

Clarendon Infant School



Behaviour Policy

At Clarendon Infant School we promote positive pupil behaviour through our vision and aims based upon 'Pride, Respect, Success'.

We believe that in order to help children to feel safe and learn, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. We aim to be a Trauma Sensitive School.

Trauma is a distressing experience or set of experiences that threatens a person's actual safety or perceived sense of felt safety to such a degree that it exceeds an individual's capacity to cope in healthy ways.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health. We are also aware that many of our children may have suffered Adverse Childhood Experiences (ACEs), traumatic life experiences that occur before the age of 18.

A trauma sensitive school is a safe and supportive community that enables both adults and children to feel safe, build caring relationships with one another and regulate their feelings and behaviour, as well as learn.

Trauma informed practice is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities that support the children to be emotionally ready to learn and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We serve a predominantly military community and understand the pressures that many of our families face, especially at key times such as the deployment of a parent.

"Deployment and separation may have a significant impact on a pupil's behaviour and on their emotional and social well-being. Transitions around deployment can result in complex feelings at all stages of the deployment cycle which can be challenging for pupils and families to navigate."

(Service Children in State Schools SCSS)

Our trauma informed approach:

- Places relationships and a child's sense of safety at the heart of classroom management.
- Encourages nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging.
- Promotes a sense of community and belonging.
- Takes individual circumstances into account.

Introduction

The Department for Education guidance for Headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

“Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions” (DfE, Behaviour and discipline in schools: Advice for Headteachers and schools staff, published July 2013; last updated January 2016)

Although behaviourist approaches, such as public sanctions can work for some children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs). For children who have experienced trauma, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

As a school we believe in a nurturing approach where every child feels listened to. The commitment of staff to the emotional well-being of the pupils is a particular strength of our school. Each class' learning charter underpins this and promotes a positive approach to the education and pastoral management of each individual pupil. We reward and celebrate achievement/success which has a positive impact on the pupil's self-esteem, confidence and happiness. All pupils know that they are safe and secure – and that their contributions and achievements are respected and valued.

Aims of this Policy:

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos based upon placing a **strong emphasis upon the emotional health and well-being of all members of the school community.**

- To encourage a calm, purposeful and happy atmosphere within the school that enables all children to reach their potential.
- To give children opportunities to learn how to become responsible, honest, well-mannered and trustworthy members of society.
- To provide an environment and curriculum that supports the social, emotional and mental health needs of the whole school community.
- To have a school ethos that promotes strong relationships between staff, children, parents and carers.
- To help children develop a sense of worth, identity and achievement
- To encourage children to work co-operatively, showing kindness and respect to others.
- To ensure that low level disruption is kept to a minimum, so that the time for teaching and learning is maximised.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To communicate with parents effectively where significant positive or negative intervention has taken place.

- To provide support to staff ensuring that there is a consistent approach to behaviour management across the school.
- To ensure that children, staff, governors and parents are fully aware of the expected behaviour of children both in lessons and around the school to ensure the safety of all.

Staff responsibilities are:

- To cherish and prioritise our relationships with children and their families.
- To recognise that each child is an individual and to be aware of each individual's needs.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential by ensuring that they have a safe and pleasant environment in which to learn.
- To have consistently high expectations of behaviour in classrooms and around school.
- To support and develop excellent standards of behaviour throughout the school by being good role models, reinforcing behaviour expectations both in and out of classrooms, and by noticing and praising good behaviour.
- To be consistently calm.
- To always give children a fresh start as required.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To listen to and follow the instructions of all school staff.
- To take care of property and the environment
- To co-operate with other children and adults.
- To follow the school's Golden Rules.

Parents' responsibilities are:

- To foster good relationships with the school and staff members.
- To be aware of the school rules and expectations.
- To support the school in the implementation of this policy.
- To inform the school of any events that may affect the child's ability to manage their emotions or behaviour as and when those events occur.

Governors' responsibilities are:

- To support and promote high standards of behaviour at Clarendon Infant School.
- To review the effectiveness of this policy and support the Headteacher in implementing it successfully and suggesting improvements.
- To ensure that this policy is administered fairly and consistently.

