will be ready to try things for themselves and show resilience with their learning. • Children will be respectful of the adults working with them to help create a happy learning environment. • Children will be respectful of all the learners in their spaces and with support, be respectful of the different needs within the classrooms. • Children will move around school in a safe and friendly manner. All staff will support this by using the phrase 'Fantastic Walking'. • Children will enter the lunch hall in a safe and calm way and allow everyone to eat their lunch in a space that isn't too loud. • At the end of 'unstructured' play times the children are expected to tidy away resources that have been used and to line up at the doors in a safe way.
<p>"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every</p>	

interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." **Paul Dix**

IMPLEMENTATION
All Staff

- All staff agree to follow the School's Behaviour Support Policy
- Teachers will meet and greet children at the door for transition times throughout the day (beginning of the school day, start of RWI group, on return from playtimes and lunchtimes).
- All staff will greet with positive messages when working with children.
- All members of the school community will greet others with warmth and compassion.
- All will refer to the terms '**Ready, Respectful and Safe**'.
- Model positive behaviours and work hard to build on relationships.
- Plan lessons that engage, challenges and meet the needs of all learners.
- Use visible recognition to gain attention of the class. Using the chime bar (tambourine / bell or a count down from 3 - with silence and attention expected by the end of the sound or countdown.
- Remain calm and allow thinking time/processing time for instructions to heard.
- Attempt to prevent and pre-empt difficulties in behaviour before they become a problem.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly. Praise positive choices when they are seen.
- Behaviour can be praised and supported by all adults in school.
- All staff will promote a positive messages and praise good behaviour verbally. We pursue the behaviour we want by chasing it hard and reinforcing it enthusiastically.
- Teaching Assistants will support teachers in highlighting examples of good behaviour and praise hard work and effort. Every effort within the classroom will be to ensure the focus is on the learning. Where there are incidents of poor behaviour during teaching times, support staff will work hard to ensure that learning can happen without distractions.
- Each room will have a safe thinking space accessible at all times with equipment to help the children regulate their emotions. Children can access this if they feel upset or worried or just want to sit quietly and think. Teachers will also suggest children use this if they feel it will help to calm things. It is not seen as a consequence or reward space - it is simply a safe space.

<p>IMPLEMENTATION <u>Senior Leaders</u></p>	<p>Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.</p> <p>Senior Leaders will;</p> <ul style="list-style-type: none"> • Meet and greet learners and families at the beginning of the day. • Be a visible presence around the site, especially at changeover time. • Celebrate staff, leaders and learners whose effort goes above and beyond expectations. • Regularly share good practice. • Support staff in managing pupils with more complex or entrenched negative behaviours. • Use behaviour data to target and assess the effectiveness of school-wide behaviour policy and practice. • Regularly review provision for learners who fall beyond the range of written policies.
<p>IMPLEMENTATION <u>Rewards and Celebrations</u></p>	<p>Green Tokens and Value celebrations - Children will be able to earn green tokens throughout the whole day. They will be added to the class container or table tubs (lunchtime). These will then be added to the whole school container in the Friday assembly. When the whole school container is full children will be involved in the celebration, having contributed towards the tokens at some point during the half term.</p> <p>Green Tokens in the lunch hall - these will be earned by the children and collected in table jars.</p> <p>Value of the Half Term - this will be displayed in the classroom and will be taught as the first PSHE lesson of each half term.</p> <p>Weekly Behaviour Focus - this will be shared each week, discussed in assembly, reinforced throughout the week and displayed in class and around the school.</p> <p>Wonderful Wednesday Lunch - Those children showing the weekly behaviour focus can be chosen to join the Co-Headteachers for a special lunch.</p> <p>Wall of Fame - These will be for any behaviour/attitude and effort above and beyond those we expect. Each class will have an identical WALL OF FAME and the children will receive a yellow brick to help to build the wall as they demonstrate above and beyond behaviour. All staff can give bricks to children across the school and add them to the wall - this will enable all staff to reward children who may not be in their own class and reinforce positive messages. These will be given out on a Friday to go home and the children will be reminded about what they did to earn the reward and the bricks can go home.</p>

