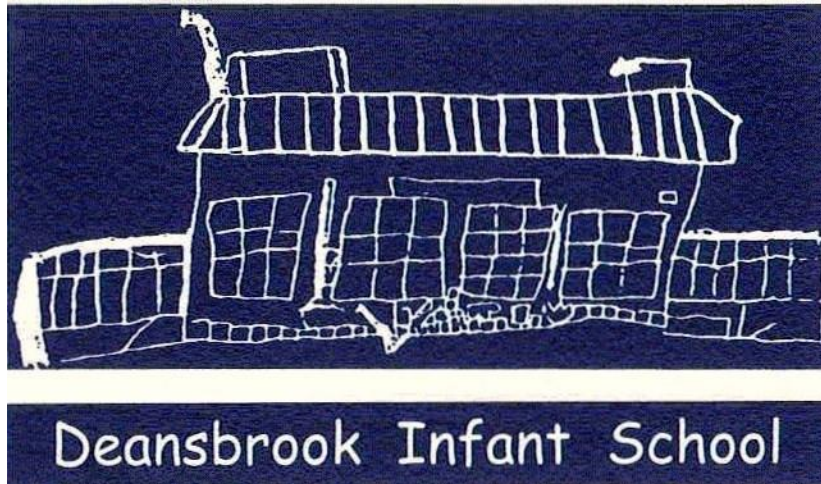


# Deansbrook Infant School



## Behaviour and Relationships Policy

Reviewed and ratified by the Governing Body: September 2022

Review Date: September 2024

### **AIMS OF DEANSBROOK INFANT SCHOOL:**

"We aim to provide a happy, secure and challenging environment, where all children will develop confidence, self esteem, a desire for learning and will achieve their personal best.

By providing a stimulating, broad and balanced curriculum, through which children are actively learning and individuals are equally valued, we seek to develop positive attitudes towards learning, life and society.

We encourage the children to have respect for themselves, each other and their environment and work and play together in harmony".

### **AIMS OF POLICY:**

- To enable the children to learn in a happy, secure and caring environment.
- To recognise that relationships need to be at the centre of everything we do and that behaviour is communication
- To develop children's sense of school connectedness where all children are welcome and valued
- To help the children distinguish between appropriate, acceptable behaviour and that which is inappropriate and unacceptable.
- To encourage the children to show tolerance, consideration and respect for themselves, each other and the school environment.
- To pass on to children skills by which they can assert themselves and interact with others appropriately.
- To promote a consistent approach to behaviour throughout the school with parental involvement and support.
- To help the children prepare for their future role in society as self-disciplined adults.
- To ensure smooth transitions across the school (between key stages, year groups, across the day e.g. at lunchtime, playtimes)

### **STAFF INVOLVEMENT:**

It is vital that all members of staff follow the school's behaviour and relationships policy to ensure consistency of approach for the children.

### **All staff have a responsibility to:**

- develop positive relationships with all children.
- develop children's self-esteem and build upon their strengths and interests.
- celebrate successes and communicate them with others.
- be a positive role model.
- treat every individual with courtesy, respect and compassion.
- have high expectations for all children.
- use rules and sanctions appropriately and consistently.
- actively encourage parental support.
- be sensitive to the specific needs of individual children.
- help to create a happy, secure and caring environment.
- show a commitment to equality of opportunity in all aspects of school life.
- use positive reinforcement and praise whenever possible.
- criticise the behaviour not the child.

- support children to understand and label their emotions and feelings
- support emotional regulation by helping to embed whole school approach to the use of colour monsters
- foster a growth mindset in order to build children's self esteem

### **Headteacher's Responsibilities:**

The Headteacher has a central role in:

- taking the lead in setting aims and standards and ensuring they are applied fairly and consistently throughout the school
- supporting staff in implementation of the policy
- management and training of staff
- directing overall curriculum and organisational planning
- keeping records of all reported serious incidents of misbehaviour
- fostering good relationships with staff, pupils, parents, the Governing Body and the LA and acting with them in accordance with Dfe procedures and guidelines
- embedding a whole school approach to the use of colour monsters and zones of regulation to support emotional regulation

### **Staff Responsibilities:**

Staff have a central role in:

