

# Behaviour Policy and Guidance

Signed on behalf of the Governing Body

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Review Date; September 2021

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Produced by;



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## Links to other policies

This policy is supported by our Home School Agreement

## Notes

The development of this policy is underpinned by training with NYCC Virtual School.

North Yorkshire County Council



Attachment Aware School

## **Philosophy**

The Governing Body and Staff at Pickering Community Infant and Nursery School believe that a safe, calm and positive environment are crucial in supporting our children to develop the behaviour and attitudes that are essential for learning. Our behaviour policy is rooted within our school motto 'Learning, caring, sharing' where we start with developing safe, trusting, respectful and supportive relationships.

Staff and other adults in school model the behaviour and attitudes that we expect towards all staff, children and parents and establish clear routines and expectations. Behaviour that does not meet the expectations should be addressed by establishing the reason for and the consequence of the behaviour, including the impact their actions may have on others. All children and adults will need varying levels of support to do this and our staff will work empathetically with each individual when doing this. The language used and the manner in which we speak to those involved will demonstrate to all involved that behaviour is a way of communicating.

## **Aims**

- To ensure that there is a consistency of approach by all staff, including a common language for supporting children with their behaviour and regulation.
- To provide clear guidelines to be followed by all adults in school, which reflect our school aims and ethos.
- To take a non-judgemental, curious and empathetic approach towards behaviour, encouraging all adults to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself.
- To teach moral values and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- To promote and celebrate high standards of behaviour.
- To provide a compassionate learning environment where children feel safe and are respected.
- To recognise that children will usually demonstrate appropriate behaviour if the teaching and learning experiences they have are well matched to their needs. We therefore, work hard to provide learning opportunities that are carefully matched to children's needs.
- To work in partnership with parents and carers including to establish appropriate support for all children.
- To support children in reflecting on the impact of their actions.
- To teach children that meeting expectations of behaviour are important for learning and that not meeting these expectations can have a negative impact on their and other children's learning.

## **Expectations**

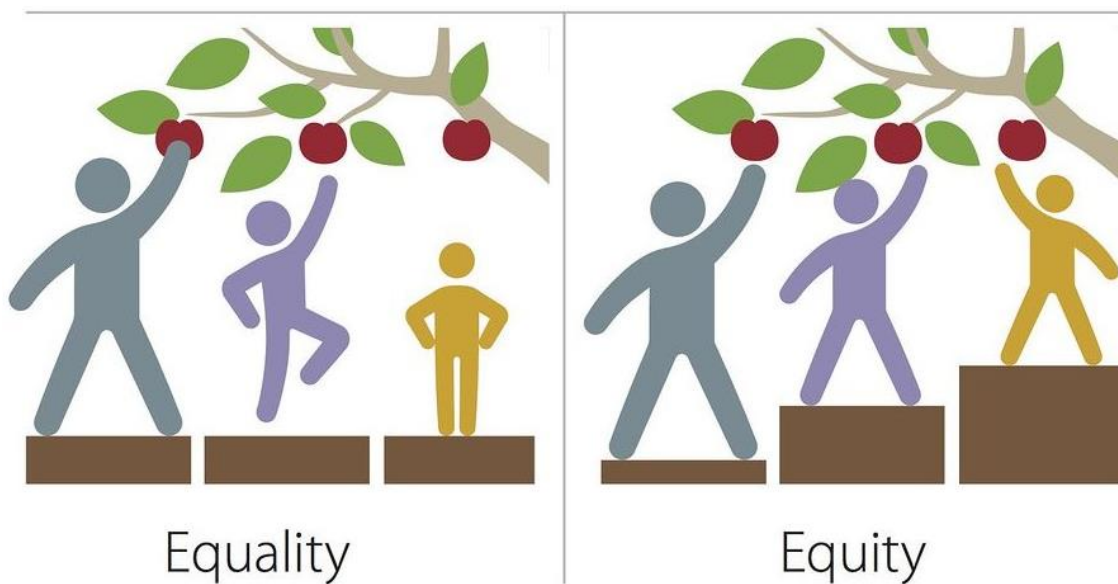
It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. Our motto 'Learning, caring, sharing' is the basis of these expectations, which are;