	<p><i>"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does". Paul Dix.</i></p> <p>Fantastic Phone Calls Home - To celebrate fantastic learning and effort in the classroom. Phone calls will be made at least weekly by the class teachers, with the Fantastic Phone Call Note attached to the work that was discussed.</p> <p>Celebration Assembly - Each Friday morning we will hold a celebration assembly in which we will celebrate a number of positive things:</p> <ul style="list-style-type: none"> - Attendance Certificates and mascots (SAM and OTIS) - Jar of Wonderfulness - Proud moments from each class - Excellent Learning - one child from each class to be celebrated <p>Every child will be celebrated in a celebration assembly once a year for an excellent example of learning.</p> <p>Jar of Wonderfulness - Names can be entered throughout the week into the jar for acts of kindness and wonderful things that have been seen throughout the week. Children, staff, parents and visitors can add to this.</p> <p>Although there are the named rewards above our staff understand that a quiet word of personal praise can also be effective. Children will thrive in an environment that is full of praise and encouragement.</p> <p>All rewards will be given with a comment as to why they are being given reinforcing the behaviour and attitudes demonstrated.</p>				
<p>Managing and Responding to Behaviour</p> <p>Appendix 1 - scripted responses for varying stages / scenarios.</p>	<p>Engagement with learning is always the primary aim. For the majority of pupils, a gentle reminder is all that is needed. We consistently praise the behaviour we want to see and we respond calmly. We share reminders of the agreed expectations.</p> <p>All learners are held responsible for their behaviour.</p> <table border="1" data-bbox="438 1496 1501 2067"> <tr> <td data-bbox="438 1496 1501 1541"> <p>Stage 1 - Redirection</p> </td> </tr> <tr> <td data-bbox="438 1541 1501 1749"> <p>Positive reinforcement of other children around them, e.g. "x thank you for sitting so beautifully". A visual cue to the child that you want them to make a good choice, this could include</p> <ul style="list-style-type: none"> - a 'look' - a visual point to what you expect (use of widget cards if needed). </td> </tr> <tr> <td data-bbox="438 1749 1501 1794"> <p>Stage 2 - Reminder</p> </td> </tr> <tr> <td data-bbox="438 1794 1501 2067"> <p>A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The adult makes the pupil aware of their behaviour. The pupil then has a choice to do the right thing - take up time must be given. This might be delivered by either the Teacher or TA in the room. Discretion is key for not disturbing the learning of others. If appropriate, make links between the zones of regulation (may not be suitable for all).</p> </td> </tr> </table>	<p>Stage 1 - Redirection</p>	<p>Positive reinforcement of other children around them, e.g. "x thank you for sitting so beautifully". A visual cue to the child that you want them to make a good choice, this could include</p> <ul style="list-style-type: none"> - a 'look' - a visual point to what you expect (use of widget cards if needed). 	<p>Stage 2 - Reminder</p>	<p>A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The adult makes the pupil aware of their behaviour. The pupil then has a choice to do the right thing - take up time must be given. This might be delivered by either the Teacher or TA in the room. Discretion is key for not disturbing the learning of others. If appropriate, make links between the zones of regulation (may not be suitable for all).</p>
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Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 3 - Warning

If the behaviour persists:

A clear verbal caution, delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has the choice to do the right thing. Pupils will be reminded of their good previous conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see appendix)

If appropriate, make links between the zones of regulation (may not be suitable for all).

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 - Consequence

- Behaviour recorded in the Class Behaviour Log
- Child to miss part of their playtime
- Class teacher to inform parent at the end of the day

If the behaviour still persists:

The pupil is asked to speak to the teacher away from others.

Boundaries are reset - child is informed that they will miss part of their playtime. If this behaviour happens in the afternoon; they will need to sit out of any choice time. At this stage this mustn't move to the next day. Pupil is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.

Pupil is given final opportunity to engage with the learning/follow instructions. At this point, if necessary to cool down/diffuse the situation, the pupil can go to the thinking space in the classroom to reflect on their behaviour. (3 - 5 minutes in general should be enough - timers used)

Stage 5a - Escalation - Change of Face / Place

- Behaviour recorded in the Class Behaviour Log by the adult who began supporting the behaviour
- Child to miss part of their playtime/lunchtime
- Class teacher to inform parent at the end of the day

If the behaviour escalates / child refuses to move to thinking space teacher to remain in control but support is in place to cover the class.

