



# Mill Rythe Infant School

## Behaviour Policy

### Document Information

<b>Statutory:</b>	Yes	<b>Created by:</b>	Lucy Ford
<b>Reviewed by:</b>	FGB	<b>Responsibility:</b>	FGB
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<b>Signature (Chair of Governors):</b>			

### Rationale

Our school has a happy and calm atmosphere in which every child is supported by consistent, warm adults within strong and caring boundaries. We understand that every child is responsible for their behaviour and the effect of this on others. Our role is to educate through modelling and scaffolding restorative relationships so that children learn to manage challenge and understand how to make reparation.

The governing board will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

### Aims

- To nurture children's confidence within a supportive and caring environment where respect is shown to all.
- For children to be emotionally intelligent, building relationships and developing empathy, tolerance and co-operation.
- For children to have a sense of fairness and responsibility.
- For children to have experience of repairing and restoring to resolve conflict.
- To avoid punitive approaches which can foster a sense of shame and embed behaviours that cause concern.
- To promote a positive approach to challenges enabling lifelong learning.
- For children to understand how to respect their environment, their belongings and the belongings of others.

<b>Attachment and Trauma Awareness – Our Approach</b>	
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- Behaviour is a means of communication.
- Relationships are key to positive behaviour within school as when children feel safe and have their emotional needs met then they are better able to self-regulate and manage challenges.
- Expectations are clear and concise with all staff using “**Ready, Respectful, Safe**” to identify positive behaviours and support change when required.
- All members of the school community are attachment and trauma aware, recognising the importance of attuning, validating, regulating and then containing emotions when children are dysregulated.
- All members of staff receive training on attachment and restorative approaches.
- Staff will use PACE to develop supportive relationships with pupils which in turn enable co-regulation at times of stress.

PACE Framework (Dan Hughes)

- *Playfulness* involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.
- *Acceptance* involves unconditional positive regard for the pupil. Accept the pupil’s inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.
- *Curiosity* involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like “I wonder if you are feeling like this because...” to open up discussions with the pupil.
- *Empathy* involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil’s emotional experience with phrases such as “I know how difficult that must have been for you” and work together to find ways to support them.
- Children will be supported to identify what affect their behaviour has had on others as well as how it has made them feel.
- Through a restorative conversation, scaffolded by staff, children will reach the point where they can identify what can be done to put matters right.
- CPOMS will be used to record behaviour incidents to enable SLT and Inclusions Team to identify areas of need, allowing referrals to outside agencies or internal support such as ELSA and TALA as required.

<b>Staff Responsibilities</b>	
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- All adults have a significant role to play in teaching how to be “ready, respectful and safe”.
- Adults will greet every child at the classroom door and on the playground one-way system daily.
- Adults will be a reliable source of safety and security using warm, open facial expressions, unthreatening body movements and a modulated voice (firm not cross)
- Classrooms will have visual timetables which will be updated daily.
- Changes to routine will be managed with the needs of all children in mind.

- Adults will take note of changes in behaviour within their classrooms, meeting these changes with safety cues, empathy and reinforcement of expectations using verbal and visual prompts.
- Staff will liaise with the Inclusions Team and document individual adaptations to support children with additional SEMH or SEN needs.
- These adaptations may include now/next, den time, toast time, individual charts and safe spaces.
- Playtime supervision will enable children to feel supported if issues arise.
- Staff will listen and engage fully when dealing with poor behaviours, taking sufficient time to use the restorative format.
- Staff will support each other by swapping in when required in order to be a change of face.
- Staff will recognise the attachment needs of the children in their care and ensure that these are differentiated for.
- Social stories will be used to support children's behaviour and manage their concerns when changes occur. Examples would be a change of teacher, setting or a change in the classroom dynamic.
- Staff will work together, including across settings, to ensure transition is as positive an experience as possible.

<b>Additional Support</b>	
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- We work with a range of agencies to support our children: school nurses, Educational Psychologist, Primary Behaviour Service, Virtual School, Waterloo outreach, Riverside outreach, CAHMS, MHST, Speech and Language Therapists.
- Children who present challenging behaviour will have a Positive Behaviour Plan (PBP) to address their particular needs. Parents and staff will be involved in the formulation of this.
- Staff will make use of the consultation option with PBS and the Virtual School (when applicable) where behaviours are challenging.
- Children who persistently behave in a way that hinders their full access to the curriculum or that of others will be considered for assessment using the Boxall Profile and appropriate provision provided. This will be in the form of support from one of the following:

#### Emotional Literacy Support Assistant

Our ELSA is a highly trained member of staff who is able to support children at times when they may have difficulties because of external influences in their lives. An example might be a bereavement in the family, concerns over friendships or changes in their lives, however large or small.

#### TALA

TALAs offer a safe space to enable children and young people to explore their lived stories using a range of powerful tools. It is a person-centred approach to helping children and young people to process their emotions, to understand how they have responded so far, to uncover new ways of responding and to increase their resilience. TALAs have half termly professional supervision from Educational Psychologists..