The school's approach to behaviour

Whole school strategy

At Clarendon Infant School we believe in a 'top-down bottom-up' approach to behaviour. **All** members of our school community, including the Governing Body, are expected to demonstrate respect, good manners, honesty and kindness to others at all times. We strongly believe that responding to the Social, Emotional and Mental Health needs of children is not the responsibility of a few staff in school; it is **everyone's** responsibility. All members of staff are responsible for supporting the behaviour of children across the school. In order to facilitate this, staff communicate regularly about the children's individual needs and how best to support each child, so that the approach remains consistent.

Examples of expected and unacceptable behaviours are outlined in Appendix 1. We also believe that teaching and expecting high standards of behaviour at key times of the school day enables children to learn how to function as part of a safe, inclusive community and leads to improved behaviour overall. These key times, and expectations around them, are outlined in Appendix 2.

The Role of the Adults

At Clarendon Infants, we take a non-judgmental, enquiring and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

At Clarendon Infants, we follow these guiding principles when responding to behaviour:

- We understand that a child's behaviour is communication, the beginning of a conversation.
- Before making a reply we need to support the child to communicate further, by increasing our felt safety cues; having a warm open face, adapting our tone of voice so we are showing empathy, showing warm open body language and putting our relationship with the child first.
- Next we actively listen, translating what they might have said about what was happening for them if they had the right words.
- Once we fully understand what has just happened we reply using restorative justice, reason and repair as appropriate.

All staff focus on the central principles of empathy, connection, attunement, trust and co-regulation.

We believe our approach to behaviour supports staff to feel empowered to respond in a way that is empathetic but has boundaries: firm and fair but also kind.

Golden Rules

The Clarendon Infant School Golden Rules are displayed clearly in all classrooms and are regularly referred to and taught both in class and in whole-school assemblies. They are also shared with parents in the school prospectus and on the school website. The Golden Rules are:

- Try our best and aim for success together.
- Show respect by being kind and polite to others.
- Always be honest.
- Be a good friend.
- Share and take turns.
- Be proud of ourselves and our school.

The teaching of good behaviour

"Classroom management is not about having the right rules, it's about having the right relationships."

'Feel The Difference: Learning in an Emotionally Literate School' Lynne Gerlach /Julia Bird (2006).

Only when children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone. Each class has developed their own class charter to enable all children to get the most out of all learning opportunities. It is visible throughout all classrooms within the school and must be endorsed by all members of staff. It states the rights and responsibilities of both teachers and pupils in order to create a most effective teaching and learning environment.

RIGHTS: Every child has the right to an education and to learn in a productive, stimulating environment, where everyone has the right to feel safe and be treated with dignity and respect

RESPECT: To ensure everyone has access to their rights, showing and demonstrating respect is essential. Where behaviours negatively affect the rights of others, teachers have the duty of care to respond and highlight the consequence to the child.

We believe that the organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning is interesting and varied and offers pupils a degree of choice. Account is taken of pupils' preferred learning styles. Pupils are involved in the learning and teaching process. Well organised, purposeful cooperative learning activities improve behaviour. Expectations are regularly enforced and are realistic but challenging. Simple non-verbal encouragement (smile, thumbs up, etc.) are used regularly and effectively. Teachers' model good behaviour patterns and are aware of their own stress control techniques, so that adults are in control but not 'controlling.' When pupils arrive in the classroom, initial contacts are positive. Smiling and greeting a child on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Good behaviour is taught and promoted through our Personal, Social and Health Education (PSHE) curriculum, Jigsaw and the Personal, Social and Emotional Development (PSED) provision made in Foundation Stage. Assemblies, circle times, stories and drama are also opportunities to promote positive behaviour and for children to discuss and reflect upon it. The language of choice, reward and consequence are used regularly to ensure consistency of understanding throughout the school.

Behaviour systems and procedures

Please refer to Appendix 3 – Clarendon Infant School Classroom Behaviour Charts and Appendix 4 – Clarendon Infant School Behaviour Management Steps.