If the step above is unsuccessful, or if a learner refuses to take time in the thinking space or complete a distraction task, the pupil will be asked to leave the room and move into the parallel class/different space. If needed, the child may need to work outside of their learning area with a member of staff for a short period of time.

Use the language of Emotion Coaching to support movement of the child.

Scripted approaches at this stage are encouraged (see appendix)

If a child has been out of class / not completed learning based on our shared minimum expectations they are expected to complete their work during part of lunchtime with either class teacher / member of SLT.

Stage 5b - Non-negotiable behaviours

- Behaviour recorded in the Class Behaviour Log using an **ABCC form** by the adult who began supporting the behaviour
- Child to miss part of their playtime/lunchtime
- Class teacher to inform parent at the end of the day
- Phone call to the parent during the day if parents are needed to support in regulating the child.

If a child displays a non-negotiable behaviour they will automatically spend time with class teacher / SLT. This may be at the time of the behaviour or during free playtime.

No warning needs to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion (removal) or a fixed term suspension. The decision will be made by the Co-Headteacher / Co-Deputy Headteacher.

Non-negotiable behaviour may include the following;

- Deliberately not following instructions that will distract others from their learning / prevent learning from continuing.
- Deliberately not following hygiene rules in place e.g. spitting
- Sexist/racist/homophobic comments
- Swearing
- Physical aggression towards a peer - these include kicking, punching, pinching, or biting
- Verbal aggression towards a peer - persistent teasing, persistent name calling
- Rudeness towards an adult
- Deliberate damage to school property
- Failure to follow previous steps to support improving behaviour, repeat offences of behaviour that disturbs the learning of others.

During their consequence time the **Resolution Pack** must be used to support the children's understanding of what went wrong or what happened and how we need to resolve this. During this conversation, the language of Emotion Coaching will need to be used and the child needs to understand (where possible) the impact of their actions.

The Resolution Pack aims to support with communicating what has happened removing the need for the child to verbalise if this is too difficult at the time.

Comic Strip Conversations may also be used to support explaining what has happened.

	<p>A child who is repeatedly showing these poor behaviour choices (on the 3rd occasion in a week) will be placed on to an Individual Positive Behaviour Plan to inform all adults how to best support and improve the behaviour.</p> <table border="1" data-bbox="438 219 1492 667"> <tr> <td data-bbox="438 219 970 667">Violent Challenging Behaviour</td> <td data-bbox="970 219 1492 667"> <ul style="list-style-type: none"> - Behaviour recorded in the Class Behaviour Log using an ABCC form by the adult who began supporting the behaviour - Child to miss part of their playtime/lunchtime - Class teacher to inform parent at the time of the incident, inviting the parent in for a conversation or to support de-escalation. </td> </tr> </table> <p>The following non-negotiable behaviour may result in Fixed Term Suspensions or permanent exclusion.</p> <ul style="list-style-type: none"> - Physical aggression towards an adult - Repeated patterns of aggressive behaviour towards an adult / child - Deliberate and destructive behaviour 	Violent Challenging Behaviour	<ul style="list-style-type: none"> - Behaviour recorded in the Class Behaviour Log using an ABCC form by the adult who began supporting the behaviour - Child to miss part of their playtime/lunchtime - Class teacher to inform parent at the time of the incident, inviting the parent in for a conversation or to support de-escalation.
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Consequences	<p>We give children a consequence as soon as possible after they have a chance to make the right choice. It will not involve the whole class but be discretely applied for the individual and appropriate to the child/age/action. We help children to learn that behaviour has consequences and that inappropriate choices do not cancel good ones. We do not remove rewards and treats they have already earned - we will respond to the behaviour at the time or as close as possible. They need rewarding for the many good choices they will have made.</p> <p>Children will be supported to complete any consequence of their behaviour as appropriate with a member of staff they have a pre-existing relationship with - learning mentor, teaching assistant. The appropriate staff will decide on a consequence appropriate to the child. This will be based on a relationship. Examples include losing free time when there would be an opportunity to choose or part of playtime.</p>		
Restorative Conversations	<p>It is important that we continue to redirect the pupils back to making the right decisions and making good choices to be Ready, Respectful and Safe.</p> <p>For any child that reaches Stage 5 or above these need to take time to complete restorative conversations asking the following that are appropriate...</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? <p>The Resolution Pack can be used to support these conversations.</p>		