- establishing and maintaining positive and nurturing relationships with pupils
- maintaining a calm and purposeful classroom atmosphere
- encouraging the children to be independent learners, taking account of all school policies and guidelines
- making children aware of the importance of keeping the school 'Golden rules' (Appendix 1)
- being a good listener and reacting appropriately to children's responses using 3 step script (empathise, deal with behaviour and problem solve)
- using specific praise for good behaviours
- using positive language e.g. remember to walk rather than don't run
- using the language of choice when possible
- teaching children to self-regulate using colour monsters or zones of regulation
- providing resources or activities that may support emotional regulation e.g. fidget tools, calm corner, mindfulness, breathing, movement break
- planning an effective curriculum, appropriately differentiated to the needs of pupils
- planning and implementing a regular circle-time with appropriate activities in their class
- sharing specific concerns about a child's behaviour with the child's parents, after consultation with the Headteacher and the Inclusion leader where appropriate
- implementing appropriate behaviour management strategies for individual children as advised by the Inclusion leader and relevant agencies involved with the child
- providing support for managing transitions e.g. visual timetables

## **Prevent Duty**

Staff should be vigilant about recognising when a change in a child's behaviour may indicate that they are at risk of radicalisation, which could lead to extreme violence or acts of terrorism.

Changes to the child's behaviour could be in the form of:

- vocalising and repeating extreme viewpoints that the child has heard from others
- becoming withdrawn or refusing to take part in activities

Should a child be identified as at risk from radicalisation, there should be a referral to the MASH team.

## **GOVERNING BODY INVOLVEMENT AND RESPONSIBILITIES:**

The Governing Body has a central role in:

- influencing the ethos of the school
- agreeing the general principles of the behaviour management policy, giving guidance to the Headteacher
- supporting the Headteacher and staff in maintaining high standards of behaviour
- considering the school's policy on exclusions in the wider context of the school's policies on pupil behaviour and discipline and to monitor any exclusions that take place.

## **PARENTS INVOLVEMENT AND RESPONSIBILITIES:**

We believe that partnership between home and school is vital to the well-being of the child.

Parents have a central role in:

- fostering good behaviour
- supporting the school in implementing its behaviour management policy
- taking an interest in all that their child does at school
- giving their child encouragement and reassurance
- attending parent teacher consultations and meetings as requested
- sharing with the class teacher or Headteacher any specific concerns they may have about their child's behaviour
- co-operating with the school and supporting their child's learning and the Home / School agreement
- with parental agreement, a referral may be made through the Inclusion leader for support from one of the appropriate LA support services

## **PUPILS INVOLVEMENT AND RESPONSIBILITIES:**

Pupils should:

- be given clear consistent guidelines of what is expected of them
- keep the class rules and the school 'Golden' rules
- be rewarded for good behaviour and know the consequences of unacceptable or inappropriate behaviour
- be given strategies to deal with anti-social behaviour

- be involved in discussing behaviour issues e.g. through circle time / School Council
- learn to self-regulate using Zones of Regulation or colour monsters and zones of regulation

### **Rewards take the following forms:**

- praise and smile from an adult
- sticker from a member of staff
- children share good work with Headteacher
- sticker from Headteacher for individual children, or for whole class group
- lunchtime sticker from MTS
- certificate from class teacher or Headteacher ('Aim High' certificates are given every week in assembly for effort / or improved work or behaviour)
- "smiley face" on piece of work
- special job or responsibility
- 'Star of the week' – Reception
- Whole class incentive with reward eg marbles in the jar
- class weekly 'Golden time'

Please note: We do not use class star charts or prizes etc

### **Unacceptable Behaviour**

Children must be made aware of the behaviour that is unacceptable in school. We do not accept:

- fighting or aggressive behaviour
- swearing or verbal abuse
- the destruction of other children's work or belongings
- the damage or destruction of school property
- bullying, in any form e.g. physical, racial, sexual, cyber etc
- name-calling or racist comments
- refusal to co-operate with staff
- generally disruptive behaviour.

### **Behaviour Strategies used at Deansbrook Infant School**

#### Colour Monsters (EYFS)

'Colour monster' is a book written by Anna Llenas which is about a little monster learning to express his emotions. It can be read as a simple story about friendship, but can also help children to recognise, discuss and label emotions, providing them with vital emotional literacy skills. At Deansbrook Infant School the children are taught to use the story as a strategy to express how they are feeling. The monster colours are as follows:

- Red – Angry
- Green – Calm
- Yellow – Happy
- Blue – Sad

It is primarily an approach which supports children to recognise how they are feeling and prepares them to be able to regulate themselves when they move

onto Zones of Regulation.

