

GRANGE INFANT SCHOOL **BEHAVIOUR POLICY**

A relational Approach

Rationale

At Grange Infant School, we are committed to creating an environment that is safe, where everyone feels respected and where children embrace their learning and are ready and prepared for now and in the future.

The whole of the Grange Infant School community, is expected to maintain the highest standards of personal conduct, to accept responsibility for all behaviours and to encourage others to do the same.

The fair and consistent implementation of our behaviour policy is everyone's responsibility.

We recognise and promote every child's uniqueness and with this an understanding that each individual is at a different stage of their social and emotional learning. In this way, our behaviour policy must be supported by a consistent approach to supporting all aspects of behaviour, so that we can achieve an environment in which all children learn and develop as kind and responsible young people.

At Grange Infant School, our expectations of behaviour are supported by three behaviour expectations:

READY

RESPECTFUL

SAFE

With these expectations at the heart of all we do, we strive to be a 'relational' school. This centres on the need for positive relationships and on the impact and importance of the role of the adult and adult interactions both in school and at home.

This policy is also underpinned by our school vision statement and our core learning values of :

P - Polite and respectful

L – Love of learning – Learning and Growing

A - Aim high

N - Nurture and care

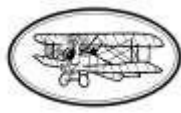
E - Effort from within

S- Safe and secure

Grange Infant School is a 'Thrive' school, recognising that adult/ child relationships are vital when developing a child's social and emotional well-being, preparing them for life and learning. In Thrive, children need to have the experience of an adult providing them with a secure base and calming them when they are dysregulated. They need to feel safe in their relationships in order to be open to new learning and experiences.

1. Aims of the policy and our relational approach:

- To understand that every behaviour communicates unmet needs and to separate the child from the behaviour
- To provide containment, predictability and routine to build a sense of safety in the emotional and physical environment *Consistent language, calm approach*
- To encourage children to become accountable for their actions and the impact they may have on themselves and others *Boundaries of acceptable behaviour understood*
- To seek to restore relationships and change behaviours, rather than reprimand (*This does not exclude the use of sanctions which may be considered for individual incidents*)
- To support all children in developing the skills of self-control, empathy and emotional management
- To promote good social behaviour and a sense of community, valuing kindness, care, fun and empathy
- To enable children to grow in our six fundamental learning values **PLANES**



2. Three Behaviour Expectations

At Grange Infants, we have three behaviour expectations that apply to both children and the adults they interact with: **READY RESPECTFUL SAFE**

These can be applied in a variety of situations and are taught and modelled by all staff. We also understand that for some children, our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan which may include rewards to reinforce positive behaviour.

READY:

- Looking and listening
- In the right place, at the right time
- Organised and having the resources that are needed for the job or activity
- Managing distractions
- 'Strong Bear' sitting and 'Tall Penguin' walking
- Consistent and clear language to communicate
- A 'Can do' attitude
- Physically ready *I am comfortable, my needs are being met*
- Mentally ready *I am calm*

RESPECTFUL

- Calm and polite voice
- Kind and thoughtful actions and words *Please, Thank you, Can I? I can see that... I wonder?*
- Active listening and eye contact
- Taking turns and sharing
- Tolerating and respecting different views, interests, choices, faiths
- Equality and equity, embracing diversity
- Personal space, giving and receiving permission and consent
- Pride in self, peers, adults, community

SAFE

- Recognising boundaries and thresholds
- Moving safely around class bases and the rest of the school
- Providing a safe space for all- protection from physical and emotional harm
- Expressing feelings safely through words, actions, pictures
- Learning strategies to calm and control emotions whilst preventing any harm to self or others
- Building trusting relationships and helping others to feel secure
- Seeking support, comfort and help from safe adults at all times
- Trusting key adults at school and at home to keep safe practices in place

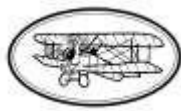
3. Roles and Responsibilities

"The culture is set by the way the adults behave." Paul Dix 2017

All adults at Grange Infant School are responsible for the consistent reinforcement of this relational policy. Our Senior Leaders and our Governors are responsible for supporting the staff in implementing this policy. Our parents and carers are responsible for supporting this policy by reinforcing key messages at home, ensuring good attendance and being positive role models.