<p>Manual Handling and Reasonable Force - Safer Handling</p>	<p>At Race Leys Infant School, we make use of the DfE guidance: Use of Reasonable Force in Schools (2013).</p> <p>All staff will only intervene physically to restrain children to prevent injury to another child, member of staff or if a child is in danger of hurting him/herself. Staff have been trained with the 'Safer Handling' methods for handling and moving children. Any force used should always be the minimum needed to achieve the desired result.</p> <p>All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept in the bound book. Parents will be informed of any incident where force or restraint has been used on their child.</p> <p>If a child is requiring physical intervention more frequently a handling plan will be in place and agreed by staff and parents.</p> <p>The actions we take are in line with Government and Warwickshire guidelines on the restraint of children. Guidance on the Use of Force and Physical Intervention' can be accessed in Warwickshire's inter-agency safeguarding procedure. All staff will be familiar with this guidance.</p> <p>https://www.safeguardingwarwickshire.co.uk/images/downloads/ESS-PB/PoliciesandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf</p> <p>All acts of physical restraint are recorded in the school's Behaviour Log Book as part of this guidance.</p>
<p>Suspensions</p>	<p>We do not wish to suspend any child from school, but sometimes this may be necessary. Suspensions are extremely rare, and not given lightly. They are carried out for critical incidents that are deemed to be very serious or for continuing disruptive behaviour. They are carried out under the Warwickshire Guidelines and with the involvement of Governors. The Headteacher will keep a record of any child who is suspended for a fixed term or who is permanently excluded. The governing body will monitor the rate of suspensions and ensure the Behaviour Support Policy is administered fairly and consistently.</p>
<p>Managing the children's behaviour at lunchtime</p>	<p>As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, MDS staff will consistently 'catch children being good' and share this with them.</p> <p>In the lunch hall, MDS staff are encouraged to hand out Green Tokens to tables, and these will be added to the whole school total.</p> <p>The school will use the OPAL approach to improve the provision for children during unstructured times in school. We aim for all children to be engaged in active play during these times.</p> <p>Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of</p>

	<p>non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty. Behaviour should be addressed in a calm and discrete way. Loud voices are to be used only when the volume level is unsafe and attention needs to be gained or if a child is at immediate risk or danger. All other behaviour needs normal talking volume or quieter.</p> <p>Reporting behaviour incidents If an incident has resulted in a time out or more significant then this needs to be shared with the Class Teacher / TA on handover. It is important that this is done discretely and not in front of the children. These will then need to be logged in the class behaviour log.</p>												
<p>Getting the Basics Right - Ensuring visible consistency</p>	<p>These simple consistencies are key to the success of the policy and need to be adhered to by all staff.</p> <table border="1" data-bbox="432 667 1465 1693"> <tr> <td data-bbox="432 667 855 831">At the start of the day</td> <td data-bbox="855 667 1465 831">Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom doors.</td> </tr> <tr> <td data-bbox="432 831 855 954">On arrival</td> <td data-bbox="855 831 1465 954">Children walk calmly straight into the school, put belongings away and start early morning activity.</td> </tr> <tr> <td data-bbox="432 954 855 1122">Playtimes / end of lunch time</td> <td data-bbox="855 954 1465 1122">Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.</td> </tr> <tr> <td data-bbox="432 1122 855 1200">Transitions</td> <td data-bbox="855 1122 1465 1200">Children are expected to walk calmly and silently in the corridors.</td> </tr> <tr> <td data-bbox="432 1200 855 1491">Lunchtimes</td> <td data-bbox="855 1200 1465 1491">Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom / corridors. Children ensure they have cleared their space when they have finished eating. All staff, including MDS are proactive in responding to incidents.</td> </tr> <tr> <td data-bbox="432 1491 855 1693">End of the day</td> <td data-bbox="855 1491 1465 1693">Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children. Visible presence by SLT.</td> </tr> </table>	At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom doors.	On arrival	Children walk calmly straight into the school, put belongings away and start early morning activity.	Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.	Transitions	Children are expected to walk calmly and silently in the corridors.	Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom / corridors. Children ensure they have cleared their space when they have finished eating. All staff, including MDS are proactive in responding to incidents.	End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children. Visible presence by SLT.
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<p>Procedure in the event of a child running away from an adult</p>	<p>If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with colleagues as needed. Staff will ensure a message gets to the school office in order to ensure the site remains secure.</p> <p>If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil. Staff members will follow and remain visible.</p>												