### Zones of Regulation (KS1)

The Zones of Regulation is a behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four coloured zones. The Zones framework provides strategies to teach children to become more aware of and independent in controlling their emotions and resulting behaviour. It helps children to understand how their behaviour impacts those around them, and learn which tools they can use to manage their feelings and states. Optimal learning takes place when children are in the green zone.

The 4 zones are:

- Green –A calm state of alertness e.g. happy, content and ready to learn
- Orange-An extremely heightened state of alertness but do have some control over their behaviour e.g. frustrated, excited
- Blue-A low state of alertness and down feelings e.g. tired, sad, unwell, hot, cold and requires the use of energy building tools
- Red –An extremely heightened state of alertness and intense emotions where children find it difficult to control their behaviours e.g. angry, out of control

The children will develop strategies to help them stay in or move between the zones which is reflective of their mood and behaviour choices. They will learn that all zones are acceptable and they will develop their ability to utilise appropriate strategies to support them to return to a calmer zone.

### Golden Time (KS1)

Golden Time is used in Key Stage 1 as an incentive for good behaviour. It's a period of 30 minutes, usually on a Friday afternoon, where children stop work and spend time doing special, enjoyable activities that aren't on offer at other points during the school week.

The majority of children behave well most of the time and Golden Time celebrates those children who have followed the Golden Rules:

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

At the beginning of the week, all children start with their full entitlement of Golden Time (30 minutes). Children who follow the Golden Rules all week keep their complete allowance and get to join in with Golden Time at the end of the week.

If a child breaks a Golden Rule a child may lose 5 minutes Golden Time. The reason for losing the Golden Time is noted down by the member of staff.

At the end of the week, when the rest of the class is enjoying Golden Time, those children who have lost time, sit quietly and watch a sand timer before they're allowed to join in.

## **Consequences**

### **EYFS (including first half term of Year 1)**

In the EYFS (Nursery and Reception) children are given the following consequences:

1. adult shows disapproval by looking at the child in a serious way or acknowledging that they have noticed their inappropriate behaviour
2. The child is reminded of the Golden Rule that has been broken
3. If the child continues to behave inappropriately the adult reminds the child that they will need to have some 'thinking time' if they do not change their behaviour
4. If the child does not amend his/her behaviour, 'thinking time' is given immediately (3 minutes for Nursery and 5 minutes for Reception), when a child sits with a sandtimer. They should not be playing or given any attention during this time.
5. In most cases the child will now behave appropriately but if this is not the case the child should be given 'thinking time' in another classroom.
6. If poor behaviour persists the child is sent to the Headteacher or member of the senior leadership team (SLT) and the incident is recorded on a behaviour log form (Appendix 1) or in the child's individual behaviour log
7. The class teacher or Headteacher speaks to the parents/carers if a child displays regular serious or disruptive behaviour

### **KS1**

When a child does not follow one of the Golden Rules the following consequences take place:

1. Adult shows disapproval by looking at the child in a serious way
2. The child is reminded of the Golden Rule that has been broken
3. If child continues to behave inappropriately the adult reminds the child of the consequence ie. loss of golden time, and moves their name to the yellow 'warning' section on the ladder (see appendix 2).
4. If the child does not amend his/her behaviour, 5 minutes is taken away from their weekly 30 minutes of golden time and their name is moved to the orange section on the ladder. The reason for losing Golden Time is noted down by the adult on their Golden Time log (see Appendix 3).
5. In most cases the child will now behave appropriately but if this is not the case the child's name should be moved to the red section of the ladder and sent to a member of the SLT. The incident is recorded on a behaviour log form or in the child's individual behaviour log.
6. At the end of the class session (before break, before lunch and at the end of the day) the child's name is moved back to the green section (calm and ready to learn) so that all children begin a new lesson in this section.
7. A child who has lost all of their Golden Time minutes during one week should be sent to a member of the SLT during Golden Time
8. Children cannot earn back their Golden Time

Occasionally a member of staff may deem an incident to be serious enough for the child to be sent immediately to the headteacher or a member of the SLT.

