



# Behaviour Management Policy

## Incorporates:

Governors' Statement of Behaviour Principles  
(Appendix A)

Behaviour Policy Blueprint (Appendix B)

Restorative Reflection Record (Appendix C)

Reviewed	Approved by	Approval date	Review cycle	Next review
	FGB	March 2024	Every year	March 2025

## **Purpose**

The purpose of this policy is to guide staff, pupils and parents on the restorative and relationship focused behaviour management that we use in school. The policy promotes a consistent approach to supporting all pupils to learn and play in a calm, consistent and nurturing environment where all children feel safe.

We are committed to creating an environment where everyone is expected to demonstrate high levels of personal conduct and to accept responsibilities for their actions, in a manner that is appropriate to their age and stage of development.

## **Aims**

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices as well as being informed by trauma and attachment strategies
- To support pupils to regulate their own behaviour
- To provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximised and all children feel valued
- To provide all staff with the tools to enable them to support and equip children with strategies to develop their behaviour and build positive relationships with others
- To support children to understand and be accountable for their actions and the impact this may have on themselves and others, promoting a solution focused approach to changing future behaviours
- To ensure our school values are embedded in our school ethos and reflected in the conduct of our pupils

## **School Values**

Our six school values underpin the social behaviours that we expect all members of our school community to demonstrate.

Community	Aspiration	Self-esteem	Truth	Learning	Excellence
We work collaboratively	We can achieve anything	We feel good about ourselves	We are honest	We are resilient	We are the best we can be

## **Promoting Positive Behaviours**

It is the expectation that all pupils demonstrate our school values and display good social behaviours.

Castle Hill Infant School recognises that good behaviour management sets children up to make good choices. Strategies to promote positive behaviour include:

- An exciting and well-pitched curriculum
- A calm and organised environment
- Clear and consistent boundaries and routines
- Adults exemplifying the behaviour we expect to see in our children

The school supports pupils' understanding of the school values and their emotional literacy and wellbeing in a number of ways, including:

- School assemblies
- Thrive Approach
- PSHE scheme (Jigsaw)
- Trauma and attachment training for staff
- Parent Support Advisor

We recognise good social and learning behaviours in a number of ways, including:

- Verbal comments to a class or group of pupils
- Verbal and specific praise to individual pupils
- Small privileges e.g. lining up first, choosing which game to warm up in PE, handing out resources
- Opportunities to share work and achievements with other pupils and staff
- Written feedback in books
- The use of stickers
- House points for positive play
- Star of the Week in celebration assembly
- Entry in the 'Honours Book'
- Values reward badges

## **Regulated and Unregulated Behaviour**

When children are not demonstrating our school values, school staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.

Unregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight or freeze mode.

## **Dysregulated Behaviour**

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a restorative approach. Prompts for this can be found in the Behaviour Blueprint – Appendix 2.

## Regulate

The process for this is:

1. Label the emotion
  - Tell the child what emotion you think they are feeling
2. Limit the behaviours
  - Make sure everyone is safe and share clear behaviour boundaries
3. Lid closure
  - When the children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid'. We need to help children 'close the lid' so that the decision-making part of their brain is reengaged. A video explaining this can be found here:  
[https://www.youtube.com/watch?v=zJqH\\_Oqxle0](https://www.youtube.com/watch?v=zJqH_Oqxle0)

## Relate

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

## Restore

Staff will then conduct a restorative conversation with the child. This may be recorded on a Restorative Reflection Record – Appendix 3.

Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have. The key questions are:

- What happened?
- Who was affected?
- What will happen next?

## Regulated Behaviour

Sometime, children who are regulated make decisions that are not in line with our school values. In this case, a stepped approach to sanctions is used. The aim is always to help the child correct their behaviour and to learn from their mistakes.

## Stepped Sanctions

Stepped conversation
<ol style="list-style-type: none"><li>1. Reminder – General/ non-verbal</li><li>2. Reminder – outlining specific expectations</li><li>3. Final warning – 30 second intervention</li><li>4. Thinking Time – 5 minutes and some lost playtime</li><li>5. Restore – Restorative conversation</li></ol>

### 30 Second Scripted Intervention

30 Second Scripted Intervention
<ul style="list-style-type: none"><li>• I have noticed that you are (having trouble getting started, wandering around etc.)</li><li>• You are not showing (community, aspiration ...)</li><li>• You need to (move to another table, stay in your seat)</li><li>• Do you remember when (remind of a previous positive behaviour)</li><li>• This is what I want to see now/today</li><li>• Thank you for listening</li></ul>

### Working through the stages

In general, children will work through the 5 stages and will be encouraged to 'turn it around' at each stage. If a pupil is aggressive, threatens or hurts another pupil or member of staff, they will move straight to Stage 4.