<p>The Role of Parents</p>	<ul style="list-style-type: none"> • The school collaborates actively with parents, so that children have consistent messages about how to behave at home and at school. The school's Behaviour Support Policy is explained in a range of ways including stay and play, letters and verbally. • Building relationships with our children and families and gaining trust by demonstrating consistency is the key to supporting behaviour. • The policy is available to read on the school website. • We strive to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. • If the school has to use sanctions in managing behaviour issues, we expect parents to support the actions of the school. • If parents have concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to the Headteacher. If they still do not feel the matter has been dealt with, they will need to contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. • If parents are raising concerns we ask that this is done whilst showing respect to all staff and children within the school.
<p>The Role of SLT</p>	<p>It is the responsibility of the Co-Headteachers to;</p> <ul style="list-style-type: none"> - Provide a framework for consistent behaviour monitoring in school. - Ensure that all staff are following the policy and review the policy accordingly. - Issue fixed-term suspensions and/or permanent exclusions to individual pupils.
<p>The Role of Governors</p>	<p>The governing body has the responsibility of setting down and reviewing a written statement of general principles on standards of discipline and behaviour, and of reviewing their effectiveness.</p> <ul style="list-style-type: none"> • The Governors support the Headteacher in adhering to these guidelines. • The Headteachers have the day to day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. <p>This clear advice and guidance from the Governing Body will feed directly into the behaviour support policy. This will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the Governing Body's support if they follow this guidance.</p>

<p><u>IMPACT</u> Monitoring</p>	<ul style="list-style-type: none"> • As a staff, we have behaviour as an item on the weekly agenda to monitor any new behaviour support/focus we have implemented. • Each week Behaviour Logs will be collected on a Friday afternoon by the Behaviour Lead and evaluated with consistency, trends and patterns of behaviour being identified. • SLT will report back on progress and areas of development to all staff. • SLT will have regular catch ups with Teachers, TAs and Midday Supervisors about behaviour in and around school • We will keep watch when another weekly focus is added so the initial one keeps going. • Are we making a difference? It is essential that any strategies we are using are making a difference for our school and having a positive impact for our children and our families. • With the reward systems we need to constantly evaluate; <ul style="list-style-type: none"> - Is this policy manageable to implement ensuring consistency across the whole school? - Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour? - Are pupils developing the behaviours for learning? - Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment? - Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)? - Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?
<p><u>Equality</u></p>	<p>The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.</p> <p>Reasonable adjustments for pupils will be recorded on an individual behaviour plan (Positive Behaviour Plan) or SEN All About Me profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.</p> <p>A reduced timetable may be put in place in line with guidance from the Local Authority, SENDAR or FAP.</p>

	<p>Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.</p> <p>A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous and can cause a risk to themselves or others.</p>
<p><u>SEND</u></p>	<p>Expectations for managing behaviour of pupils with SEND:</p> <p>For pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.</p> <p>Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.</p> <p>All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's All About Me profile and where needed their EHCP. Teachers need to use these to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time.</p> <p>There would have to be other steps/approaches in place for that child that should be followed.</p> <p>Behaviour scripts and systems can be adapted to suit the needs of individual pupils.</p> <p>If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their All About Me which will be monitored by the Inclusion Leader. A children's triggers for negative behaviour need to be on their Positive Behaviour Plan so that everyone can be aware of these.</p> <p>Teachers who are preparing their classes to be covered by someone else must ensure All About Me profiles and any adapted approaches are available within the Class Yellow Folder and/or communicated to covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.</p>

