Hadleigh Infants & Nursery School

Behaviour and Relationships Policy

2023-24

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Behaviour and Relationships Policy

Purpose and Values

An understanding of trauma and the impact of childhood experiences underpins our approach to relationships and managing behaviour at Hadleigh Infants & Nursery School. We are committed to ensuring that our school develops a therapeutic and mental health informed approach to ensure that all of the children in our care maintain good mental health and resilience, enabling them to fully engage in all aspects of life both in school and beyond having a positive impact on society both now, and as adults.

Key Principles

- Behaviour is communication. It is our job to interpret the communication and respond appropriately.
- We use compassion and kindness, rather than blame and shame o
    Adults will seek to understand behaviour and its roots by questioning and reflecting.
    - o Behaviours are understood as a way of coping in response to a stressor.
    - o It is understood that not all behaviours are purposeful and planned.
    - o Children are not "naughty" and negative behaviour labels are not acceptable
- We encourage a sense of connection and belonging (as opposed to disconnection)
    - o Relationships and connection underpin the Behaviour and Relationships policy and any support provided to children o Punitive approaches that result in disconnection, isolation, suspensions and exclusions are avoided wherever possible (refer to appendix 3).
- We have hope for all of our learners, we do not lose hope for children. o Adults will find strengths in every child and build on them.
    - o We do not "write off" children. We offer fresh starts whenever they need them.

A Relational Behaviour Model

At our school we use the relational behaviour model. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for all of our pupils, while recognising some children have specific needs The following expectations cover all times of the school day and where pupils are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.

- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is the responsibility of the whole school community, to remind and support pupils where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the pupils know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure that good routines are in place for all times of day. Including:
- Start and end of day
- Transition times
- Lining up at any time
- Moving around the school
- Break times and Lunchtimes

Viewing behaviour as a learning process

In our school we accept and understand behaviour as a learning process. Not all behaviours are intentional and carried out through choice (conscious behaviour). Some behaviours are reactional and in response to a stressor (subconscious behaviour). Pupils will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupils so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our pupil's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Using logical consequences

The use of consequences
Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:
- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our schools we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

The Trust has a phased approach to escalating behaviour that causes disruption to learning in order to support children to manage their needs in a more appropriate way which allows them and their peers to continue learning (see appendix 2).

The use of positive behaviour management strategies

We believe that good learning behaviours should be recognised and celebrated. Children demonstrating consistently positive behaviour should be used as role models for their peers and thanked for their positive contributions to school life.

Appendix:

1.   Appendix 1 - School rules

At Hadleigh Infants and Nursery School we have three simple school rules that are easy to remember and applicable to all circumstances.

In school we are:
- READY
-                For example, being ready to learn and being ready to follow instructions being given by an adult and being ready to move around the school.

- RESPECTFUL
-                For example, demonstrating respect to adults and peers in the school, being respectful of the school environment and learning resources.

- SAFE
-                For example, being safe in the way we move around the school, behave in the classroom or use resources.

Each class displays the rules on a 'Recognition' or 'Be Like Me' board. Children will be highlighted for showing these school rules at any time throughout the day by any adult. Children will be asked to place their name on the school rule that they are displaying. If the child is noticed again for displaying the school rules they will be given a sticker. When children are recognised for their behaviour an adult will verbally highlight it to the class relating it to the rules.

Appendix 2 - Phased approach to disruptive behaviour and not following school rules

Steps for monitoring low level behaviour in the classroom

1 – children will be reminded of the rules of ready, respect and safe and encouraged verbally to show this behaviour.

2 - children will receive a yellow card and a short verbal explanation will be given e.g. "you are getting a yellow card because you are not being safe. Show me safe." At this point adults will be looking for the children to respond and 'catch them' following the rules. If a child begins to follow the rules again the yellow card will be removed with a verbal explanation related to the rules e.g. "well done for showing me that you are safe…"

3- If a child continues to not follow the rules a second yellow card may be issued and a logical/educational/protective consequence provided

4- If a child continues to break the school rules a red card may be given and a child will be sent to a neighbouring classroom.

*Specific Strategies for children with specific needs will be discussed with the class teacher and parents see appendix 4.