### 'Turn it around'

- Each class will have a 'Turn it around chart' which has all of the children's names on it in the top section
- All charts will have 3 sections
- All children start their day at the top of the turn it around chart.
- If for example a child is not following instructions, calling out, using unkind hands words etc they will be given a positive reminder of the behaviour that the adult wishes to see e.g. 'kind words thank you.' (a clear expectation of how to turn things around) – Stages 1 and 2 of stepped sanctions
- If the behaviour continues the child will be moved to the middle with a clear reminder of how they can turn things around i.e. 'using kind words.' 'kind hands' 'sharing' 'putting your hand up rather than calling out'. It is important that the adult supports the child to turn things around and may need to model, be alongside and support them with further positive reminders. As soon as adults see the child showing these behaviours, they can shine a light on this, move them back to the top or it may be that we need to say 'I am going to be looking for... until playtime' then if the positive continues the child can be moved back to the top – Stage 3 of stepped sanctions
- If the behaviour continued of unkind hands etc the child may need to be moved to the bottom. If more reminders are needed, the process is the same as the above, they can turn things around by going back to the middle and then to the top (not all is lost they need to know this so they're motivated to turn things around) – Stage 4 of the stepped sanctions

The main principle is that the child is supported to turn their behaviour around.

### Lost Break

When a child misses some of their break or lunchtime play, this will take place in the hall or other suitable area, supervised by a member of staff on a rota.

If a child misses part of their playtime on 3 occasions in a half term, the teacher will meet with a member of SLT to discuss the provision for the child and whether any further actions need to take place to enable the child to be successful.

### **Children with Challenging Behaviour or Additional Needs**

As an inclusive school, we recognise that some children will need different strategies and support to enable them to show our school values.

When working with children, we will tailor our language to the child's age and needs.

Pupils who find it difficult to manage their emotions and behaviour may be on an individual behaviour plan (IBP) or different strategies to support them to be successful in school.

Parents will be informed of the behaviour plan and the school will discuss it with them. Other agencies may be asked to support the child, including PBS (Primary Behaviour Service) and Education Psychology Service.

**Governors' Statement of Behaviour Principles**  
**Castle Hill Infant School**

This is a statement of principles, not practice.

Practical application of these principles are the responsibility of the headteacher. The purpose of this statement is to give guidance to the headteacher when developing the behaviour policy for Castle Hill Infant School.