	<p>Behaviours that children with SEND might exhibit to try and communicate with staff in school:</p> <ul style="list-style-type: none"> • work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing. • focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked. • calling out- this might be so they feel noticed and to also feel reassured • shouting / screaming / dysregulated behaviour - this may be a form of communicating discomfort or heightened emotions. <p>Our Pastoral care and guidance from the Learning Mentor and 1:1 / SEND TAs are an integral part of supporting all children including those with additional needs. Many of our children work in small groups or one to one with teachers and teaching assistants who provide high quality and well-informed support. We make sensitive adjustments for all children but may need additional advice and support. The class teacher will liaise with external agencies, as necessary to support and guide the progress of each child. They may, for example, discuss the needs of a child with the Local Authority behaviour support service. This will usually be carried out in consultation with the SENCO. Senior Leaders within school will support staff in supporting the behaviour of children with SEND / Additional Needs.</p>
<p><u>RELATED POLICIES AND SOURCES</u></p>	<p>Safeguarding Policy</p> <p>SEND Policy</p> <p>Equality Policy</p> <p>PSHE Policy</p> <p>DfE Guidance - Behaviour in Schools Behaviour in Schools</p> <p>DfE Guidance - https://www.gov.uk/government/publications/school-exclusion</p> <p>EEF Guidance - Improving Behaviour in Schools Improving Behaviour Review</p> <p>EEF Guidance - Improving Behaviour in Schools Improving Behaviour Guidance Report</p> <p>DfE Guidance on the use of Alternative Provision AP</p> <p>DfE Behaviour and Discipline in School Behaviour and Discipline in Schools Guidance for Governing Bodies</p> <p>DfE Guidance - https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</p>

DfE Keeping Children Safe in Education 2023 [KCSiE 2023](#)

Ofsted Criteria for Behaviour and Attitudes [Grade Descriptors for B&A](#)

Appendix 1 - Examples of Scripts

Praise publicly but discipline privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

"I can see something is wrong" - a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

"I am here to help you" - a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

"Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

"Come with me and we'll talk about it..." - quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

Given below are sample scripts giving the sort of language and guidance that teaching staff at Race Leys Infant School have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

Script 1: Statement of Reality (i.e. simply tell them what you see)

Reminder:

"Louise, I noticed you chose to... (noticed behaviour).

This is a reminder that we need to be (Ready / Respectful / Safe)

You now have the chance to make a better choice.

Thank you."

Use a firm but calm voice. This helps to show that you mean business but in a nonconfrontational way that might otherwise lead to a defensive response. Don't ask 'why?' they are doing what they're doing - It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time. When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you, Louise for... (e.g. walking/putting your pencil down/listening nicely...)"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

Script 2: Tell them the behaviour you want to see

Warning:

"Manjit, I noticed you chose to/or are continuing to..... (noticed behaviour)

I need you to... (e.g. walk in the corridor - thank you/ put your pencil down - thank you/ listen when I am speaking - thank you)"

"Kerry, do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you."

Be assertive and avoid starting or ending with 'please'. Use 'I need you to...' and end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional. If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

Script 3: Statement using Language of Choice

Consequence/ calming time:

"Jon, I noticed you are still choosing to (noticed behaviour) and if you choose to continue to... (noticed behaviour) then you will/I will have to [consider a suitable consequence]"

"You will need to go to sit in the thinking space / move to Class X (partner classroom) and I will come and speak to you in three minutes."

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice. Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour - stomping about, muttering, or a bit of back-chat - the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: "Well done/Thank you Jon, you made the right choice"

Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly

undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

Script 4: Reinforce and depersonalise

"Amy, at Race Leys we respect and listen so that everyone can learn"

Repeatedly referring to whole school expectations (**Ready, Respectful and Safe**) can be very helpful in reminding children of an objective set of rules and values which never change. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Other options for dealing with challenging behaviour

With a therapeutic approach to behaviour management, adults are always seeking to deescalate challenging behaviour calmly so will need to be able to call on a range of techniques, depending on the situation. Additional ones (to the ones set out above) used by Race Ley staff include:

- Limited choice e.g.
 - "Put the pen on the table or in the box"
 - "Talk to me here or in the playground"
 - "Are you going to wear shoes or wellies?"
- Disempowering the behaviour e.g.
 - "You can listen from there" [under the table]
 - "Come and find me when you come back/feel calm"
 - "Come over/down/in your own time"

The Importance of Restoring a Relationship

We want our children to learn from their experiences - particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to reflect on what happened, to repair any damage (to themselves or others) and to restore (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other

adults. It also helps the individual(s) concerned to draw a line under the matter and move on.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience;

- to work out what went wrong and why;
- to make amends;
- to help avoid it happening in the future.

In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (Next time I will...)
- What would you like to happen next?
- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

For our Younger learners or children with SEND we have created Resolution Packs



