

**BEHAVIOUR AND RELATIONSHIPS
POLICY 2023**

Next Review Date: September 2024

BEHAVIOUR POLICY

The Governors and all staff at Haddenham Community Infant School are resolved to maintain our high standards of good behaviour and discipline. Our fundamental belief is that if our community is to function effectively, we must all work together, following the same principles. Using our school vision, we have devised a set of key principles for behaviour. Our behaviour and relationships policy is based upon these principles.

All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

Behaviour is an area of school life where we have high expectations and clear boundaries, where pupils are supported to learn that choices and actions have consequences.

Pupils are supported to identify emotions and levels of regulation through the use of Zones of Regulation, which is embedded into the school day for all pupils able to access this.

Behaviour is a form of communication. Adults should seek to understand what purpose/function of behaviour it serves. The relationship between behaviour and communication is understood and acknowledged by the school team. The need for the pupils to be taught to communicate effectively is imperative if pupils are to manage their own behaviour and develop awareness that they can have a positive impact on the people around them.

School Aims

To recognise the individual needs of all children and make the best provision for them, by offering a broad, balanced and relevant curriculum

- To recognise and adopt values of tolerance, citizenship and patience
- To create a happy, healthy, working environment where everyone can achieve their full potential, where every member of the school community is valued and equal opportunities are available for all
- To encourage a sense of independence and responsibility
- To foster respect for moral and spiritual values
- To develop an understanding of others regardless of race, religion and differing ways of life
- To build on each child's experience at home in order to develop skills, attitudes and knowledge
- To encourage parents to work with us in all aspects of the development of our school
- To extend the children's learning beyond the classroom into the school grounds and on into the local community and wider world
- To welcome visitors into our school
- To ensure that continuity and progression are maintained throughout the school and that effective records are kept of each child's development
- To eliminate discrimination, harassment and victimisation

- To advance equality of opportunity
- To foster good relations

We recognise that central to our behaviour and relationships policy is the ethos of the school, to which everyone in school contributes.

Providing a positive climate of openness, good interpersonal relationships and setting high standards is everyone's responsibility. We encourage every adult, all members of staff, parents and governors to take this responsibility seriously.

We encourage the pupils to think about how they are learning using a metacognitive approach 'thinking about thinking.'

In the same way with behaviour we teach self-regulation through the Zones of Regulation framework. That the behaviour in the school builds towards a trusting, safe, calm, nurturing, welcoming and purposeful environment where our enthusiastic children can succeed and make as much progress as possible. To deliver a graduated approach to behaviour support: reducing low level behaviours through well organised systems within each classroom and a focus on a positive approach to behaviour support and de-escalation of pupil anxiety or frustration. To ensure that all members of the school community; staff, governors, parents, volunteers and all other stakeholders adhere to the principles of this policy.

To make the key values, positive behaviour ethos, nurture principle and self-regulation and coregulation, central to the work of the school, so that every child has a strong sense of appropriate behaviour choices, they feel safe, happy and ready to learn and they can demonstrate the values in an assertive and appropriate way. To encourage all the children to know their responsibilities in relation to behaviour so that their own behaviour choices promote the learning and well-being of others.

The School Behaviour and Relationships Policy will provide a framework and agreed guiding principles within which all members of the school may work in order to achieve these aims. The staff and governors have set out guidelines for pastoral care and discipline in the school prospectus.

They are:

- Each teacher, supported by the headteacher and the governors, is responsible for the children in their class
- We seek to promote a positive atmosphere and attitude throughout the whole school so that each member feels valued and respected. We encourage all children to take an active and caring interest in the life of this school and the community.

- The children are expected to take responsibility for the care of our school, for their work and for each other. Older pupils are encouraged to take extra responsibilities and are expected to set a good example and show a caring attitude towards the younger pupils.
- The school does not tolerate bullying or any form of bad behaviour. We use praise and commendation to reward and promote high standards of behaviour. If problems do arise, appropriate action is taken and parents consulted, if necessary.

Each term we address a different school value:

- All members of the school community are expected to model these values at all times.
- We aim to create an outstanding, caring school community where everyone is valued and developed to their full potential as individuals, learners and as members of communities where they will play a part now and in their future lives.
- The values are displayed across the school.
- The children learn about these values through carefully planned assemblies and PSHE work focussing on the key value for the term.
- The Behaviour and Relationships Policy runs in conjunction with the schools values and life values of *Resilience, Kindness, Teamwork, Independence, Responsibility, Honesty, Respect, Creativity, , Compassion, Enjoyment, Self belief*

These Values will:-

- underpin the core behaviour expectations throughout the school and are relevant to all members of the school community;
- be focused on within assemblies and class teaching to ensure all children and staff understand how they are relevant to them and what they can do to keep them;
- be written on posters, with visual cues as to what they mean, and displayed in each classroom as well as the Hall as a constant reminder to all;
- be used to both explain and explore the clear expectations of positive and unacceptable behaviour standards in and around school and these expectations will be reinforced by a procedure of rewards and sanctions.

Our Behaviour Principles and School Values seek to be inclusive of all children and adults regardless of their 'Protected Characteristics' such as age, disability, gender reassignment, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, gender or sexual orientation.

The fundamental reward for children is that school is a happy, safe and caring environment where they are able to make progress both academically and socially.

Whole School:

Rewards:-

Key Stage 1 Individual specific rewards include:-

Verbal Recognition

Praise Stickers
Rainbow Ladder

Rainbow Ladder

The rainbow ladder is our class based positive praise system in EYFS and KS1 The Rainbow Ladder comprises of:

Violet - Make Better Choices,

Indigo - Think About it,

Blue -Ready to Learn,

Green -Good Choices,

Yellow - Great Job,

Orange - Role Model

Red - Outstanding.

Each child has a label/peg which is moved up when positive choices are made.

In EYFS the children start the week on Ready to Learn giving them a week to keep moving up. If they have moved down the rainbow they move back to ready to learn the next day. This is to promote the positive steps each day and no misdemeanour lasts more than one day.

In Key Stage One all children begin on Blue - Ready to Learn each day, their pegs are moved up/down through the day to reinforce positive behaviour and choices in general behaviour and in learning behaviours.

Every child who reaches outstanding will be given a certificate to take home on the day, listing the positive choices that they have made.

Written comment – Recorded on work which has impressed the class teacher or assistant. This can be shared with the year group/other teachers to commend progress.

Values Awards – Children are given a Values sticker from their teacher or another member of staff when they have achieved one of the School Values. Every half term, parents of children receiving awards are invited to a Values Celebration Assembly to see their child receive a Values Certificate from the Headteacher.

Public Recognition – Teachers select work from children within their class to be displayed in the newsletter.

Rewards:

Early Years Foundation Stage Individual specific rewards include:- Lots of verbal recognition Stickers, Praise Class targets – Each class is encouraged to work as a team to achieve their chosen target, each class uses their own ideas to visually display how well they are doing.

Positive Postcards

There are positive postcards awarded to children who have made huge leaps in progress and these are posted home to the parent and child. These are given more rarely than any other reward.

Sanctions (age appropriate) In the same way as good behaviour is rewarded, negative behaviour is discouraged through the use of sanctions and discussions with the child. Through a successful balance of rewards and sanctions the aim is to maintain high standards of behaviour throughout the school.

When poor behaviour by an individual or small group threatens the smooth running of the school or the learning opportunity for any child (or group of children), the school may deem it necessary to apply sanctions.

There is an equal need for these to be supported by:- Verbal discussion and moving down on The Rainbow Ladder.

Parental involvement – Parents play an important role encouraging good behaviour in their children and it is essential that good communication takes place between the child, home and school. The Home and School Partnership reminds us of the importance of implementing our School Values.

Minor incidents will not be reported to parents as we believe that children learn from their mistakes and need that opportunity to self-regulate their behaviour choices and not repeat careless actions.

In the case of more serious issues, or repeated unacceptable behaviour, where the learning for any child (or group of children) is disturbed, parents will be notified in writing or a meeting with the Headteacher will be required.

Equally if a parent should have a concern, they should speak to the class teacher or ring (01844 291207), email (office@haddenhaminfant.bucks.sch.uk)

Loss of privileges – Class teachers, or other members of staff involved with the child, may withdraw privileges from a child who has let him/herself down with inappropriate behaviour. The teacher or other appropriate adult will discuss the incident with the child and they may then decide that some loss of privileges is required. This could be losing some minutes from playtime, lunchtime play, or spending some time in another classroom, away from the child's own class.

Internal separation from class or suspension from school – This is for very serious behaviour incidents and, should either option ever be deemed necessary, such exclusions will follow County Guidelines. Parents will be contacted immediately by the Headteacher.

Additional Support:– As far as possible, all children with Special Educational Needs and Disabilities or identified as having significant behavioural difficulties will comply with these rules and normal sanctions will be applied where necessary.

However, some children may need more specific support in order to understand the need for self-discipline. In such cases, an Individual Behaviour Plan will set achievable targets for

acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher. All staff involved with that child must read the Behaviour Plan, follow the exact instructions and receive an updated version of the document every time it is reviewed, which will happen at regular intervals or as necessary.

The SEND co-ordinator is available to offer advice and support to class teachers and may call outside agencies after discussions with the parents.

Lunchtimes and break times

All children are expected to treat the midday supervisors with the same respect as the teaching staff. The midday supervisors will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise and/or stickers. They will also use our levels system and give verbal warnings and time out for inappropriate behaviour, as follows:- TIME OUT TO SELF REGULATE:

- 5 minutes on a designated bench

All behaviours are communicated to the class teacher and a record is made on CPOMs – name, date, class and behaviour e.g. kicking to track and look for patterns of a child's difficulties

Equal Opportunities:- All children will be treated in the same way irrespective of disability, gender, religion, ethnicity or home background in accordance with the School's Equal Opportunities Policy.

Reasonable Force:- The Government Policy: 'Use of Reasonable Force' is known to all staff and if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff, then reasonable force may be used to remove the child from the situation.

Resources:- The SEND Co-ordinator and teachers have access to books and resource materials available which may offer suggestions to help promote good behaviour and deal with unacceptable behaviour.

Training can be provided for individual teachers or support staff where needs arise.

Whole school training will be planned into the Continuing Professional Development to ensure the needs of cohorts of children are met. No school can claim to be free from all forms of indiscipline or poor behaviour at all times.

We accept that incidents of bullying may occur.

The purpose of this Behaviour and Relationships Policy is to ensure that there is an active partnership between children, parents, teachers, staff, governors and the whole school community in order to maintain and enhance our fundamental belief that the best form of discipline is self-discipline.

Our role in school is to guide children as far down that path as possible.

Our aim is always to try and understand why the child is behaving in this way and what needs to change to help them feel calm.

Each day is a new day with a new start, especially for young children. It is essential to stay positive.

As soon as the child makes positive changes to their behaviour, it will be recognised by the class teacher.

Parents are called, emailed or spoken to at the end of the day, if their child is involved in a behaviour incident and this is recorded on CPOMS.

If the incident warrants it, the child may spend time with an adult to discuss their behaviour choices. They may find it helpful to think about their choices in a quiet place, in a class of a different teacher, or with the Head Teacher. This depends upon the situation as each situation is unique and each child has different needs.

If a child has not completed work due to their behaviour, they will be expected to complete this during playtime.

CPOMS is used to record all safeguarding and high level or new behaviour incidents. For midday supervisors paper copies will be kept and uploaded onto CPOMS. When paper copy is completed by a midday supervisor it will be handed to the office where it is uploaded onto CPOMS.

If the child displays a high-level behaviour which is endangering other pupils and does not respond to distraction, de-escalation, the staff may take the decision to remove the other children to leave the space where the child is and return when the child has de-escalated. The child's behaviour may result in a fixed-term suspension.

In response to ongoing, repeated unacceptable behaviours

The class teacher will meet with the parents of the child to discuss this on-going situation and ask if there is any information or strategies which could help the school support the child.

The year group staff team will meet to formulate a Positive Interaction Plan (PIP) for the child. This will include practical staffing solutions, response strategies, changes to the environment to meet the child's individual needs. This will be circulated within the team and a copy will be given to School Team so a consistent approach is in place to support child.

If this PIP is not supporting the pupil to the point where inappropriate behaviours are decreasing, the class teacher will request a meeting with the parents to discuss a referral to the Pupil Referral Unit Team. The class teacher will meet with the parents and the SENCO to complete the referral form.

The PRU team may decide that the best course of action is to come in and work with the child and meet with the parents over a ten week period. Following this, all involved may feel that good progress has been made and the pupil can be effectively supported by school staff through the PIP. If further support is needed the pupil may attend the PRU classes for two days a week.

Alternative Provision (PRU) is not seen as a sanction at Haddenham Community Infant School. It is seen as a positive step forward in the behavioural pathway for the child. We request support

from the AP (Alternative Provision) only when we have tried to put in place a PIP and it has not been successful.

Suspension

Following an extreme circumstance, e.g. child causing significant physical harm to another person or to the school environment or endangering themselves, it may be necessary to suspend a child from school for a fixed period of time.

Support of SEND pupils and vulnerable pupils

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who requires additional support to regulate their behaviour and determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers for certain behaviours and put in place support to try to help the child develop their self-regulation skills and recognise their triggers.

Safeguarding

At Haddenham Community Infant School we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to their suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our KCSIE policy.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools guidance (publishing.service.gov.uk) Update September 2022
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education

- School suspensions and permanent exclusions
- Children and Families Act 2014 (legislation.gov.uk)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school Human Rights Act 1998 (legislation.gov.uk)
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Definitions

Low level behaviours

- Disruption in lessons, or in the school building between lessons and at break times or lunchtimes
- Refusal to complete classwork

High level behaviours

- Any behaviour which endangers themselves or other members of the school community or visitors to the school
 - Repeatedly leaving the classroom without permission
 - Repeatedly disrupting lessons by not following instructions given
 - Any form of bullying, racist, sexist, homophobic or discriminatory behaviours/language
- Theft Fighting Vandalism