Rewards and Consequences

We believe that praise is the most effective way of rewarding effort and appropriate behaviour. Rewards have a motivational role and help children to see that good behaviour is valued. Rewards may include:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Acknowledgement in class/group/other year group class
- Teacher sticker award
- Celebration with the Head of School/member of school leadership team
- Golden award in celebration assembly
- Children will be rewarded for demonstrating appropriate behaviour choices by earning a marble for the class jar. When the jar is full, the class will choose a treat eg extra playtime, a teddy bears picnic etc.

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some students who may struggle to follow agreed expectations. When a child is regularly displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Head of School, Pastoral Lead, SENCo, Class Teacher and Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

Consequences are not seen as a central element of a trauma informed approach to behaviour. However, some children benefit from the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis will always be placed on restoration, not punishment or blame and should aim to reduce the feelings of guilt in the child.

Responses to support children to repair a situation will happen privately between the adult and child so as to avoid the child experiencing shame and will include the following:

- Adult showing sadness/displeasure using the yellow or red face on their lanyard

- Adult expressing disapproval/disappointment verbally but in a gentle supportive manner that focuses on the behaviour and not the child
- Actions to put things right, e.g. apology
- Time out away from the situation (using timers according to the child's need)
- Time with one of the school leaders
- Parents contacted
- Reference to school Exclusions Policy

During a time out session, children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using a restorative approach and questioning. Following the session, it is essential that children are allowed to start again with "a clean slate." This will restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour.

Support for Behaviour

Where behaviours indicate that a child has significant unmet needs and requires extra support, school will provide this support in the following ways:

- Focusing even more on building and developing relationships with trusted adults and peers.
- Developing self-esteem through positive praise and enabling a sense of achievement and belonging.
- Discussing the child's needs with the school pastoral team and accessing support as required.
- Discussions with parents and carers to try and ascertain the possible cause(s) of the behaviours and how these can be addressed.
- Offering pastoral support to the parents via the Pastoral Lead in her capacity as a Parent Support Advisor.
- Intervention work with ELSA (Emotional Literacy Support Assistant), Play Therapy or Time to Talk counselling.
- Seeking advice from external professionals such as Behaviour Support Service or Educational Psychologist.

Positive Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DfE (The Use of Reasonable Force DfE-00295-2013).

In particular we:

- Create a calm environment that minimises the risk of incidents that might require the use of force.
- De-escalate incidents following the principles taught in de-escalation training provided by Wiltshire Behaviour Support Service.
- Complete risk assessments, positive handling plans and IBIPs (Individual Behaviour Improvement Plans) for individual pupils.
- Undertake Team Teach training for individual staff members.

- **Bullying**

The definition of bullying that has been adopted by Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Clarendon Infant School makes a clear statement that bullying is unacceptable and will be dealt with swiftly and effectively. Please refer to the school's Anti-Bullying Policy for more information.

Confiscation

Schools are able to confiscate any item deemed unsuitable for possession within a school. Any such item will be retained by the class teacher or member of the school leadership team and returned to the child or parent at the end of the day. Police and/or Social Services will be informed should the confiscated item raise concern.

British values

We want our children to become thoughtful, responsible and active citizens who are able to thrive in a diverse modern Britain. We encourage our children to be community-minded, teaching the importance of understanding and respecting other people's differences and opinions. We regularly explore the need for making good choices, and for recognising the difference between right and wrong and how the choices we make impact upon others.

This document should be read in conjunction with:

The Use of Reasonable Force	DfE-00295-2013
Behaviour and Discipline in Schools	DfE-00023-2014
Preventing and Tackling Bullying	DFE-00160-2017
Keeping Children Safe in Education, 2018	
Guidance for safer working practice for those working with children and young people in education settings October 2015	

This policy should be read alongside the following policies; Anti-Bullying Policy, Positive Handling Policy, Inclusion Policy including Equal Opportunities, Child Protection Policy, Special Educational Needs Policy, Home School Agreement, Exclusion Policy, Health and Safety Policy and Equality and Diversity Policy.

Recording Unacceptable Behaviour

Incidents of unacceptable behaviour are recorded electronically using CPOMs and the Head of School is alerted to these via email.