



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

<b>Author/Person Responsible</b>	<b>Headteacher</b>
<b>Date of Ratification</b>	<b>13.12.23</b>
<b>Review Group</b>	<b>Curriculum Committee</b>
<b>Ratification Group</b>	<b>FGB</b>
<b>Review Frequency</b>	<b>Annually</b>
<b>Review Date</b>	<b>13.12.24</b>
<b>Previous Review Amendments/Notes</b>	Priority of behaviour policy across the school and recent Dfe guidance means review will be annually rather than every 3 years.
<b>Related Policies</b>	<ul style="list-style-type: none"> <li>● Equality Plan</li> <li>● Safeguarding and Child Protection policy</li> <li>● Anti-bullying Policy</li> <li>● SEND Policy</li> <li>● RSE Policy</li> </ul>
<b>Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan?</b> <b>(nb – if answered ‘yes’ please attach a Full Impact Assessment)</b>	<b>No</b>

Is there an impact on the Governor Handbook? (if 'yes' please inform Clerk)	No
Chair of Governors signature	

#### Rationale:

This policy communicates our shared understanding of how staff support children in developing the skills and knowledge necessary to behave appropriately to enable them to form positive relationships and learn effectively.

Henleaze Infant School is an attachment aware school where we actively build 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.



#### 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 understand that behaviour can be learnt and therefore expect our staff and parents to be good role models for our children.

### **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
- 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 and explicitly teach what good behaviour looks 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
- be proactive in noticing children meeting behaviour expectations and are explicit in praise
- not tolerate bullying of any kind, including child-on-child abuse
- record changes in behaviour, or incidences 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 patterns and relationships
- seek advice and support from the Inclusion Team as necessary

### **Inclusion Team**

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

### **Headteacher**

- Supports staff by implementing the policy consistently throughout the school, setting the standards of behaviour and facilitating 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 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 meeting school behaviour expectations. 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, phone call 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, 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 follow our school rules at all times, upholding our school values: **Kindness, Respect, Curiosity and Community** and our five school rules:



## Implementation

### How we support positive behaviour:

A number of strategies are used on a daily basis to enable children to follow our school rules throughout the day and in different contexts. These include:

- Collaboratively created class charters which 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 and computing curriculums we teach children of the dangers associated with online bullying and child-on-child abuse.
- Our Religion and Worldviews 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 has designated calm area with resources to support emotional regulation
- Explicit celebration of behaviour, attitude and effort
- Allowing time to explore reasons for poor behaviour patterns (reword?) 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. We use the shared language of 'calming time', 'thinking time' and 'fixing time' to support this. (Signpost to behaviour flow chart appendix3)
- Differentiated learning and targeted questioning to enable all pupils to feel a sense of success
- Use of a variety of learning strategies and scaffold to reduce cognitive overload 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 (Do Schools Out follow this policy?)

### **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 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 behaviour change**

Support is given in the following order:

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 behaviour and how they 'fix things'
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.
5. If the behaviour continues the child will be taken for **'thinking time' with a senior member** of staff. **If this occurs, parents are informed by the class teacher.**

**If the child requires further support to regulate emotions follow appendix 3 (flow chart)**

### **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**

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 technology.

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 meaning 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. personalised space in the classroom, near classroom or the sensory room
- Some children may also access sensory circuits sessions
- 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 the child's class teacher or a member of SLT if Team Teach has been required for their child on the day of the incident.

## **EXCLUSION**

DfE Exclusions and Suspension guidance 2023 states:

“Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions<sup>1</sup> and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. 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.”

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 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.

It is a legal requirement for the Headteacher to notify parents or social worker where applicable of any suspension or exclusion.

Henleaze Infant School will comply with DfE Exclusions and Suspension guidance 2023 for any suspension or permanent exclusion.

The school will comply with the Equality Act 2010 legislation and the SEN code of practice when making decisions about whether or not to exclude a pupil.



*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.

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3. Ask for ideas for solutions to give the child agency in ‘fixing’ what has gone wrong **“how can we fix this?”**

4. Give follow-up support. Summarise next steps. Celebrate ability to fix.

### **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.

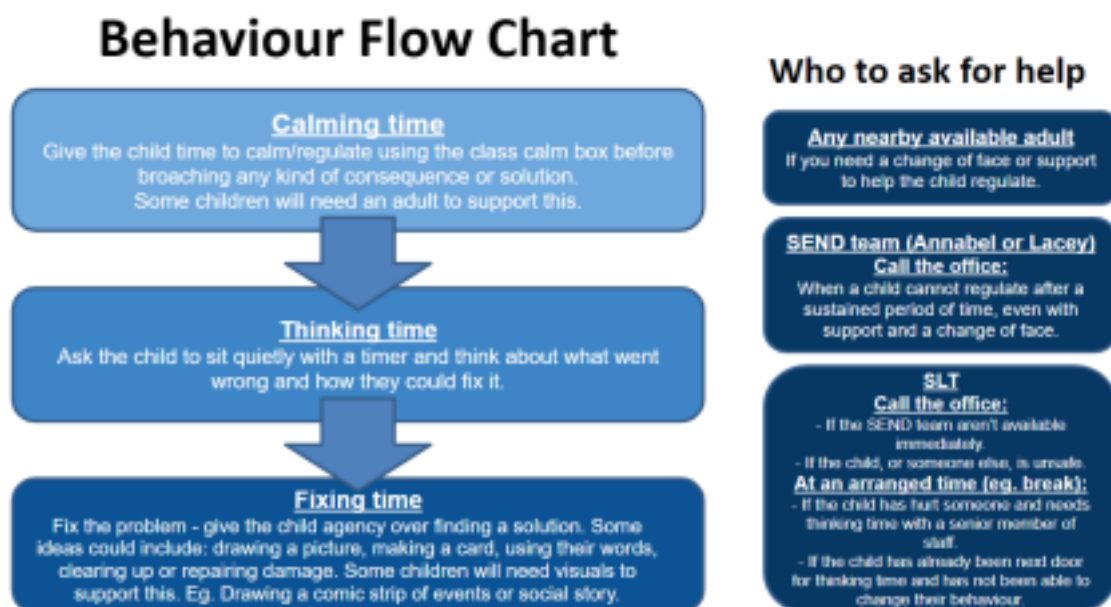
### **Appendix 2: Fixing problems and reparation:**

