



**Behaviour Policy:
Developing Relationships and Understanding Emotions**

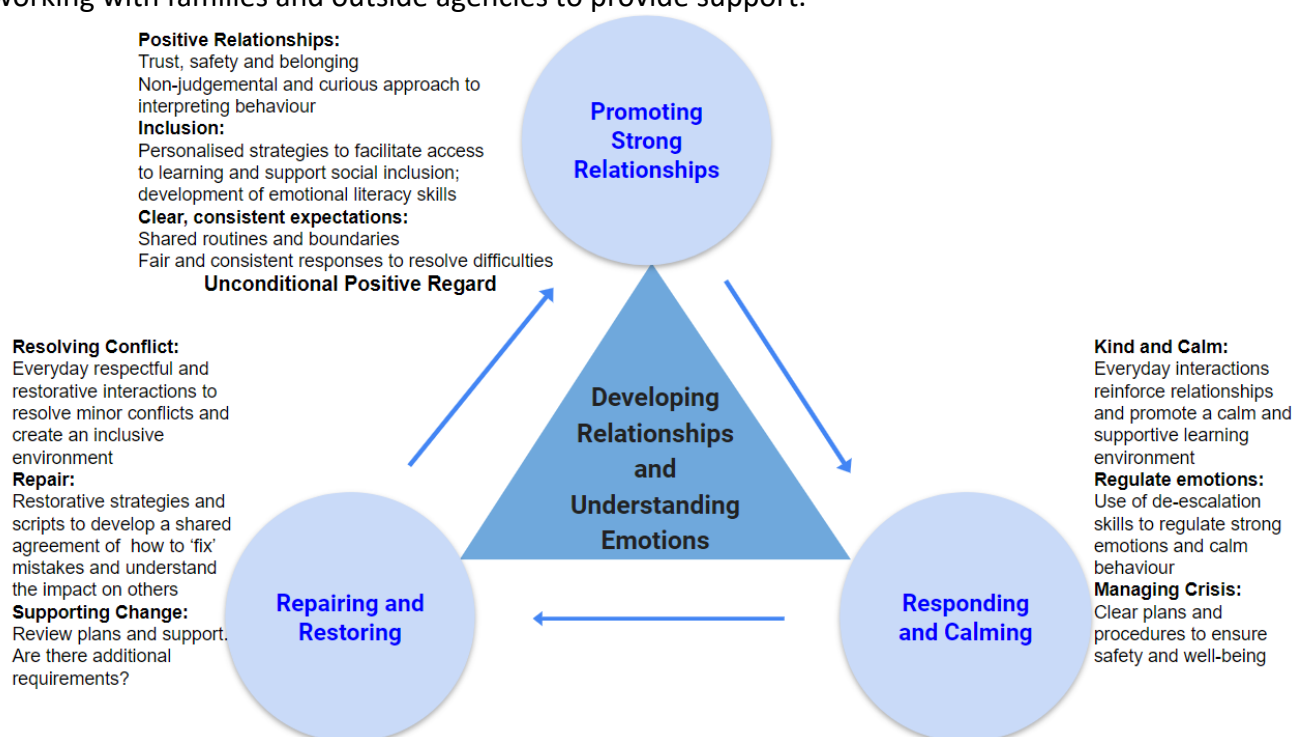
Author/Person Responsible	Headteacher
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Review Frequency	Every three years Subject to local education authority and/or national policy change
Review Date	21.2.25
Previous Review Amendments/Notes	
Related Policies	<ul style="list-style-type: none"> ● Equality Plan ● Safeguarding and Child Protection policy ● Anti-bullying Policy ● SEND Policy ● RSE Policy
Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan? (nb – if answered ‘yes’ please attach a Full Impact Assessment)	Equalities question used. No adverse impacts identified
Is there an impact on the Governor Handbook? (if ‘yes’ please inform Clerk)	
Chair of Governors signature	A Shah R Lukes

Rationale:

This policy is intended to ensure shared understanding and consistency of practice across the school in relation to supporting children in developing the skills and knowledge necessary to make positive and appropriate behaviour choices which assist them and others in forming positive relationships and learning effectively.

Henleaze Infant School is an attachment aware school where we focus on building positive relationships to create a safe environment where all children feel secure. We recognise that understanding emotions is the key aspect to understanding behaviour. Through a non-judgemental and curious approach to behaviour and what it may be communicating, both children and adults are given skills and strategies to manage their behaviour and to create an environment that is conducive to learning.

We have high expectations for social and learning behaviours to create a calm and purposeful school. We teach positive behaviours and use everyday interactions to model expectations. We seek to understand what emotions negative behaviour is communicating, working with families and outside agencies to provide support.



At Henleaze Infant School we believe:

- Positive relationships are critical to a safe learning environment
- Behaviour is communication and is often a person's response to their emotional state
- Children learn best in an ordered environment where boundaries are clear and consistent
- Children should be taught age-appropriate strategies to resolve day-to-day conflicts with peers

Aims:

To maintain an inclusive, purposeful environment where children and adults feel safe and secure

To have a shared understanding of expectations for learning and social behaviours

To have consistent, supportive routines, language and strategies to promote positive behaviour

For children to develop independent strategies to recognise and regulate emotions

To use personalised strategies to support children with strong emotions to access learning and enable social inclusion

Roles and responsibilities:

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

All staff - Follow our school behaviour policy and related policies to work together to

- create a learning environment which is respectful, safe, inclusive and engaging in order for children to thrive
- will interact positively with children both verbally and non-verbally, including tone of voice and body language
- Have consistently high expectations of the children's behaviour choices and explicitly teach what these look like
- model respect and consideration to all individuals regardless of their culture, beliefs or additional needs
- Use the school's agreed language scripts and visuals to support and manage behaviour
- Are proactive in noticing children making good behaviour choices and are explicit when praising them
- Will not tolerate bullying of any kind, including child-on-child abuse (see the school's anti-bullying policy)
- Record changes in behaviour, or incidence of disruptive, violent or bullying behaviour (see appendix 4) using CPoms (or paper record to transfer to CPoms)
- Keep parents informed of their child's social and emotional development, including positive and negative behaviour choices and relationships
- Seek advice and support from the Inclusion Team as necessary

Inclusion Team

- Monitor behaviour patterns reported by staff
- Provide support and training for staff
- Provide support and signpost external guidance, including parenting courses for parents/carers
- Liaise with outside agencies where appropriate

Headteacher

- Supports staff by implementing the policy consistently throughout the school and setting the standards of behaviour and facilitates staff training
- Ensures the health, safety and welfare of all children and adults in the school
- May permanently exclude a child if it is deemed to be in the child's best interests (see Exclusions)
- Issues fixed-term exclusions for serious / repeated incidences of unacceptable behaviour or very serious acts of anti-social behaviour
- Reports to governors at regular intervals on the effectiveness of the policy
- Maintains a record of all reported serious incidences of unacceptable behaviour

Governors

- Support the Headteacher in setting down guidelines of the standards of behaviour within the school
- Monitor the effectiveness of the school policy and review the need for its development
- Advise the Headteacher about particular matters regarding behaviour e.g. exclusion

Parents / Carers

- We believe parents / carers play a crucial role in shaping attitudes which result in their children making good behaviour choices both in and out of school. The school works collaboratively with parents with the aim of children receiving consistent messages and expectations about how to behave. We seek to build a supportive dialogue between home and school and inform parents on the same day (or as soon as possible) if we have concerns about their child's welfare or behaviour. Discussions take place through either a face-to-face conversation or email.

The school expects parents to:

- Be aware of the school's behaviour expectations and rules
- Cooperate with the school to support the school's behaviour system and class rules
- Support their child's learning through, proactive communication, attending meetings and engaging in discussions and following up on agreed actions
- Support the school's decision when applying any consequences to deal with any specific incident

If parents have a concern about the way their child has been treated they should initially contact the class teacher. If the concern persists, they should contact the Headteacher. If the matter is still unresolved, they should refer to the School's Complaints Policy.