All staff, every day will:

- Refer to the core values of Ready, Respectful and Safe through our six fundamental learning values **PLANES**
- Model positive behaviours and build relationships
- Meet and greet every child, developing a sense of belonging and trust
- Consistently use the language of praise and encouragement, giving feedback both positive and



constructive

- Praise and recognise exemplary behaviour, actions and efforts both in and outside of school
- Keep calm and controlled
- Support children in self-regulation, keeping them safe and secure
- Set clear expectations for their class and revisit these regularly
- Ensure equal and equitable access to the curriculum
- Communicate with parents and carers to ensure a collective response to incidents of poorer behaviour
- Apply the system of remind → caution → reflect → restore where behaviour breaks down

In addition to this, Senior Leaders will:

- Meet and greet children and their families on the playground each day
- Be a visible presence around school, reminding, recognising and praising
- Celebrate staff and children whose effort goes 'above and beyond'
- Provide training and opportunities to talk, share good practice and problem solve
- Support staff in managing more complex needs and behaviours
- Put well-being of the whole community at the forefront of practice
- Regularly review policy, procedure and practice

Children would like the adults at school to:

- Give them a 'fresh start' at every opportunity
- Be kind, caring, consistent and fair
- Help them learn, build confidence and love school
- Have a sense of humour and have fun

2. Partnership with parents/carers

We believe that relationships with parents and carers are essential in the successful implementation of this policy. We ask parents to acknowledge their agreement with our relational/behaviour policy as part of our home-school agreement.

Active parental involvement is welcomed, appreciated and encouraged in order to:

- Ensure that children attend school regularly and are Ready, Respectful and Safe
- Understand and reinforce the school language and values as much as possible
- Support the relational approach of the school and be seen as positive role models to all children both in and out of school

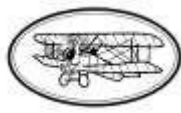
We will always contact parents/ carers if there is a problem that is perceived to be significant. Parents/ carers are encouraged to communicate with school by speaking to staff if they are concerned. Staff will make themselves available in the playground at the start and end of the school day and should more time be needed, a meeting will be arranged that is mutually convenient. Parents are requested not to approach other parents or children to resolve issues directly, in person or via social media but to work with the school staff to seek a resolution.

3. Guidance on promoting good behaviour/Rewards

The school runs a 'Friday Fun' session every week that all children will access. From the autumn term, this is run across Key Stage 1, with class staff offering a range of different activities for the children to choose from. These are often suggested by the children themselves and are designed to motivate and interest them, giving a purpose and desire to engage. Year R will join this cycle in the summer term but time is embedded within their weekly practice for exploring personal interests and seeking new experiences.

This time is protected and cannot be removed.

Where sanctions are needed, these will be responsive and timely, ensuring that any behaviour intervention is not delayed and carried over. Where possible, incidents are dealt with 'in the moment' and staff will ensure to communicate with parents or carers at the end of the day.



Recognition of good behaviour, achievement, kindness and effort come in a variety of different forms such as direct verbal praise, passing on captured moments to other staff and family, stickers (where appropriate such as School Values), certificates for the School Values, messages on Class Dojo or the opportunity to do a special activity with a friend.

Every day, each child will start with their name on the bi-plane; Throughout the day, they have the opportunity to be move their name up to the rainbow and then to the star in recognition of our School Values. Children's positive behaviour and learning successes and effort, will be celebrated in Friday's Celebration Assembly. Values certificates will also be awarded throughout the week in recognition of upholding these and being a great role model to others.

Values certificates:

Each teacher will choose a child/ren on a daily or weekly basis to gain a school values certificate. This child will receive a special certificate to celebrate their achievement. To celebrate these a photo will be added onto Class Dojo at the end of the week.

Proud Pot:

During Celebration Assembly, one child per class will be chosen to share a piece of work, a skill or a success that they are particularly proud of and have completed that week.

Respect award:

Respect awards are given out on a daily basis and celebrate those children who have shown respect for others and for school property. Children will wear a respect badge on that day and each term, those children who have earned the respect badge the most, will be invited to meet the Mayor of Gosport for a presentation. We are awaiting these presentations to start running again following suspension during the pandemic.

Fundamental British Values:

Each Monday assembly follows a theme linked to British Values. These are displayed in every classroom and regularly referred to.

Wow Writing:

A writing wall is displayed in the entrance hall to the school. This wall celebrates children's efforts and achievements in writing.

Senior Leadership Team (SLT) award:

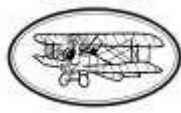
If a teacher feels that a child has particularly excelled in class or has shown great improvement in their learning, they should be sent to a member of SLT to gain an SLT award.

Class treat:

Individual classes can work towards a class treat by collecting 20 pom –poms/ jigsaw pieces/ nests for good behaviour. Class teachers may choose to introduce their own reward system alongside the school's current policies, if it is of particular benefit to children at that time.

Star of the week- take the mascot home: EYFS only

Each class has a bird and a child will be selected to take the bird home and care for it over the weekend. A child will be selected for showing that they have worked towards the values during the week.



4.Guidance on supporting negative behaviour/consequences

As a school we like to promote positive behaviour but we do recognise that there are times when a child behaves in a negative way and a sanction needs to be put in place. As part of our inclusive practice, we recognise that all behaviours are communicating a need and in this way, will always view behaviours individually and work with the child to change the behaviour and give them strategies to do so.

If a child is not behaving as they should be and is not following the values, they will move down the step system. The children can move to the 'Reflection Box'. The teachers will give children appropriate time and opportunity to turn around their behaviour before moving them either back to the bi-plane or by giving support to regulate and reflect with an attuned adult.

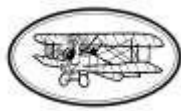
If the child has reached the Thinking Box, has not turned their behavior around and still continues to misbehave or be disregulated, the following will happen:

- The child will be sent to a time out spot and/or a different class for 10 minutes to modify their behaviour and to give them a change of environment.(This will depend on the needs of the child and the decision will be made on an individual basis) They will be asked during this time to read the school's values or to complete the current piece of learning. If they modify their behaviour, after 10 minutes, they will be welcomed back into class or into the session.
- If their behaviour then deteriorates further, (teachers must recognise that children need time to settle when they first come back into the classroom after 10 minutes) they will be sent to another class or member of SLT for an agreed appropriate amount of time. (Teachers must send appropriate work that the child can complete **independently** with them. This should primarily be class work but if the activities do not suit independent lone working, the teacher should send skills work sheets with the child or an activity to support regulation.)
- If the child is not making positive choices in the class they have been sent to, they should then be sent directly to a member of SLT. It may be necessary to make contact with parents at this point to inform them. It is important in the drive to a cohesive support network for the child, that the parent is kept up to date about their child's behaviour in school, both negative and positive. This needs to be done with a sensitive approach for both the parent and the child. It may be that the class staff ask to speak to the parent prior to collection or via the SLT calling the parent. With parental agreement, Class Dojo can be used to privately update parents without the need for home/ school communication books which can be demoralising for the child if they are aware of them or have access to them at home.
- If a child has been sent to another class, the teacher should always inform the parents at the end of the day. *See point above for a sensitive approach to this communication.*

The following will result in a child bypassing the behaviour system and being sent directly to a member of SLT:

- Hurting with intent (not just knocking into someone)
- Spitting
- Swearing
- Racial Comments
- Bullying
- Intentional destruction of property such as wrecking a class room/ chair throwing

Support will be given to help the child to regulate and when they are emotionally ready, to reflect upon what has happened and prepare them for returning to the classroom and their peers.



Exceptions:

For the vast majority of our children, the above system of reward and sanction should work. However, we recognise that there are some children for whom, on occasion, exceptions will need to be made.

Positive praise will be used wherever possible and children will be welcomed back into class after every sanction. Teachers will actively look to catch the children doing the right thing and ensure that this behaviour is recognised. Reward charts may be set up to support individual children who will have the opportunity to earn a reward at the end of each day rather than the end of the week. A personalised curriculum may be put in place for certain children to support them in accessing their curriculum. Where necessary, children may spend time across key stages and year groups to support with transition.

Part time timetables/ Reduced Hours Provision may be put in place to support children with accessing a main stream curriculum. This will be agreed with both the family and local authority and may also be in consultation with external agencies such as Primary Behaviour Support.

Individual Behaviour Management Plans (IBMP):

If a child's behaviour continues to be a concern, a discussion will be arranged with the SENDCo, Teaching Staff and ELSA to agree an IBMP. Contact will be made with the parents to attend a meeting in which it will be decided how they can help and how the child can help.

Most children with an IBMP will have a behaviour chart. This will act as a record of the child's behaviour. For clarity, to aid with recognising patterns of behaviour and the frequency of incidents, an ABCC chart should be completed.

For the child on an IBMP, the teacher and SENDCo may decide that daily rewards may be more appropriate for that child. **These rewards must be given.** If you have run out of time at the end of the day the reward must be given the next morning.

Some behaviour may need to be referred to the Primary Behaviour Service (PBS) or Educational Psychologist.

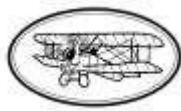
5. Exclusions.