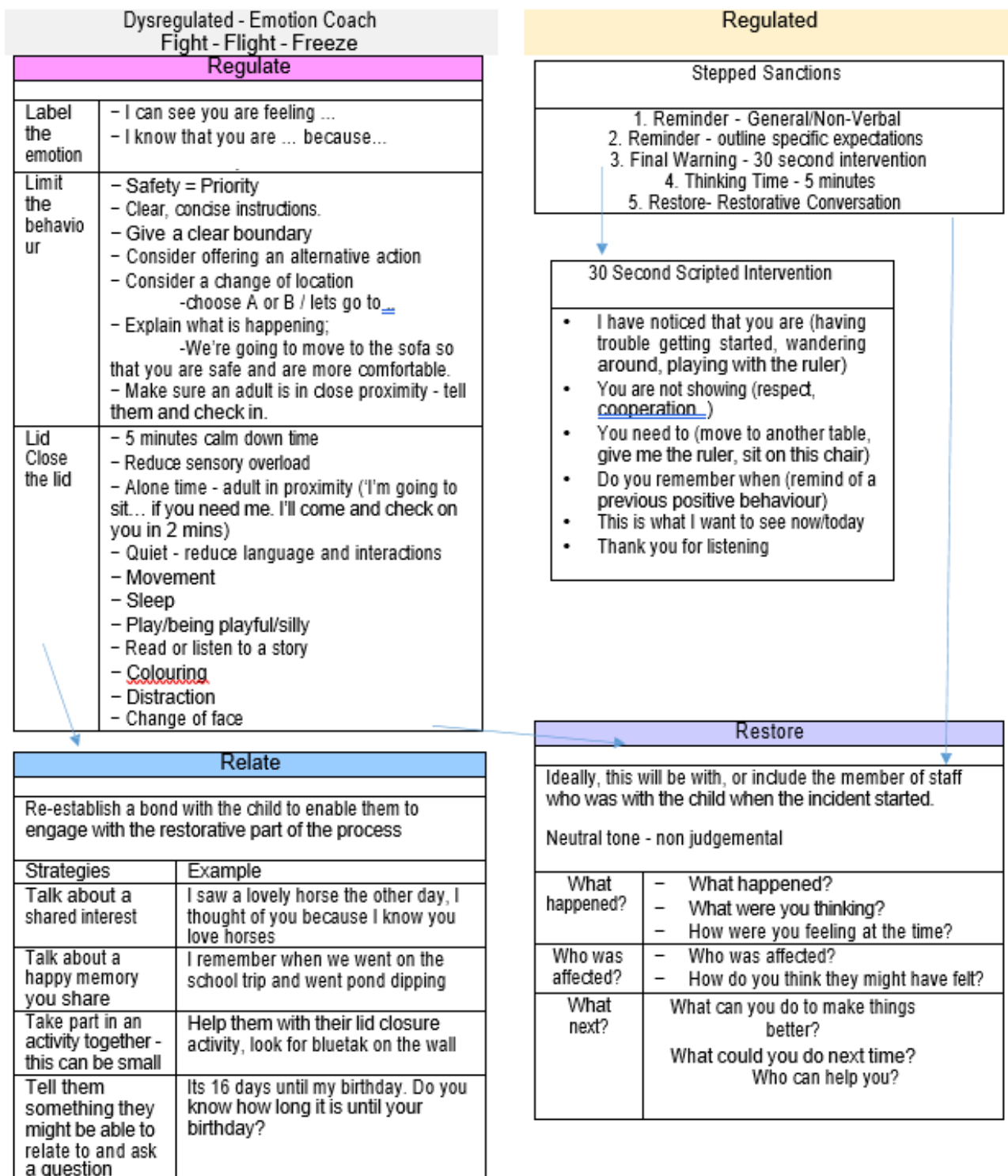
The headteacher will develop the behaviour policy with reference to the DFE guidance documents.

**Principles**

- Castle Hill Infant School is an inclusive educational setting where all pupils, staff, governors and visitors are free from any form of discrimination
- All children, staff, governors and visitors should feel safe and respected at Castle Hill Infant School
- Our school values underpin our school ethos and practice should be displayed by children, staff, governors and visitors
- We understand that behaviour communicates needs which may be unmet
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours
- We provide structure, predictability, consistency and routine to build a sense of safety in the emotional and physical environment
- We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours
- We keep in mind that we are the adults and the children are still growing, learning and developing
- We seek to restore relationships and support children to change unacceptable behaviours. This includes the use of sanctions
- Rewards and sanctions are used consistently
- We seek the most appropriate way of supporting children to develop their ability to self-regulate their emotions and behaviour. This includes developing the skills of self-control, empathy and emotional literacy and management
- Pupils are taught and supported to take responsibility for and reflect upon their actions and how this can affect others
- School practice is informed by, and sensitive to, trauma and attachment approaches
- Good relationships between children and staff are paramount to a successful behaviour policy and is at the heart of the ethos at Castle Hill Infant School
- As an inclusive school, we recognise the difference between equality and equity. This means that children are supported in different ways to follow our school values and behaviour principles. Some pupils will require a personalised approach to help them achieve our school values
- The use of physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff and in line with DFE guidance
- Suspensions and exclusions will be used as a last resort and in line with DFE guidance

**Castle Hill Infant School  
Behaviour Policy Blueprint**

Community	Aspiration	Self-esteem	Truth	Learning	Excellence
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Appendix 3

Restorative Reflection Record

Restorative Reflection Record

Pupil Name:	Date:	Class:
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Staff Name:	Term:	Week:	Number this half term:
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Summary of conversation:

<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking?</li><li>• How were you feeling at the time?</li></ul>	
<ul style="list-style-type: none"><li>• Who was affected?</li><li>• How do you think they might have felt?</li></ul>	
<ul style="list-style-type: none"><li>• What can you do to make things better?</li><li>• What could you do next time?</li><li>• Who could help you?</li></ul>	

Follow up points/ Actions: