



Downs Infant School Behaviour Policy Updated Autumn 2022

Author: HJM, next review due September 2023

Incorporating our Anti-Bullying Policy To be read in conjunction with our PSHE Policy

At Downs Infant School we believe that children need to learn the skills to manage their behaviour and that learning this, like learning other skills, takes time and happens for different children at different times. Some children will find this easy and others will find it difficult. For some children, their circumstances, special educational needs or disabilities may make this particularly difficult. We believe that as a school it is our duty to support all children to develop these life-long skills, while ensuring that the school environment provides the necessary aspects to promote feelings of safety and the conditions for learning for all.

This policy recognises that some children's needs fall outside the scope of a universal policy, and that our duties under the Equalities Act mean that they will need additional support so that they can access their right to education. We will do all we can to reduce the risks that this may present to other children's safety and learning and to staff while recognising that all our children have a right to be supported to access school. Where the behaviour of children raises risks to the safety of others, a risk assessment will be carried out, and other children will be supported to understand that adults are always working to maximise safety, and that school adults will not give up on helping children, even if they are facing huge challenges. We have seen, through pupil voice, that children do understand this when supported to do so. Some of these children may need a bespoke approach which may fall out of the scope of this policy and will be managed by the Assistant Headteacher for Inclusion.

We follow a positive discipline approach, aiming to develop mutual respect, cooperation and responsibility in our school in order that we prepare children for responsible citizenship. We encourage the development of emotional intelligence and skills, which are:

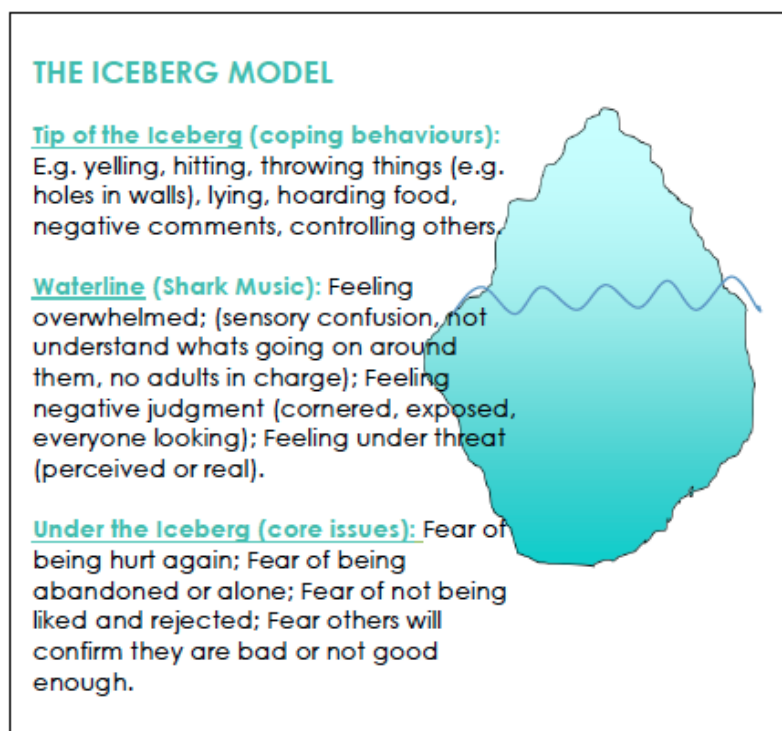
1. Intrapersonal skills: The ability to recognise and manage my own emotions.
2. Interpersonal skills: The ability to work with others through communicating, sharing, collaborating.
3. Systemic skills: The ability to respond to the limits and consequences of everyday life with responsibility, flexibility and integrity.
4. Judgement skills: The ability to develop wisdom and evaluate situations.

We do this through our values education and our PSHE curriculum, and specifically in the behaviour policy through a focus on collaborative solutions and restoration not on punishment. Our behaviour policy is informed by Brighton and Hove's guidance on developing an attachment aware behaviour regulation policy https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%202018_1.pdf

Where children lack the perceptions or skills to behave in ways which are safe and promote learning, we will work with them to help them with these underlying causes of the unwanted behaviour. Most children will need help with this at some point and some will need more help than others.





We recognise that the behaviour we see may indicate that there are issues which underlie it (figure 1), and that different children may display different behaviours as a result of the same triggers. We see our role as 'detectives' rather than simply 'law enforcement officers'.

FIGURE 1: The Behaviour Iceberg



Expectations

Downs Infant School has certain expectations for everyone which all children will be supported to be able to keep. These are displayed around the school.

| Expectation | Support |
|---|--|
| <p>Listen to and act on what a grown up says.</p>  | <ul style="list-style-type: none"> • Listening visuals and signs • Clear instructions • Success criteria for learning • Opportunities to check understanding |
| <p>Move in ways which keep everyone safe and calm.</p>  | <ul style="list-style-type: none"> • Visuals and signs • Routines e.g. always walk on the left, lining up spots, stop when you hear the tambourine • Clear classrooms and corridors • Opportunities for sensory breaks if needed |
| <p>Keep the school and the things in it working, clean and tidy.</p>  | <ul style="list-style-type: none"> • Visuals and signs • Adequate time for tidying up • Specific jobs for tidying up • Restricted access to some things or part of the school at some times • Clearly labelled places for resources and equipment • Keep personal items in school to a minimum (no toys from home) |
| <p>Speak kindly to and about everyone.</p>  | <ul style="list-style-type: none"> • Visuals and reminders • Modelling by all adults • Opportunities to practice |

Rewards and Positive Feedback

While the real rewards of meeting the Downs Infants' expectations come in the shape of effective learning, good relationships and a positive and rewarding place to be, we understand that people are also motivated by other factors. We use a variety of every day rewards or positive feedback strategies which link to the empowering perceptions that everyone needs: feeling capable, feeling they are connected and belong, feeling they can make choices. Rewards include:

| Reward/Positive Feedback | Perception Fostered |
|----------------------------------|-----------------------|
| Thumbs up/smile | Connection/Choices |
| Specific descriptive praise | Capability/Choices |
| Sharing achievements with others | Capability/Connection |
| Stickers and certificates | Capability/Connection |

To promote collaboration and problem-solving, additional rewards will be worked for by all children and taken as a class group. No child will miss out on a class reward. Rewards are separate from consequences. Rewards will be earned by dojos, marbles in a jar or class points and the method of earning will be determined by the class teacher. All teachers will use the points as a way to comment positively on desired behaviour by all children as well as to notice when children are trying hard to address a difficulty with their behaviour. Teachers should aim to award these 'points' often to ensure that positive descriptive praise for all children is heard regularly in the classroom. Support staff may award points to children which can be added by the class teacher. This includes at play and lunchtimes and will be given verbally or on a post-it to the teacher. Classes will agree a menu of rewards which will be approved by the headteacher. Teachers, TAs and INAs can send positive notes home at any time to let parents know that children have done something of merit.

Rewards will be planned with the children and may include:

- Returning to their old classroom or learning environment to play and learn
- Playing with different toys and games from those available daily
- Having a special storytime
- Visits to Apple Alley, the pond or the Reception Garden where these are not part of their daily provision
- Opportunities to play with other children
- Group games
- Visitors
- Special class certificates/projects

'Playtime' will not be used as a reward because this undermines the message that play is an important context for children's learning.

Consequences

The purpose of a consequence is to help ensure that an unwanted or damaging behaviour is stopped, reparation is made, and that children learn which behaviours are acceptable and desirable in a school context. For most children whose skills are developing consistently in line with their age a simple reminder of the expectations will get them back on track. This will include:

- Non-verbal reminders such as: showing a reminder card, proximity of the teacher, shake of the head, thumbs down, frown, Makaton
- Verbal reminders, restating the expectations in a different way
- Movement reminders such as moving a child away from a distraction
- Instructional reminders such as reminding of the learning intention or success criteria for the learning session
- Backing up a child's 'I message' to another child at playtime
- Offering a choice of acceptable ways to keep the expectation e.g. 'listen on the carpet' or 'listen from the book corner'
- Social stories

If the behaviour gets back on track and the expectation is met then no further action is required. If the child continues to be unable to meet the expectation then there will be a consequence.