- Our children are also supported through a rich RSE curriculum which encompasses lessons and assemblies to teach children about relationships and health.
- The school acknowledges its legal duties under the Equality Act 2010 in respect of SEN pupils.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<b>Positive Handling</b>	
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- To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:
  - a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
  - b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
  - c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- Staff will adhere to the procedures and guidance in the school's Physical Intervention Policy and instances of its use will be recorded.
- Two members of staff are TEAM TEACH trained. These members of staff will be called upon in the event of positive handling being required.
- Communication with the child will be clear at all times and the need to physically intervene will be shared before action is taken.
- Physical intervention should only be used if there is a danger to the child or others and if all other means of support and diffusion have been exhausted.
- Physical intervention will always be with the least force possible and for the shortest period of time.
- Records will be kept on CPOMS and parents will be informed at the earliest opportunity.
- Health and safety involves anticipating foreseeable risks and taking reasonable practicable steps to reduce them. It is not possible to eliminate risk in settings where people work closely with people who exhibit hazardous behaviour, so the fact that somebody has been hurt does not necessarily mean that someone is to blame.
- The school will adhere to government guidance on the use of reasonable force which can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Where behaviour is in serious breach of this policy and a range of alternative strategies have been tried and have failed or where behaviour is so serious that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school – then the school has the right to exclude the child.
- Exclusions (temporary or permanent) will be carried out in line with Hampshire guidance and using Hampshire reporting systems.

<b>Rewards and Sanctions</b>	
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### Rewards

- Members of the school community are considerate of each other and behave in a positive way.
- Feeling good about something that you have done is very powerful so we use stickers to celebrate positive learning and conduct behaviours enabling children to share their achievements with members of the community.
- We reinforce positive behaviour with descriptive praise which shares explicitly the behaviours that we would like to encourage.
- Other rewards include golden envelopes, additional responsibilities, sharing the news with parents and carers, reward stickers from the HT, reading badges, Handwriting Heroes stamps and certificates.

## Sanctions

- The foundation of the school's approach to positive relationships and behaviour is the process of restorative conversations.
- We believe that every individual is responsible for their own behaviour and can make things better when problems have occurred.
- Staff will be clear about any changes to behaviour that are required using the behaviour posters
- Staff will support children to change their behaviour and to repair relationships with those who have been affected.
- Visual timers, linked by colour to the zones of regulation, will enable the children to understand the impact that they are having on others.
- Time will be given for regulation. This may be child requested or adult directed as necessary.
- Staff will also support children through the use of restorative conversation prompts (Appendix 1) to recognise the triggers for their behaviour and ascertain how to make reparation. This will not be done immediately in most cases.
- The prompt "I wonder if we could \*\*\* to help \*\* feel better" will be used. Adults can present choices to help the child decide as appropriate to age and stage.
- Children and adults are encouraged to put things right together.
- Records will be collated on CPOMS in a concise, factual way.

## Implementation of Sanctions

1. **Non-verbal** reminders.
2. Say child's name and **state expectations** recalling a time when they were personally successful at this. E.g. "Amy, can you watch the board please. You did such good looking in Phonics."
3. **Repeat expectations** clearly. E.g. "Show me good looking at the board."
4. Refer to **the school behaviour poster** (the relevant widget) and explain the consequence if no change occurs. E.g. "I expect you to join in and if you do not then you are choosing to have reflection time."
5. Refer to **yellow timer** (linked to zones of regulation) and explain reflection time is required. E.g. "You have chosen to have reflection time here." Reflection time should be taken in the immediate vicinity and the length of time should be age appropriate. Acknowledge that the child has completed the time at the end.
6. Refer to the **red timer** (linked to zones of regulation) and reiterate that the child is choosing to repeat the choice and therefore choosing to have reflection time away from the class. Reflection time should be taken in another class and the length of time should be age appropriate. Acknowledge that the child has completed the time at the end. Parents of any victims or perpetrators must be informed of red behaviours.
7. **Blue timer** behaviour. In the cases of persistent disruptive and/or unsafe/violent behaviour, reflection will be immediate and taken with a member of SLT. E.g. "You are stopping the class from *learning/playing safely*. You are choosing to have reflection time with \*\*" Time should be age appropriate. Acknowledge that the child has completed the time at the end. Parents of any victims or perpetrators must be informed of blue behaviours. An incident investigation will take place at an appropriate time as required and a Risk Assessment and Positive Behaviour Plan may be put in place to help the child.
8. Extremely serious incidents may result in fixed term suspension or permanent exclusion, at the discretion of the Headteacher. On the first day back following a fixed term suspension a member of the SLT will hold a reintegration meeting with the pupil and their parent or carer in a restorative approach.

### **Bullying Definition**

- Bullying can be defined as ‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’. DfE ‘Preventing and Tackling Bullying’
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

### **Types of Bullying**

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying or Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

### **Dealing with Bullying**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the individual being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

- Appropriate sanctions and support will be implemented in consultation with all parties concerned (see implementation of sanctions). Additional sanctions may also be used which include supervision at break times, removal from playground, segregated lunch.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Children's Services if a child is felt to be at risk of significant harm.

Restorative Conversation Questions

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?