- ❖ **Be respectful**
- ❖ **Be kind and helpful**
- ❖ **Be the best you**

These expectations are taught to the children at the beginning of every school year and are referred to on a daily basis to support children in understanding the expectations in our school. Developing this understanding is done in a wide range of ways. Whole school assemblies centre around personal values, including resilience, kindness, patience and respect as well as the British values of democracy, individual liberty, mutual respect and tolerance and the rule of law. Our comprehensive PSHCE/PSED curriculum covers a wide range of areas which support understanding relating to behaviour including relationships, emotional health and well-being, healthy lifestyles and citizenship. This includes understanding bullying and cyber bullying. Annual events bring a specific focus to some aspects relating to our expectations including Friendship and Anti-Bullying Week. Our Forest School curriculum supports teaching and learning of key competencies, which focus on self-awareness, self-management and relationships, which also support the five ways to well-being; Connect; Be active; Take notice; Learn; Give.

Clear and consistent routines are taught and embedded in classrooms, around the school and in the wider community.

We work together to support the school community in understanding that being 'fair' is not about everyone getting the same (equality) but it is about everyone getting what they need (equity).



We use an emotion coaching approach to behaviour regulation which encourages children to learn how to manage their own behaviour.

It is everyone's responsibility to challenge and provide support for children where these expectations are not met but equally to comment positively when they are.

## **Celebrating Meeting Expectations**

From Reception, each class has an eight-step chart to celebrate children meeting behaviour expectations. At the end of the eight steps, children are awarded a certificate, one for each colour of the rainbow. Once the child reaches their blue certificate, they are

also awarded a book along with their certificate which we aim to present during a school assembly. Certificates are presented by;

Red – Class Teacher

Yellow – Head Teacher

Pink – Class Teacher

Green – Head Teacher

Orange – Class Teacher

Purple – Head Teacher

Blue – Class Teacher

Rainbow Award Book – Head Teacher

In addition, all class teachers (from Nursery to Year Two) award two certificates to children during weekly celebrations assemblies for specific examples of meeting or making progress towards our behaviour expectations.

All staff use verbal praise, stickers, stampers and class rewards as additional ways of celebrating behaviour.

### **Responses to not meeting expectations**

At times, after using the above approaches and as a result of discussions with those involved in an incident, consequences are appropriate. These should be related and proportionate to the impact of an incident. Examples of this would include;

- where a child has made a mess, they would tidy up;
- where an incident has occurred at playtime, the child may be asked to walk with the member of staff on duty to have some time to calm down and reflect;
- if a child does not engage with their learning in class, they would be asked to complete their learning at a time when they are calmer.
- if a child has hurt another child through their actions, the child would be asked to show that they are sorry in any form including verbally, in writing, through a picture or an action. We equally know that, for some children who have experienced trauma, they may not understand this process as they may have suffered significant harm without any acknowledgment of this or apology for what has happened to them. Therefore, a child will not be forced to apologise but will be supported to understand the purpose of this and will be encouraged to say sorry.

### **The next steps**

- ❖ If a child demonstrates inappropriate behaviour, the member of staff, or other adult, will highlight the behaviour to the child and clarify the expectation with them
- ❖ If a child continues to demonstrate the same inappropriate behaviour, the member of staff, or other adult, will highlight again the behaviour to the child and clarify the expectation with them. They may offer some support by saying, “Are you okay X? Do you need anything?”
- ❖ If a child still continues to demonstrate the same inappropriate behaviour, the member of staff, or other adult, will highlight again the behaviour to the child and clarify the expectation with them. One or more of the following strategies will also be used
  - Additional adult support
  - Wondering statement – “X, I’m wondering if sitting too close to Y is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”
  - Redirection – “X, please could you go to the office to see if I could have some more xxx.”

Where these measures are not effective, and provided that the class teacher or teaching assistant has spent time understanding why the behaviour has occurred, the following steps may be used;

- ❖ Time out in an area of the classroom that has been agreed with the child, where possible
- ❖ Time out in another classroom
- ❖ Time out and further discussions about the behaviour with the head teacher

The aim of this is to give children time away from a situation that is increasing stress or anxiety or is heightening other emotions in order to calm. For any children who require additional support to manage their emotions and self-regulate, the area and strategies to support that individual will be included in their support plan. For other children, staff may want to use tasks taught to their classes that support self-regulation.