These will always be 'natural' consequences as far as possible. For example, finishing off learning tasks when learning time has been wasted is a natural consequence; and this could involve tasks being sent home where this is appropriate for the situation and the child. Helping to clear up a mess that has been made is a

natural consequence. Making reparation or saying sorry is a natural consequence. The consequence will *always* include a consequence conversation with a member of staff. The first consequence conversation will be the adult in charge at the time (class teacher, TA or MDSA), the second with the child's class teacher (if this was not the first adult and if the class teacher is available i.e. not at lunch/PPA), the next with a member of Senior Management Team and finally with the Headteacher. The conversation will include:

- Empathy: 'I noticed it was hard for you when X...'
- Listening: What does the child say was the difficulty?
- Concerns: State the adult concerns – usually safety or wellbeing concerns including the loss of learning opportunities for self or others.
- Problem solving: This will usually involve restoration as well as a plan for preventing the behaviour again.

The aim of the consequence is to repair damage and promote the cessation of unwanted behaviour. Time out will be used to help children be calm enough for this conversation to be productive but not as a punishment and should never be used without a consequence conversation following it. If this consequence does not stop the behaviour then there will be a further conversation and a new solution until this works. At this point parents would be involved if they have not already been part of the process. All behaviour incidents referred to a member of the senior leadership team will be logged on CPOMs to help identify any patterns.

At lunch or playtime the adult on duty will have the first consequence conversation *if the child is calm enough at that moment*. Otherwise this will refer to the teacher once class starts, but there should always be a conversation with the adult on playground duty at the earliest opportunity and this should repair the relationship and be positive about a fresh start. It should be remembered that it can take up to 45 minutes for a person to return to a regulated state and be capable of a calm and useful conversation about the behaviour. At Downs Infants we are prepared to give children this time if needed and so behavioural incidents are not always able to be dealt with immediately. Parents and carers are urged to remember this when a child reports a problem at the end of the day, but also to mention this to school staff in case the child has not already made us aware. It is not always appropriate to make public the nature of the consequence, but please be assured that we do take improving behaviour and keeping everyone safe very seriously.

Because we believe that all children need to be supported in problem-solving situations, weekly circle times and class meetings will be used proactively as part of the collaborative problem-solving process in all classes. These also address incidents or issues that emerge on the playground or in the lunch hall.

Bullying

We are very clear that bullying is just one aspect of how behaviour between two or more people can go wrong. We produce a booklet for parents and carers which we distribute annually in November which gives more information about our approach and identifies three kinds of problematic relationship behaviours:

1. Rudeness/thoughtlessness – when someone unintentionally does something which offends or hurts you
2. Meanness – when someone deliberately does something to offend or hurt you
3. Bullying – where someone repeatedly and deliberately does something to offend or hurt specifically you.

We adopt a 'no blame' approach to bullying and have done for some time. Blaming and punishing the person doing the bullying rarely solves the problem as they need support and help to change their behaviour. Our work with the person bullying usually supports them to change their empowering perceptions of connectedness, capability and choice, as well as helping them develop their skills of emotional and situational management. Of course, while we do this, we support the person who has been bullied by ensuring they feel listened to, and helping them again feel safe and valued in the school community. In the case of prejudice-based incidents, it is important that the victim and any bystanders as well as the perpetrator, understand what is wrong about the behaviour, and our role as educators is of primary importance here.

A prejudiced based incident is any incident which is perceived to be prejudice-related by the victim or any other person, and which is related to treatment on the basis of any of the 9 protected characteristics under the 2010 Equality Act. These are:

- Race and Ethnicity
- Religion or Belief
- Sexual Orientation
- Sex
- Disability
- Age
- Gender Reassignment

And for adults (staff, parents/carers):

- Pregnancy and Maternity
- Marriage/Civil Partnership

The main method of approaching bullying and prejudice-based incidents is through a restorative meeting which includes both the children as well as those on the fringes. A teacher experienced with these methods will conduct the meeting to ensure that everyone has a chance to express how they feel. By getting all of this into the open the power is taken away from the person bullying and both parties are supported. A follow up meeting is held a week later. If the behaviour does not change then contact is made with the parents of the child who has engaged in the bullying behaviour. This is not done before as it is a 'no blame' approach which prioritises education in order to accomplish attitude as well as behaviour change.