Children

It is the responsibility of children to make good choices at all times, upholding our school values: Respect, Inclusion, Safe and Happy and our five school rules:



Universal offer-**How we will support positive behaviour:**

A number of strategies are used on a daily basis to enable children to make appropriate choices throughout the day and in different contexts. These include:

- Collaboratively created class charters are displayed and regularly reviewed
- Structured daily routine shared through visual timetables
- The explicit teaching of the Personal, Social and Health Education curriculum through the **Jigsaw** program as well as planned teaching of our school and British values through school and class assemblies. Through our PSHE curriculum we teach children of the dangers associated with online bullying and child-on-child abuse.
- Our Religion and Worldview curriculum is closely linked to PSHE teaching and focuses on the teaching of curiosity, respect and inclusion of other views and opinions.
- Communication of consistently high expectations (verbally and visually) using agreed school protocols (**5 Star Line, class and playground stop signals, calm walking and quiet voices indoors**)
- Each classroom to have a designated calm area with resources to support emotional regulation made available as appropriate
- Explicit celebration of behaviour, attitude, effort
- Allowing time to explore reasons for poor behaviour choices and support children in reflecting on how to re-engage through up to 5 minutes '**thinking time**' followed by a reflective/restorative discussion with an adult
- Differentiated learning and targeted questioning
- Use of a variety of learning strategies (visual, auditory, kinaesthetic)
- Seating plans to support engagement
- Close monitoring and supervision at playtimes; modelling positive learning and social behaviours and leading games and activities

- Differentiating monitoring and supervision for vulnerable children at playtimes, based on shared information
- Ensuring organisations that work in partnership with us understand and follow our Behaviour Policy and expectations

Celebrating positive behaviour

We celebrate children who have modelled our values and learning behaviours through presenting **‘Star of the Week’** awards in celebration assembly to which families are invited. Achievements are celebrated through class and school displays and sharing of progress with the Headteacher. Positive behaviours at lunchtime are rewarded through **‘Lunchtime Superstar’** awards, celebrated by an invitation to join the ‘Superstar’ table on Friday lunchtime.

Behaviour in the classroom is celebrated through a class reward system of **marbles/pompoms in a jar**. This may celebrate an individual in the class, or be awarded to the whole class. Rewards will never be removed as a sanction. (on occasion individual reward systems e.g. sticker charts may be set up in addition to the class system to address a particular target)

Pathway to support a change from unwanted behaviour

As a school, we believe the child should be supported in a calm and consistent manner to make a change to their behaviour so as not to escalate their emotions and actions. Support is given on the following scale:

1. Give a warning with a verbal or visual reminder about which value / school rule the child needs to follow.
2. Give a second warning with another reminder of value/rule
3. Give ‘thinking time’ in the classroom for a child to reflect on their choices and how they can put them right (“fix things”) Children will be supported by the adult involved to reflect/resolve conflict and generate ideas to ‘fix’ problems. There will be a focus on repairing the relationship and starting the next session afresh.
3ii) Inform the child what the consequence will be if their inappropriate behaviour continues.

If the child requires support to regulate emotions:

3iii) A familiar adult will take the child to a quiet space to support the child to regulate their emotions.

3iv) If required, a member of the DSL or inclusion team will provide a change of face and provide support to the child in regulating their emotions.

4. If the negative behaviour continues, a consequence will be enforced. This is limited to five minutes ‘thinking time’ in another classroom or if outside, 5 minutes of missed playtime. These are followed up by a supported discussion about positive choices that should be made in future. Use of the language of “fixing the problem”
5. If there are further poor choices made, or the behaviour continues the child will be taken for ‘thinking time’ with a senior member of staff to be

supported to reflect on negative choices that were made and positive choices they could make in future. **If this occurs, parents are informed by the class teacher.**

Monitoring behaviour patterns

All significant (see appendix 4), repeated or out of character behaviours should be recorded on CPoms in order to monitor patterns of behaviour and build an overview of the child. A brief account should be given but must include **antecedents, others involved and what the follow up actions/consequences were.** Parents/carers will be informed of any significant incidents that directly involve their child. (see appendix 4)

Cpoms is regularly monitored by the Inclusion team and is cross-referenced with other information such as attendance and safeguarding. Any patterns that occur may result in an Individual Behaviour Plan being created for a child (see below and appendix 5) and in some cases an individual risk assessment as a record of the agreed provision to support an individual's behaviour. Parents will be involved in creating these documents.

Repeated, intentional behaviours towards a group or individual will be considered under our Anti-Bullying Policy linked [here](#)

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", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This definition of bullying includes online abuse via internet, text or social media.

Any of these may also have contexts which discriminate in relation to a person's 'protected characteristics' See equalities policy.

Additional Support for behaviour

There may be times when a child finds it difficult to manage their emotions, reactions and choices and is unable to respond positively to our whole school behaviour strategy. At this point the Inclusion Team will become involved. It is important for staff and family to focus on what the child might be communicating through their behaviour and explore any underlying reasons for it. All staff involved will work together to support the child, their family and each other. We recognise that children respond differently to different strategies and approaches, therefore it may be necessary to use a variety of interventions before finding successful ones, therefore we regularly review their impact.

Personalised offer-how we support children with additional SEMH needs

Provision of ELSA interventions

Personalised timetable

Use of an agreed space for sensory breaks e.g. The Snug/personalise space in the classroom

Use of social-emotional literacy resources and interventions e.g. Time to Talk, We Thinkers, or The Incredible 5 Point Scale

Use of key person approach with planned check in sessions

Individual Behaviour Plan

For some children there will be times when their anxiety levels are so high that they will need additional support and strategies to regulate their emotions. An Individual Behaviour Plan (Calm to Crisis Plan) can be drawn up in collaboration with the child's family identifying triggers, behaviours exhibited and supportive strategies to resolve difficulties. Work between school and home will aim for behaviour to be understood and strategies put in place to help the child communicate their feelings in a safe way and help reduce negative behaviours. In addition, some children will have an individual risk assessment (**appendix 6**) which is drawn up in response to behaviours that are a risk to the child or other's safety. The plan will be shared with all adults who work with the child to ensure consistency of approach.

Restrictive Physical Intervention

At all times, staff will build relationships of trust and understanding and be proactive in identifying triggers and solutions. Adults are skilled and confident in finding the best ways to keep children safe and are proactive in diffusing and distracting to de-escalate the child wherever possible. Should an incident occur, where through a dynamic risk assessment a staff member believes it to be in the best interests of the child to physically intervene, they may use the minimum amount of force for the shortest amount of time in order to keep the child and others safe.

Physical intervention will only be used if it is **proportionate, reasonable, appropriate and in the best of interest of the child.**

There are a number of staff who are trained in Team Teach positive handling strategies and if possible these adults should be called to support in the event of a child in crisis, however if this is not possible, any adult may make a decision to intervene. When supporting a child who is in a state of crisis, Team Teach de-escalation and communication scripts will be used (**See appendix 1 and 2**) and if physical intervention is required, this must be described and recorded in detail on CPoms along with the circumstances before and after the incident.

Any occurrence of physical intervention will be reviewed with a member of senior leadership to reflect upon the interaction, consider what is happening for the child and how they can be further supported. Parents will be informed by a member of SLT if TeamTeach has been required for their child on the day of the incident.

EXCLUSION

Government guidance states that

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion

should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy.' Dfe 2017

Very serious or persistent breaches of the behaviour policy may result in a pupil being excluded from school. The use of exclusion reflects the importance of good behaviour for the education and welfare of all children.

However, as a school we recognise that exclusions result in children missing learning time thereby impacting on their achievement and more importantly, can be viewed as a sign of rejection, impacting a child's mental health and well-being. Consequently, exclusion is only used as a final measure, after exhausting all other possibilities. Every effort is made to identify children at risk of exclusion and put in place strategies to address problematic behaviour. We aim to identify whether there are any causal factors for the behaviour and intervene early in order to reduce the need for subsequent exclusions.

The school will comply with equalities legislation and the SEN code of practice when making decisions about whether or not to exclude a pupil.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day e.g. lunchtime.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period, following the protocols stated in the 2017 DfE guidance.

It is the governing board's duty to arrange education from the sixth day of a fixed-period exclusion or if there are consecutive fixed-period exclusions totalling more than five days.