### **Procedures when sent to the headteacher / member of SLT**

When a child reaches point 5 (KS1) or point 6 (EYFS) of the consequences the following procedures should be followed by the member of the SLT:

1. The child is given time out with the member of the SLT (appropriate to the age of the child and the severity of the incident)
2. The child is spoken to in order to clarify the circumstances of the incident and to discuss how they can rectify the situation
3. A verbal or written apology is discussed
4. The child delivers their apology
5. The member of the SLT will use their discretion to decide when the child is ready to return to their class
6. The incident is recorded on a behaviour log and filed
7. If necessary, the parents/carer will be notified of the incident at the end of the school day

Some children require a more specific approach and need to be encouraged to self-regulate. For these children the following steps should be taken:

- EYFS - The Child should be encouraged to self-regulate by thinking about what colour monster they are feeling like and what strategies they can use to get themselves back to being the green monster (calm, focussed, ready to learn).
- KS1 - The adult will prompt the child and remind them to use their strategies to self-regulate. For example, they will say that they can see that they are becoming noisy or fidgety (yellow zone) and what they can do to regulate themselves e.g. a movement break, a drink of water, a quiet place to calm themselves down. In most cases the child will be able to regulate themselves and return to the class.

If the behaviour is more serious the following steps should be taken:

The adult should listen to the child and give them the opportunity to explain their behaviour. Wherever possible they should then try to apply the 3 step script as outlined in this policy e.g.

- I can see that you are angry, I would be angry too if someone took something from me that I was using (step 1: empathise).
- But it's not ok to hit someone (step 2: deal with the behaviour).
- What do you think we need to do next? (Step 3: problem solve)

The final step will involve an apology.

### **Missing part of a playtime**

If a child has been given a reasonable amount of time to complete a piece of work in class and has refused to do the work, they should miss part of their playtime until they have finished the task.



If this becomes a regular occurrence, it should be referred to the Inclusion Leader or a member of the SLT.

### **Internal Exclusions**

When there has been a serious incident of aggressive behaviour that has caused injury to others or when a child is deemed unsafe to be in a classroom then the child should be removed from the class and taught separately. This should be in consultation with the headteacher, inclusion leader or member of the SLT. Parents should be notified of this arrangement and informed when the child is returned to their class.

### **External Exclusions**

This would only be used as a last resort for a child who is unable to be educated safely within the school environment or the safety of others is at risk. The headteacher will follow LA guidelines and procedures and the chair of the Governing Body would be informed.

### **INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS**

When appropriate the school will initiate an individual behaviour management plan, which will be drawn up by the Headteacher, Class Teacher and Inclusion leader in liaison with parents and other professionals who may have involvement with the child.

### **PLAYTIME AND LUNCHTIME ARRANGEMENTS**

In order to maintain a high standard of behaviour at playtimes and lunchtimes, the following will apply:

- Teachers and/or teaching assistants on duty at all playtimes.
- A member of the SLT will be on duty everyday in the dining room
- A selection of playground equipment provided for a variety of activities: eg skipping ropes/ quoits/ balls for physical activity ~ toy animals/ cars and mats/ selection of games and construction equipment/ paper and pens for quiet activities.
- Playground equipment (stored in the playground shed) to be set out and put away at beginning and end of playtimes
- Children to respect the "quiet area" of the playground for relevant quiet games and activities.
  - At lunchtimes, each class will be allocated their own meal time supervisor.
  - Staff should lead children around school in a calm and orderly manner at all times.

If wet, the class teacher must provide a selection of activities for the children to do in the classroom, under the direction of the meal-time supervisor at lunchtime.

During wet play the following activities are should be available:

- Writing area / Role play area / 1 other table activity and 2 / 3 boxes on the carpet. The MTS should liaise with the class teacher to clarify which activities the children can use during wet play.
- Teachers and meal-time supervisors must encourage children in a variety of co-operative games
- Children to be made aware of the importance of following the Golden Rules

- Children in each class will be awarded lunchtime stickers by their meal-time supervisor for displaying helpful, caring, co-operative behaviour
- At the end of playtime, the teacher and teaching assistant/nursery officer should collect the children from the playground

When dealing with children who display aggressive or anti-social behaviour, the following procedures will apply:

- the adult on duty will speak to the child.
- a short period of "thinking time" may be required either spent holding the hand of the adult on duty or sitting down in the "quiet" area.
- at the end of playtime/lunchtime the child will be reported by the adult on duty to their class teacher.
- for more serious behaviour the child will be taken by the member of staff on duty to the headteacher, deputy headteacher or member of the .
- the headteacher/deputy headteacher will ask the adult who has dealt with the incident to complete a 'behaviour log'. Completed forms will be kept in the 'Behaviour log' file which is located in the headteachers office.
- the log will be discussed with parents if appropriate.
- as a final sanction; internal exclusion at lunchtime for a fixed period of time.