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class, another adult must be called for and this will usually be a member of SLT.

### **Reflection**

Following instances where children have found managing their behaviour challenging, staff will reflect with them using an emotion coaching approach. We use the following four steps

Step 1: Recognising, empathising, soothing to calm ('I can tell that something has happened. I am here to help.')

Step 2: Normalising, validating the feelings, labelling the feeling and, if possible, locating in the body ('This is what I think is happening, do you agree? For example, When you were shouting and swearing I think that you were feeling angry. Is that right? When I feel angry I feel hot right in the core of my body, like I want to explode. Can you tell me how it feels for you?')

Step 3: Setting limits on behaviour ('We can't continue to do \_\_\_ as it is not safe.')

Step 4: Problem-solving with the child ('We can sort this out by \_\_\_' / How do you think this could be resolved?')

For some children, at the time of the instance may not be the most appropriate time. The child may need some time to calm before they can engage with this process. This should take place though as soon after the event as is possible.

### **Serious Incidents**

Serious or repeated inappropriate behaviours should be reported directly to the Head Teacher, including through a written record on our electronic system CPOMS. A decision about how to deal with this in a way that is appropriate to the individual child and their age and stage of development can then be made. This will include discussions with parents.

### **Meeting Individual Needs**

Our children are socially and emotionally developing and may not yet have the skills needed to regulate themselves in the classroom or around school like others might. Children may need additional support to recognise how they and others are feeling when they behave in a way not in line with our expectations. All children will be supported to make changes to their behaviours, learn how to regulate themselves and, recognise that all actions have consequences and that they must take responsibility for those actions. A child's Special Educational Need or Disability will be taken into account and children will not be disadvantaged because of this.

In some circumstances, it may be necessary to use individualised measures to support children in developing appropriate behaviours. These arrangements will be made in consultation with classroom staff, parents and the SENDCo and/or Head Teacher. Where appropriate, we make every effort to involve the child in some of the decisions around creating individualised support measures. Additional support will also be discussed between classroom staff, parents and the SENDCo and/or Head Teacher to address any learning, social or emotional needs that are causing the difficulties. Other supportive agencies may also be involved in agreement with all parties.

## Language Guidance

We know that, 'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.' The language used in school about behaviour reflects our understanding of this and should always focus on the behaviour and the impact and not the child. This difference is hugely significant and examples of this are shown below. The green text gives a specific example of appropriate language and red text gives a specific example of inappropriate language related to each section explained through the black text. Our aim is to try to avoid using language classed as 'inappropriate language' as much as possible and, instead, use the 'appropriate language' as much as possible.

<b>Appropriate language</b>	<b>Inappropriate language</b>
<p>Explain the impact of any inappropriate behaviour.</p> <p>Hitting other children is not something that we expect. It hurts and upsets the person who has been hit.</p> <p>Biting is not ok. It will hurt that person.</p>	<p>Do not label the child in a negative way. Focus on the impact of their behaviour bearing in mind that their behaviour could be an unconscious response, for example, to a situation that is stressful for them.</p> <p>Hitting is naughty</p> <p>You are naughty for biting X</p>
<p>Where children demonstrate inappropriate behaviour this is a way of communicating with those around them. They may be showing they are distressed and need support, they may also be showing you that they don't understand what they are expected to do. This behaviour is therefore unlikely to be a conscious, pre-meditated choice and we therefore do not use the word choice.</p> <p>I want you to think about the behaviour that you are showing and think about what we expect you to do.</p>	<p>You have made the wrong choice by kicking me.</p> <p>I want you to think about the behaviour that you are showing and make the right choice.</p>
<p>Always use positive language that reinforces our expectations.</p> <p>We expect you to use a gentle voice when talking to others.</p> <p>We expect you to walk in school to keep yourself and everyone else safe.</p>	<p>Avoid using the word related to behaviour that you want children to avoid as, if children are struggling to regulate, they may only hear a few (if any) of the words that you are saying. We do not want the one word they hear to be a reinforcement of what we don't want them to do.</p> <p>Don't shout at your friend.</p> <p>Don't run in school.</p>
<p>Be specific when referring to expectations being met.</p> <p>I am really proud that you have remembered to use your quiet voice in the hall when talking to your friends today.</p>	<p>Avoid highlighting past behaviours which did not meet expectations as this could either shame the child or reinforce negative behaviours.</p> <p>I like the way that you're sitting today. This is much better than when you were swinging on your chair yesterday.</p>