Statutory guidance on factors that a headteacher will be taken into account before taking the decision to exclude (see below)

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

This policy should be read in conjunction with the school:

- Equalities statement
- Safeguarding and Child Protection policy
- Anti-bullying policy
- Accessibility Plan
- Special Needs and Disabilities Policy

Appendix 1: De-escalation

1. Approach calmly with open body language. Keep a safe distance from a child who is in crisis

Adopt an open and inquisitive approach: **“I can see something is wrong/has happened” “I care about you and want to help”**

Acknowledge Feelings- **“I can see you are angry/sad/hurt”** if appropriate validate feelings **“I would feel angry if my x had broken” “I’d be feeling disappointed if the whistle stopped a game I was enjoying”**

(If feelings are regulated)

2. Gather information-**“I’m here to listen”** Listen to all individuals involved.
3. Ask for ideas for solutions-more appropriate choices **“how can we fix this?”**
4. Give follow-up support. Summarise good next steps. Celebrate good choices

Scripts for adults supporting a child in crisis:

All adults who see another adult supporting a child in crisis must say **“help is available”** and must not involve themselves in the situation until invited.

The lead adult should then reply “yes, thanks” or “No. we’re ok thank you” This must be adhered to.

If invited to support, the lead adult will direct.

If as a second adult you witness a colleague who you deem it is essential to support you must say **“more help is available”** at this point the first adult must transfer control of the situation. They may be requested to get another adult to assist.

Appendix 2: Fixing problems and reparation:

- Drawing social stories (comic strips/story map) alongside the child. Looking at what could have avoided the problem
- Agreeing how to fix a problem e.g. helping to clear up resources if they have been tipped out or apologising to someone if an unkind act has taken place
- Using pre-drawn social stories to ‘shine a light’ on the problem and discuss better alternatives

Children with SEND may not be able to cope with these reparation strategies or may indeed time before they can approach reparation. In this case their Individual Behaviour Plan will have specific helpful techniques

Appendix 3: Children should be supported to use strategies for mending friendships (Jigsaw)

Red-Stop. Think about how you are feeling; Try to calm these feelings so that you can think about what has gone wrong.

Amber-Get ready. Look at each other’s point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what has gone wrong.

Green-Go. Say sorry if you need to. Agree how to put it right. Do something fun together.

Appendix 4: unacceptable behaviour that must be recorded (this list is not exhaustive, but an example of unacceptable behaviour types)

- bullying of any kind, including discrimination or child-on-child abuse (see anti-bullying policy)
- unkind words / name calling
- Verbal or non-verbal threat to others
- intentional / meaningful swearing
- deliberate physical harm to self or others
- Deliberate and destructive damage to property
- persistent disruption to the learning of others
- defiance or rudeness to others

Appendix 5: Individual Behaviour Plan-Calm to Crisis

Regular presentation of the pupil:			
Known Triggers:			
Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1 - Anxiety			
2- Defensive/Escalation			
3. Crisis			
4. Recovery			
5. Depression			
6. Follow up			

Appendix 5 Individual Risk Assessment

Henleaze Infant School

Individual Pupil Risk Assessment

NAME:	DATE OF ASSESSMENT:	REVIEW DATE:
ASSESSED BY:	CLASS	OVERALL AVERAGE RISK RATING:

Pupil Name :	blank blank	Contributing :		Date:	
				Review:	
				Review:	
				Review:	
				Review:	

Appendix 6: Individual Pupil Risk Assessment

HAZARD / BEHAVIOUR	ENVIRONMENT STATE SPECIFICS OF LOCATIONS & BEHAVIOURS	FREQUENCY H- HOURLY D-DAILY W- WEEKLY M- MONTHLY	OPINION OR KNOWN O/K	LIKELIHOOD (L) (1-6)	DEGREE OF HARM (H) (1-4)	RISK RATING (LxH)	PRIMARY PREVENTATIVE STRATEGIES¹	RISK RATING² after primary strategies implemented	REACTIVE STRATEGIES³
Serious Disruption									
Violence/ Physical Aggression									
Impulsive behaviour									
Bullying									

1

2

3