



Positive Relationships and Behaviour Policy

High Expectations- High Support

Reviewed: Jan 2024
To Be Reviewed: Jan 2025

Learning Together with Love at the Centre

St. Michael's CE (Cont) Infant School

Our Behaviour Mandate:

In our school...

We connect before we correct

We stay curious not furious

We understand behaviour is communication

We believe in co-regulation

We think 'can't' not 'won't'

**We believe that positive relationships are the key to positive
behaviour**

We see you, We hear you, We are with you...

'St. Michael's CE (Cont) Infant School aims to provide a caring Christian Community where everyone is valued and nurtured within a safe environment. All our policies take account of and reflect the distinctive nature of our Church of England School.'

Purpose

This policy links to our school values of love, friendship, forgiveness and perseverance.

At St Michael's CE (Cont) Infant School we aim, within a Christian framework, to:

- Promote appropriate positive relationships and behaviour
- Secure a calm, supportive environment for children and adults
- Support our community so that there is a consistent approach and shared language used when supporting our children
- Recognise when children are demonstrating our school values
- Support staff to focus on de-escalation and preventative strategies rather than reactive strategies
- Encourage children in our care to make informed choices about the way they behave

This policy will be followed throughout the school, within the framework of Behaviour and Discipline in Schools 2022, the Education Act 2002, the Education and Inspections Act 2006 and the Equality Act 2010.

There are specific elements of good behaviour that we wish to encourage. These are:

- Kindness and care of others and the environment
- Sharing and cooperation
- Consideration and respect for each other
- Self-motivation

Governing Body statement of behaviour principles

St. Michael's Infant School is inclusive, positive, supportive and welcoming of diversity.

Every child, regardless of race, gender, background or ability has the right to learn. Every person has the right to be listened to, to be valued and to feel safe. All members of the school community (staff, children, parents and volunteers) are expected to be excellent role models, and consistently demonstrate our Christian values. Good behaviour should be recognised, and lapses in behaviour should be treated with the principles of forgiveness, reconciliation and restoration, and communicated clearly.

The school's behaviour policy that implements these principles should be reviewed annually and should involve the whole school community.

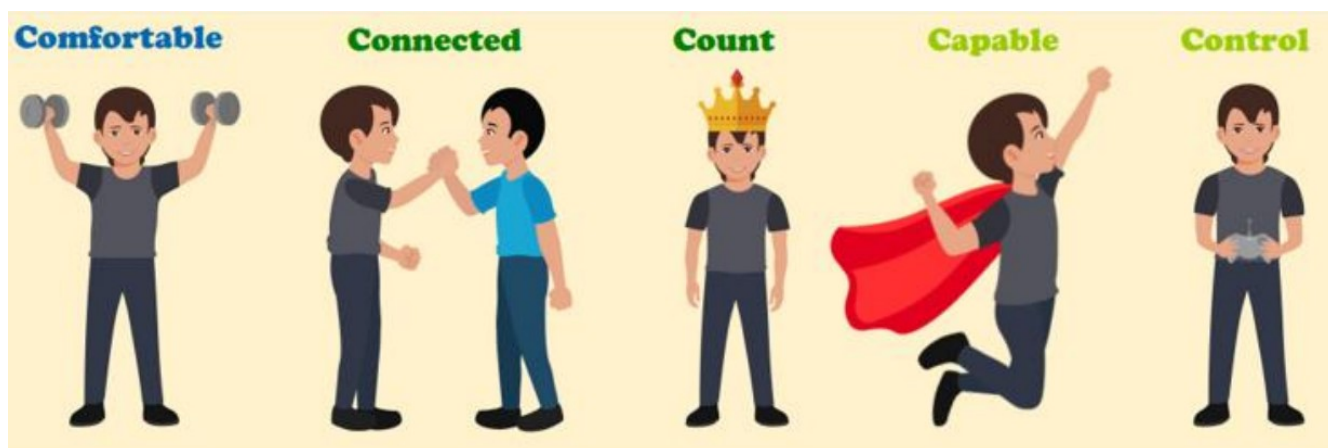
Behaviour Policy guidelines

As a church school, the fundamental principles behind our approaches to behaviour are those of forgiveness, reconciliation and restoration of relationships. In the spirit of reconciliation and forgiveness, each day will provide children with a fresh start.

We always aim to be curious not furious, maintaining a calm, investigative approach towards behaviour. Our approach is one of high expectations and high support. We will always provide support for those children who struggle to regulate their behaviour.

We will teach all of our children about how their brains work, recognising that knowledge is empowering. We need to teach the children executive function skills and this will be part of our PSHE learning and will be planned in addition to our Jigsaw Curriculum.

We will aim to understand our children's needs (5C needs): when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.



Follow up is essential: we must consistently follow up when a child has struggled to meet our behaviour expectations and this will be done through a restorative conversation with the child.

Staff training and induction

Our behavior policy will be part of staff training at least annually. We will also use the policy to support and train new staff. Regular training may include:

- Training from PBS (primary behavior service)
- Training as part of the ECT programme
- Training from the Educational Psychologist
- Inset day training
- Visits to other schools
- Regular support sessions offered to staff (twice weekly) when staff may want to discuss supporting the regulation of behaviour

Agreed Visible Consistencies for our children:

- Smile!
- Meet and greet- welcome each child with a positive e.g: 'how are you?', 'that haircut really suits you'..
- At the end of every transition welcome the child back to the learning environment (e.g: after playtime- 'welcome back everybody..')
- Use music to support transitions e.g: at the end of playtime, first thing in the morning.

All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take the responsibility to put this right.

Shared areas should be used as a 'calm space' with resources that can help to calm the children in e.g: pictures of butterfly breathing, beanbags, sensory resources, colour monster pictures, headphones.

Children should be told about the calm space and encouraged to use it if they need to. Ideally each classroom should have a calm space available.

Our 3 School Rules Are:

Be respectful; Be kind; Be safe

Recognising Positive Behaviour

Ideal incentives are the intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum. All individuals need to receive regular praise and encouragement and this is fundamental to effective behaviour management. However, tangible rewards will recognise, and regularly celebrate, all forms of social and academic achievement.

General and class rewards

Good behaviour and achievement can be rewarded to individuals in any of the following ways:

- Stickers, stars, certificates etc. earned in class.
- Use of class Dojo. Dojo points should be linked to demonstrating our school values
- Stickers given by key staff outside class e.g Head Teacher, ELSA
- Receipt of a sticker or certificate being awarded for five or ten stamps on the stamp card respectively.
- Being chosen for a school Values award for demonstrating one of our school values and having a phone call home to tell parents/carers about this.
- Being nominated by the class teacher for a Special Mention Headteacher's sticker in weekly and having a phone call home to tell parents/carers about this.
Celebration Collective Worship.
- Listening tokens to be used when a child is demonstrating good listening.

Class reward systems

These are determined by the teacher according to the needs of the class.

Additional Support

Some children find it more difficult than others to keep to the school rules. Where this has been recognised a tiered support system is in place.

This system should

- ✓ Help the child to learn new skills
- ✓ Enable regulation
- ✓ Allow restoration

It should not:

- be public
- communicate a lack of warmth or understanding

Tier one – this exists for children who choose to be good members of our school community and wider community. The aim is for all children to be at tier one. Children here are recognised with rewards and encouragement and will need little redirection.

Tier two – a plan is agreed with parents to enable the child to return to tier one – this could

involve: fidget toys, brain breaks, adapted resources, a home school communication book, regular teaching of correct behaviour, a journey of expected improvements with celebrations for when each milestone is achieved.

Tier three – this is for children on a specific behaviour plan – support will be fully personalised and individual behavior plans shared with parents. Support will be detailed on the plan and may also include regular teaching of the correct behaviour. To support the child’s ability to self-regulate in the classroom, the child may need support outside of the classroom to be specifically taught how to self- regulate.

The whole school community will know about the tiered system and accept that some children have different support to enable them to access school. This is not a reward, but a support mechanism to teach and enable all children to become good citizens in the school community and in the wider world.

In Class and at Playtime

In class we have 5 steps to support the children with self -regulation. We will try to use this system, but for some children we may have to adapt the steps or move more quickly to step 4, particularly if the child is not being safe.



Step 1: The first step is praising and rewarding the children who are following our school rules.

Step 2: If a child is starting struggling to follow a rule, the second step is to remind the child of the rule and to ask them to ‘check and correct’. This means that they will check what they are doing and correct themselves.

Step 3: If the child is still struggling to follow the rules, they will be given a verbal warning. This must always be done in a calm, quiet way and should never be humiliating for the child.

Step 4: If the child continues to make the wrong choice, then the child will be asked to sit away from other children for a very short period of time (no more than 5 minutes). This is called ‘time in’. The adult should use a timer for the minute so that it is very visual for the child. However, if the child is not being safe they may need to calm down outside of the classroom in a quiet place e.g: the Frog room, the SEN room. It may also help to have a ‘change of face’ and for another adult to be alerted to see if they can support the child to calm

down. Occasionally, if the child has not been safe, they will need to miss 5 minutes of their play time. If the child has not followed the school rules at playtime, they will need to stand next to a member of staff that is on duty for 5 minutes time in. The same steps system will need to be used.

Step 5: Once the child is calm, a restorative conversation will need to take place. The child will need to reflect on the following:

- ✓ What happened
- ✓ What he/she was thinking about at the time
- ✓ What they have been thinking after the incident
- ✓ Who they think was affected by their actions
- ✓ What they need to do now to make things right

For some of our children we will need to reduce the language in the conversation and focus on :

- What happened
- Who was affected by their actions
- What they need to do to make things right



Any incidents where a child has not been safe should be recorded on CPOMS (e.g: hurting another child)

	Steps	Actions
1	Notice the	Draw attention to the children who are following our rules and

	positive behaviour	school values
2	Check and correct	... the rule is (respect). This means that you listen when somebody is talking. Check and correct. I know you can do this.
3	Warning	Speak to the child privately- offer a positive choice again
4	Time In	This may be 1 minute away from the class (with an adult). If behavior is unsafe- this would be 5 minutes to calm down. This could be at playtime. If on the playground, it will be with the member of staff on duty. '... Your behaviour is stopping others from learning. You need space to calm and think. Xxx will help you. It will be ok.'
5	Repair-restorative conversation	<ul style="list-style-type: none"> • What happened? • What were you thinking/feeling when we see/hear this [what is the cause/trigger from the child's perspective] • This is the effect of the behaviour. How does that make you think/feel? • What needs to change? • How can we change it? • What will help – what can the child do/what can adults do?'

CPOMS

Staff should record incidents on CPOMS if they are concerned about a child's behavior. We have categories for recording behavior incidents on CPOMS. These are:

Low-level incident: this would usually be a one off for a child, where they might be spoken to in class or may have been unkind to another child. They may have been involved in a one off incident on the playground. **This behaviour may be logged because it is out of character for the child.**

Medium level incident : would be when a child is starting to display more regular signs of struggling to follow school rules e.g: they may disrupt the learning of others in the classroom or hurt someone in the playground.

High -level incident is when a child has hurt other children (more than one child) in the classroom or outside, thrown things, run off from the adult and has struggled to regulate despite being at Step 4.

Ongoing Concerns about a Child's Behaviour

If the school becomes concerned that a child's general behaviour is deteriorating (Tier 3), or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. If appropriate, Individual Behaviour Plans will be used to help manage and rectify poor behaviour.

Suspension

In the event of an extremely serious incident for example, one in which the child has lost self-control and has repeatedly not been safe, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a suspension may be imposed. The school follows its own Exclusion Policy and the Hampshire County Guidelines in the very rare event of exclusion. Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

Transition

Pupils will be supported with difficult transitions e.g: moving from one school to another or moving classes. Staff will meet with new teaching and support staff and outline strategies that have supported individual children. Extra visits may be arranged for individual pupils and a social story may be created.

Child on Child Abuse

For information about the school's policy on Child on child abuse, please see the school's Child Protection policy.

ANTI-BULLYING POLICY

This policy should be read in conjunction with the Behaviour Policy.

Bullying in this policy, includes cyber bullying, prejudiced based bullying and discriminatory bullying.

'A person is bullied when s/he is exposed regularly and over time to negative actions on the part of one or more persons. Bullying can be identified by measuring the effects the acts have on a vulnerable child.' It can and should be distinguished from occasional, aggressive incidents between children, which, although regrettable, do not constitute bullying.

Bullying will not be tolerated under any circumstances.

At St. Michael's Infant School we aim:

- to ensure children feel safe and secure at school
- to ensure children understand what is meant by bullying and what is not
- to prevent bullying in our school by ensuring all staff understand and consistently apply the guidelines for behaviour management
- to deal with negative actions by any child quickly and effectively within our behaviour management guidelines.

To meet these aims we believe there needs to be trust and openness between children, adults in the school and parents. Using discussion sessions and circle times, each class teacher will help children to develop the confidence to communicate openly and honestly with adults and their peers. Children will be encouraged to speak out about worries and concerns with no fear of recrimination.

Children will be taught to report to an adult, rather than retaliate when there is an incident of aggression. Through adult intervention at the first stage, many cases of unkindness can be dealt with effectively. We will encourage children in this reporting by consistently applying the behaviour management policy so that children know their concerns are responded to appropriately.

Single incidents are dealt with through the behaviour management policy and are reported to class teachers. However, should a child's behaviour towards another individual be repeated over time, the incidents will be investigated and parents of all children concerned will be contacted. Any investigation of bullying will be recorded on CPOMS and careful monitoring of the children involved will be initiated to prevent recurrence. All allegations of bullying will be taken seriously and investigated by the class teacher in the first instance and then Headteacher.

Parental involvement in supporting all children involved in bullying, whether as victim or culprit, is essential to success. Therefore, parents will be informed and updated on situations and asked to support the school in dealing with the issue of bullying involving their child.

The school is committed to investigate all allegations of bullying. If bullying involves any member of staff then the school will refer to the HCC Manual of Personnel Practice for guidance.

Guidelines

What is bullying?

Bullying involves the abuse of power; it is persistent and it is personal to the individual child. Bullying is deliberate and repeated harassment or aggressive acts which cause harm to another. The harm can be either psychological or physical; inflicted by one child or a group. Examples of bullying are repeated:

- name calling
- hitting, kicking, pinching, spitting, teasing or threatening
- teasing or sending nasty notes
- spreading rumours or malicious gossip about someone or their family
- deliberately destroying or hiding another child's work or property
- excluding a child by not talking to them, or letting them join in

What bullying is not

Not all aggression is necessarily bullying. Although unpleasant, when two children of approximately the same age and strength have the occasional fight or disagreement or quarrel it is not bullying. This behaviour will always be stopped and dealt with following our behaviour management policy. We recognise that this type of behaviour is part of growing up. Children need to be given the opportunity to learn to sort out minor problems for themselves. In this way they develop social skills, grow in maturity and confidence. We encourage this through our PSHE and Circle Time programmes.

Preventing Bullying

Through our PSHE programme, children will be taught what is meant by bullying and that bullying is unacceptable behaviour. Children will be encouraged to report incidents of bullying and develop social skills through class discussion, circle times, role play, themes in assembly and frequent reminders of class and school rules. Children will be involved in formulating rules for their class, which encourages them to be responsible for their transgressions against their own rules.

Teachers and playground supervisors will make every effort to supervise children effectively by constantly moving position, watching children and interacting with children as they play. Adults on the playground must not stand talking together, but should be spread out to cover the area.

Expectations of behaviour will be made clear to the children.

The play environment will be developed to lessen the likelihood of misbehaviour taking place by providing specific resources at lunchtimes and play times.

The school will reinforce the keeping of class and school rules and the development of positive attitudes through the school system of rewards and sanctions.

Monitoring

The effectiveness of the policy will be monitored by informally talking to children of all ages throughout their time at this school.

Date Agreed:

Review Date:

Appendix 1

Tiered System of Support for Behaviour

Tier	Profile of child	Strategies/approaches used in school	Role of parents	Role of child	Outline of behaviour journey
1	Generally good behaviour in all parts of school life. Occasional deviation in a minor way (talking at the wrong time for example) Understands and is able to follow the school rules	Rewards used. Conversations and warnings are used to redirect (making a good choice) behaviour if necessary. Use of 'check and correct' Praise and recognition through the school day for keeping to the school rules and showing self-regulation.	Attend parents meetings Reinforce what good behaviour looks like at home Talk about the school rules at home.	Follow school rules. Talk to an adult about anything that has gone wrong. Be honest about situations. Participate in conversations about behaviour. Talk to a trusted adult about anything that is worrying them.	To remain at this stage and continue to develop as a good citizen of the school.
2	Occasional deviation from the school rules. Sometimes distracts others in lessons. Refuses to complete learning tasks. Difficulty at play times with social interactions leading to conflict	As for tier 1. Meeting with parent/carer to discuss reasons for the behaviour and strategies. Discussion with SENDCO or other organisations if necessary. De-escalation strategies may be used. Teach good choices. Restorative conversations may be used ELSA	As for tier 1. Understand and support the school with consequences and catching up missed work Share successful home strategies and test out successful school strategies at home Have high expectations at home and don't allow violence from the child.	As for tier 1. Accept the consequences and try to learn from the situation. Make up lost learning time. Respond sensibly to sessions where behaviour is taught and to any ELSA sessions offered.	To work towards being at tier 1 where behaviour is managed well and the child is able to self-regulate and take some responsibility for their behaviour. To have an action plan for achieving this.
3	Is currently unable to abide by the school rules and finds unstructured time difficult. Limited language skills for social interaction. Requires modifications of	As for tier 1 and 2 Referrals made to other organisations (e.g. PBS) Individual behaviour plan Risk assessment where needed May need to be part of the Ready to	As for tier 1 and 2 Consent to additional assessments/agency involvement Give consent to reduced hours where necessary	As for tier 1 and 2 Use resources provided – visual timetable, now/next board, non-negotiables. Listen to adults and talk honestly about what	To have an action plan (individual behavior plan).

	curriculum and play times. May dysregulate easily.	Learn provision Possibility of part time timetable to help self regulation if needed	Seek support with dealing with violent behaviour at home	happened.	
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