Where the behaviour of a child seriously violates the school rules, or where the continued presence of the pupil is a serious threat to the safety of others, it may be considered necessary to exclude either permanently or for a fixed term following County Guidance. This is very much recognised as the last strategy to consider and only after all other strategies and resources have been exhausted.

6. Additional intervention programs to support positive behaviour

Work of the ELSAs (1:1 or small group work)

- Self-esteem exercises
- Anger management exercises and strategy tuition
- Transition support
- Social stories
- Therapeutic stories
- Bereavement support research
- Time to talk
- Nurture
- Thrive
- Circle of friends/ Friendship Cake



Lunchtime Zones and Lunch Club

Our lunchtime playground is made up of Zones that give the children interesting activities to participate in during lunchtime. Children who are at risk of displaying negative behaviour during lunchtime may be sent to a **particular** zone on the playground as a preventative measure and to influence their choice of activity. The children will be given an activity to participate in throughout the lunchtime that will be supervised by an adult to give support. These children will be identified by the class teacher and may change on a daily or weekly basis. Parents will be informed for any children who are being sent to a zoned area on a regular basis. For those children who are struggling with the normal lunchtime routine, they will be able to access the lunch club, run by staff members, which will support their behaviour. It is the decision of the class teacher with the Headteacher and the SENDCo as to whether this is for the short or long term. Children who attend lunch club will always have the opportunity to join their peers when they are ready.

7. PHYSICAL INTERVENTION

See separate policy document.

8. Recording of behaviour:

Behaviour will be recorded (Positive and Negative) by the class teacher or through a values certificate on a daily basis. Parents will be informed either verbally or via Class Dojo. Class teachers will collate minutes lost each week to enable SLT to track any patterns. Behaviour of individuals will be monitored and specific trends reported to governors. All behaviour incidents are to be recorded on CPOMS to ensure accuracy and collation of recording

9. Lunchtime Rewards and Sanctions:

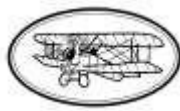
Where children are noticed for good behaviour on the playground, lunch certificates will be awarded celebrating the behaviour seen. If a child is misbehaving during the lunchtime they should initially be given a verbal warning. If the behaviour continues the child should be given 5 minutes time out on the time out bench area. If there is no improvement after the child has been given time out, the child should be taken to a member of the teaching staff who will speak to the child.

11. Bullying

Definition – Bullying occurs when one or more persons deliberately and consciously set out to hurt threaten or frighten another over a period of time. It can involve physical violence or verbal aggression. Persistent teasing and the unreasonable exclusion of one child from a group are included in this definition. N.B. There may be cases when a child feels he/she is being bullied but the alleged bully is not setting out to cause distress. In such cases staff will discuss the situation with the children and parents as deemed necessary. Any continuation of the behaviour after the discussion must be regarded as bullying.

At Grange Infant School, the safeguarding and care for the well-being of every child is paramount. In line with Keeping Children Safe in Education 2023 (KCSIE), we ensure that every allegation is taken seriously, that any child making a disclosure is kept safe and never made to feel they are creating a problem by reporting (any) abuse, including child on child.

- All staff should be alert to signs of bullying and deal firmly with such behaviour.
- All pupils to be taught about bullying every year as part of National Anti-Bullying Week, when issues around bullying are explored in whole school assemblies and classroom activities.
- All children making accusation of bullying must be listened to and staff should investigate all reported incidents.
- Children are always encouraged to talk to their teacher or another adult if they have a problem. Any victims of bullying should be protected and supported as well as support given for the alleged bully.
- Staff should encourage children to tell adults when they have been 'hurt' physically or verbally.
- 'Bullies' should be confronted with the consequences of their behaviour and told just how upset



someone is.

- Parents of victim and bully should be informed and a constructive plan of action be agreed.
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12. Child on Child abuse

Definition: Inappropriate behaviours between children that are abusive in nature including physical, sexual or emotional abuse, exploitation, sexual harassment, all form of bullying, coercive control, hazing/ initiation rituals both on and offline

See separate policies- Child Protection, Safeguarding and Child on Child Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2023)

Our practice to safeguard children from harm is underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Targets should be set for improving behaviour – emphasis should be on future behaviour – what we hope to see.

Where serious concerns exist all staff should be informed so that the situation can be monitored. Staff should be especially aware of the risks of children who are deemed vulnerable.

Reviewed and agreed by the Governing Body on: October 2023

Review date: October 2024

Signed
Headteacher

Signed
Chair of Governors