- 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: Behaviour Flow Chart



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**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			

<b>4. Recovery</b>			
<b>5. Depression</b>			
<b>6. Follow up</b>			

Appendix 6: Individual Pupil Risk Assessment
Henleaze Infant School

Individual Pupil Risk Assessment		
NAME:	DATE OF ASSESSMENT:	REVIEW DATE:
ASSESSED BY:	CLASS	OVERALL AVERAGE RISK RATING:

HAZARD/ BEHAVIOUR	ENVIRON MENT STATE SPECIFICS OF LOCATIONS & BEHAVIOURS	FREQUE NCY H HOURLY D-DAILY W WEEKLY M MONTHL Y	OPINI ON OR KNOW N O/K	LIKELIHO OD OD (L) (1-6)	DEGR EE OF HAR M (H) (1-4)	RISK RATI NG (LxH)	PRIMARY PREVENTA TIVE STRATEGIE S <sup>1</sup>	RISK RATING 2 after primary strategies implement ed	REACTIVE STRATEGI ES <sup>3</sup>
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Serious Disruption									
Impulsive behaviour									
Bullying									

Guidance to support risk rating below

Risk Rating Matrix

	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24

Low risk	Monitor risk and review
Medium risk	Put effective containment in place and monitor
High Risk	Review procedures, plan carefully, put added measures in place to support the behaviours
Unacceptable Risk	Take immediate action to reduce risk.

**Likelihood:**

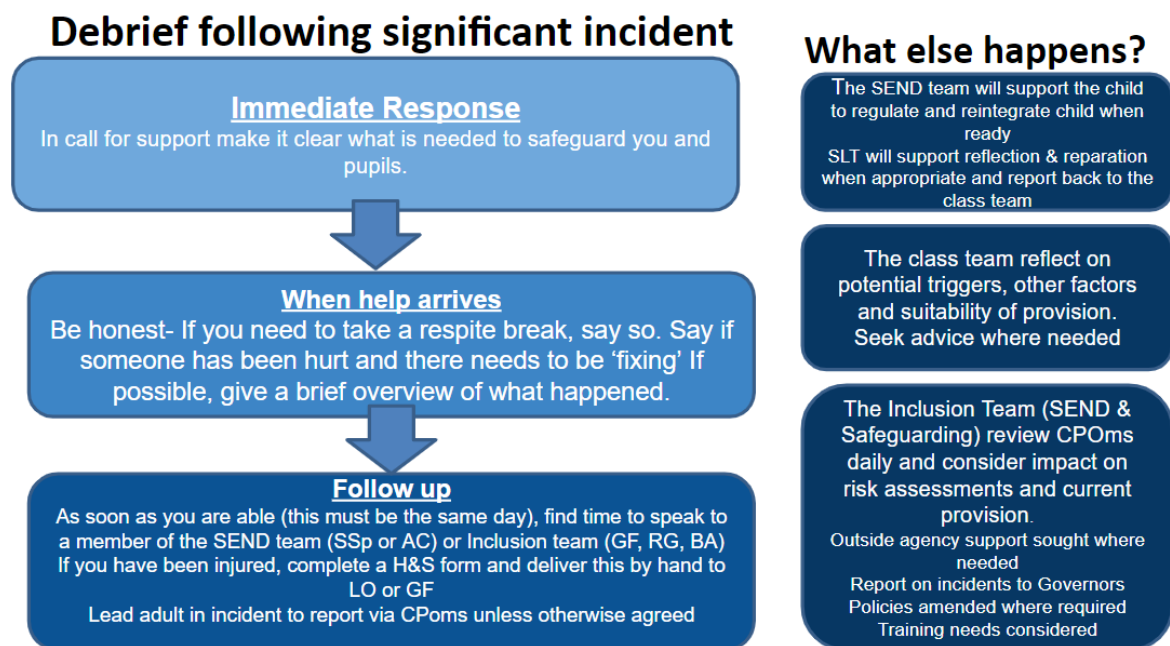
- 1: Improbable.....so unlikely that probability is close to zero
- 2: Remote.....unlikely, though conceivable
- 3: Possible.....could occur sometimes
- 4: Probable.....will occur several times
- 5: Likely.....occurs frequently. To be expected
- 6: Certain.....behaviour is unrelenting and occurs regularly

**Severity/Degree of Harm**

- 1: No injury.....No injury, but may lead to property damage or loss
- 2: Minor injury.....minor cuts, abrasions and muscle strains, requiring first aid, but nothing more
- 3: Major injury.....serious injury such as loss of blood, fracture, dislocation, debilitating injury and ill health
- 4: Fatal.....loss of life/ life threatening injury

Appendix 7:

Debrief Procedures:



Appendix 8: Classroom visuals-consequences

1 reminder → 2 reminders → 3 reminders → 4 reminders



The teacher reminds me to follow our school rules using their voice.



The teacher asks me to move to another place in our classroom for thinking time.



The teacher asks me to go and have some thinking time in another classroom.



I need to have thinking time with Mrs Fricker at another time.