### **BEHAVIOUR LOGS**

Behaviour logs are kept for all behaviour incidents which are:

- A serious one-off incident
- An incident which has resulted in a moderate/major injury
- An incident that involves a child that is being monitored for their behaviour
- An incident which is referred to the headteacher or a member of the SLT

All members of staff are responsible for completing a behaviour log if they have dealt with the incident.

A running analysis of behaviour incidents is kept at the front of the behaviour log file to highlight any patterns. This should be completed when the log is filed.

### **FRAMEWORK FOR DEALING WITH BULLYING:**

**See anti-bullying policy**

#### **Related Policies:**

Anti-bullying Policy  
 E-safety Policy  
 Safeguarding Policy  
 SEND Policy



**Incident related to issues of (please tick):**

Gender  Physical disability  Racial  Physical aggression

Teasing  Bullying  Inappropriate behaviour  Sexualised behaviour

Other \_\_\_\_\_

**Action taken (please tick):**

Loss of playtime

Time out with member of SLT

Parents Informed \*

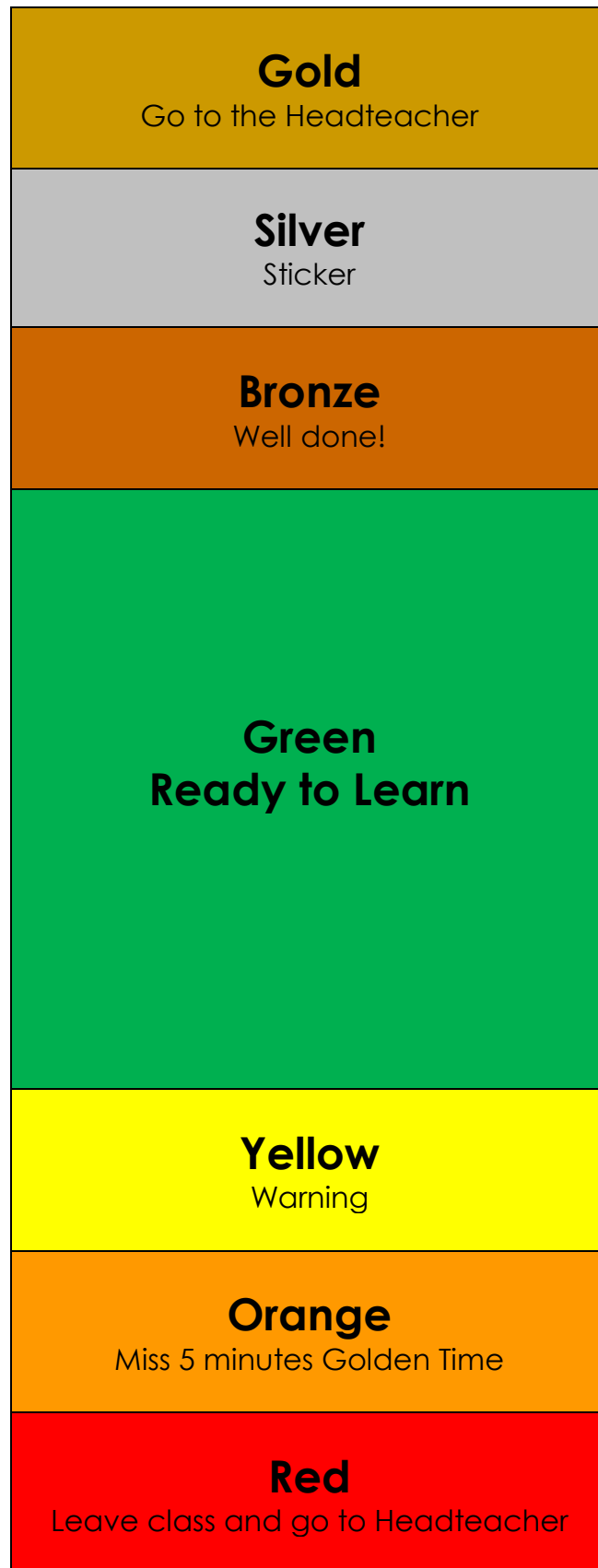
Other \_\_\_\_\_

**\*Summary of meeting with parents:**

**Signed:**

**Date:**

## Learning Behaviour Ladder



## Missed Golden Time recording sheet

### Week beginning:

Name	Golden Rule Broken 1-5	Details of incident	No of Golden Time minutes lost