Prejudiced-based incidents and incidents of bullying are recorded and notified to the Local Authority for monitoring purposes.

Physical Management for the Purposes of Behaviour Management

The law allows that any teacher may physically manage a child should it be necessary for safety of persons or property or to maintain order. Two members of staff are specifically trained in the safe physical management of children for this purpose and are called for if the timing of a situation allows it, or where a risk assessment identifies that a child is likely to need such management and all teaching staff have been trained in de-escalation strategies. If a child has been physically managed this will be only as a last resort, and will be recorded in CPOMs. Staff will have the opportunity to debrief, and carers will be informed. If a risk assessment has been completed identifying that a child is likely to need physical management, this will be shared with the parents/carers. For more details please see the Physical Intervention Policy. Risk assessments will be prepared by the Assistant Head for Inclusion in discussion with other adults working with the child, and external behaviour support specialists.

If it is determined that a child may need physical management, their individual risk assessment will include strategies to de-escalate emotional outbursts, and may include a differentiated timetable. We operate a 'change of face' system so that other adults can step in and support when a child is dysregulated, so parents and carers should be aware that simply having had an encounter with a member of the SMT does not necessarily constitute a 'serious' incident.

Physical handling may at times be required for other purposes, such as intimate care, first aid, comfort or support to complete tasks – we are mindful of what is appropriate in an infant setting regarding age and stage of our children. Please see our Intimate Care and First Aid policies.

Exclusion

With the right support, all children should ultimately be able to behave in a way which is conducive to their own learning and safety and that of others. We act in accordance with the DfE guidance on exclusion should it be necessary, however, we have a successful record of avoiding exclusions by putting in the necessary support for pupils who need it and we will always try attachment and trauma aware strategies first. Children whose behaviour is putting themselves or others at risk of harm will have a risk assessment which will identify risk management measures – see above.

The Zones

Behaviour to be encouraged at Downs Infants is behaviour which promotes safety and learning, however, children can only manage their behaviour when they are able to recognise and manage their own emotions, and respond appropriately to the feelings of others.

We use a system of 'Zones' to both help children recognise their emotions and those of others, and to help them to manage and respond to those feelings and situations so that they can engage in behaviour which promotes safety and learning. This kind of behaviour and these kinds of feelings characterise the 'Green Zone'. The zones are displayed in the classroom and on the playground and when behaviour is commented on by an adult, it is related to the emotional states that characterise the zones (see Appendix 1). If children are not in the green zone and ready for learning or playing, they are encouraged to use strategies to get themselves back into the green zone. Children are not, however, allowed to use this as an excuse to interrupt their learning or the learning of others. Staff are mindful that the goal is for all children to be ready for learning, either in their own 'green zone' or supported in the other zones. Care is taken to ensure children do not think the red, yellow and blue zones are 'bad', but that when they are in these zones, they may need to be careful or need support to help them learn. Some children may need additional support with managing their emotions and a personalised system using the zones, called 'Just Right' may be used with these children. Zones are used to support emotional regulation and promote appropriate and safe behaviours and not as a behaviour regulation system in and of themselves.

Further Reading

Positive Discipline In the Classroom, 2013, Nelson, Lott and Glenn (Prima Publishing, CA)

Zones of Regulation, 2011, Leah Kuypers

Lost at School, Ross Greene

Crying for Help: The No Blame Approach to Bullying, Barbara Maines and George Robinson 1991

The Brighton and Hove Guidance 'Developing an Attachment Aware Behaviour Regulation Policy' 2018

Appendix 1

WHAT ARE THE ZONES?

There are four zones to describe how your brain and body feel.

BLUE Zone – Your body is running slow, such as when you are tired, sick, sad or bored.

GREEN Zone – Like a green light, you are “good to go.” Your body may feel happy, calm and focused.

YELLOW Zone – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.

RED Zone – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must STOP!