<p>The language used throughout school on a daily basis should consistently and positively reinforce our expectations.</p> <p>We play on the playground where the grown-ups can see you and the playground space is from here all the way along here, round here and up to there.</p> <p>The toaster is warm so I'm going to move it over here so that it's out of the way and no-one will burn their fingers.</p>	<p>The language should avoid creating temptation or challenge</p> <p>We don't play behind the shed and we don't go down this path to the gate.</p> <p>Don't touch that.</p>
<p>In some circumstances, a child may be struggling to hear and listen to what you are saying. This could be because they are in a heightened state or because communication and language are challenging for them. Using reduced and clear language will be necessary.</p>	
<p>Stop <b>followed</b> by their name No <b>followed</b> by their name</p>	<p>Any of the above examples, would not be appropriate initially in this situation.</p>
<p>When reflecting with children at a calm point as soon as possible after an event, children will likely need a lot of modelling and support with this process initially and for our children who are not as aware of their own feelings as their peers. We cannot tell children how they are feeling but can be professionally curious in helping them identify and name their emotions. We also do not put our own emotions onto the child.</p>	
<p>When you ran off from the classroom I wonder if you may have been feeling overwhelmed, like things were too much for you to cope with. What do you think?</p> <p>When you hit me, it hurt and that's not ok.</p>	<p>When you ran off from the classroom you were overwhelmed.</p> <p>When you hit me, I felt sad.</p>

### **Staff**

All staff and adults in school and in the classroom know and care about the children. This is at the heart of maintaining our positive and respectful school culture. Staff and adults model expected behaviour and attitudes towards all staff, children and parents and set clear routines and expectations.

They create an environment where children feel safe because they know that inappropriate behaviours, including bullying, are not accepted and are dealt with quickly, consistently and effectively.

They deliver a well-planned and exciting curriculum which helps to develop positive attitudes to learning. All staff and adults help to motivate children through their own enthusiasm and professional approach.

Staff are encouraged to take time to reflect on their own well-being and responses to stress and, where necessary, to seek help and advice through staff support networks both in and out of school.

Staff are trained to understand that attachment, trauma, loss or separation can have a significant impact on children and know how to offer support or where to find it. They are offered opportunities to consider the effects of stress on development, learning and relationships so that they are better able to recognise and respond to them.

### **Exclusions**

In rare and extreme cases, the Head Teacher has the authority to exclude a child either for a specific fixed term or permanently, in response to repeated serious breaches of the

behaviour policy, for causing a serious injury to someone else on the school site or for repeated behaviour which significantly disrupts their learning and the learning of others. The purpose of fixed term exclusions is to give the school time to explore the incident and to review and adapt provision to meet the child's needs.

The Governing body, following the exclusion procedures, will be involved in any permanent exclusion.

### **Restraint and Physical Intervention**

The school has due regard to the DfE guidance '*Use of Reasonable Force*' July 2013 and the LA Guidance September 2014. At Pickering Infant and Nursery School we endeavour to ensure that all children and adults are safe. We aim to avoid the need for physical intervention or restraint and regard this as a last resort. Further details of this can be found in our Physical Intervention and Restraint Policy.

### **Confiscation of Inappropriate Items and Screening and Searching**

At Pickering Community Infant and Nursery School, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. The teacher should use their discretion, whether the item is returned to the child or to the parent or guardian but items listed below would be returned only to a responsible adult. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a responsible adult, the teacher should ensure that they are made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent or carer.

Staff should always ask children first to hand over any items that they are concerned about. Staff have the power to search without consent for "prohibited items" though including:

- knives and weapons
- stolen items
- tobacco and cigarette papers
- fireworks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

The DfE document 'Searching, screening and confiscation' sets out further details.