Steps for monitoring and addressing low level behaviour in the classroom			
Step 1		Step 2	Step 3
Week 1 Adults will follow the whole school behaviour policy. Adults will keep a note of any child who has received a yellow card by logging on the behaviour log form. Adults will identify any patterns of behaviour and identify any areas of concern e.g. ready, respect, safe. **Actions** Restorative conversations and protective/educational consequences	**Week 2** Continue to follow the whole school behaviour policy. Adults will keep a note if a child continues to need support to follow school rules on the behaviour log. Adults will identify any patterns of behaviour and identify any areas of concern e.g. ready, respect, safe. **Actions** Restorative conversations and protective/educa	Identified child is put on to a 'day diary' for 2 weeks. Adults use the diary to record the child's behaviour in each session. A copy is given to parents at the end of each day and a copy filed in class behaviour folder. **Actions** Restorative conversations and protective/educational consequences are used to explicitly teach the child the expectations.	Meeting with class teacher and a member of SLT. Consider : Does the child need a One Page Profile, CBMP etc

are used to explicitly teach the child the expectations. **ACTION** If a child is logged more than three times on the behaviour log the class teacher will inform the parents that their child will be monitored closely for the next week and next step is a call from the year group leader.	tional consequences are used to explicitly teach the child the expectations. **ACTION** Phase leader will call parents and inform them of the behaviour logs and inform them that the child will move onto a behaviour diary for 2 weeks and the next step will be a meeting with SLT or class teacher will call parents with positive news.	**ACTION** Phase leader will call parents and inform them of the behaviour logs and diaries will be monitored in class parents will be called with positive news or a meeting with a member of SLT will take place.	

Every effort is made to keep children in school, with the exception of a serious incidents. Suspensions or exclusion is typically a response to:

i)   Behaviour which puts the safety of individuals with in our school community at risk, this includes children, adults and the individual whose behaviour is dysregulated.

ii)   Extreme forms of dysregulated behaviour such as violence, aggression or serious vandalism / wilful destruction of school property

iii)   Persistent bullying

iv)   persistent refusal to comply with school rules and adult instructions, or behaviour which results in teachers being unable to teach having a detrimental impact on the education of others.

- Types of Exclusion at HINS
- Internal Suspension (including lunch or playtime suspension). A child is suspended from accessing their classroom or spending time with their peers for a fixed period of time, usually no more than a half day. During this time the child will undertake a combination of learning to support their behaviour and the usual class work that they would be doing. Internal suspensions usually take place with a member of the Senior Leadership Team, or with the Wellbeing Practitioner. Internal suspensions are logged on the schools internal behaviour management tracking system but do not form part of the child's permanent school record.
    - Suspension (including lunchtime suspension)

    A child is suspended from the school for a fixed period of time. Work will be provided by the school. This work should be completed by the child and returned to school. Upon return to school, an official reintegration meeting must take place to maximise the likelihood of a successful reintegration for the child. Suspensions can only be authorised by the Headteacher or Assistant Headteachers (in the absence of the Headteacher from the school site).
    This type of exclusion is recorded on a child's permanent school record.
    - Permanent Exclusion

    A child is permanently excluded from the school. Permanent exclusion can only be authorised by the Headteacher. *This type of exclusion is recorded on a child's permanent school record.*

Exclusions and suspensions are implemented in line with all current policies and DfE guidance.

- Consistent Behaviour Management Plans (CBMP)/ Risk assessments

Any child who is at risk of suspension will be offered a CBMP. Other children will also be offered if CBMP if school feels it necessary. The CBMP/ risk assessment (or similar) as appropriate and the process typically involves any relevant stakeholders i.e. child, school, parents, wellbeing managers, class teachers, SENCo etc. working together to help to produce a document which details the behaviours of the child and strategies that can be useful in promoting self-regulation.

Appendix 3 - Children with specific needs

Children with EHCPs or one planning based around their specific needs may have individual behaviour support plans in place. All children are expected to follow our school rules but consequences for these children may not follow the format listed in appendix 2. Other documents such as CBMPs and risk assessments will also be considered to support individual behavioural needs. All support plans will be agreed with parents and will remain confidential between school and families.

Appendix 4 - Approach to promoting positive behaviour

At HINS we use a wide range of strategies to recognise and encourage positive behaviour, this is a constantly evolving list as the interests of children and individuals change over time and rewards are most effective when tailored to individuals. Generic rewards may include:

- Verbal praise tailored to specific behaviours – recognition board
- Class stickers tailored to specific behaviours
- Year group leader/SLT stickers tailored to specific behaviours
- Star or the Week – 2 star of the week certificates will be awarded to children in each class for children who have been recognised for continually following the school rules or for learning behaviours related to particular school themes e.g. growth mindset, improved work etc
- Recognition cards will be sent home to children who have been recognised for behaviours related to particular school themes e.g growth mindset, improved work etc
- Gold Star award – 1 gold star per half term will be awarded to a child in each class who has stood out for their consistent behaviour and attitude to learning
- Commendation Award – one child per class will be awarded a commendation award at the end of the year in a special awards ceremony. These commendations are awarded to children for their outstanding consistent behaviour and attitude to learning and their parents will be invited to see them receive their award in a whole school assembly. Each child's name is displayed on the commendation board in the main reception.