



Behaviour Support Policy

Policy

Originator	RLIS staff
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Agreed by staff	September 2020
Ratified by Governors	
Signed	
Date	
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Monitored by	J Ward, Rachel Clarke

'Learning Together We Can Reach For The Stars'

"Learning together we can reach for the stars"

Learning together is at the heart of RLIS where we all enjoy being challenged in exciting and creative ways. We have high expectations and work hard to be the best we can be. Our stimulating curriculum helps us to learn skills for the future, recognise each other's strengths and celebrate success. Respectful, caring relationships and good manners help us to feel safe, be happy and make good choices".

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Policy Title	Behaviour Support Policy
	Consistency routed in kindness - good to great
Responsible committee	Curriculum and standards
INTENT (Aims and expectations of the Behaviour Support Policy)	At Race Leys Infant School our behaviour support policy is important in promoting children and adult's health and wellbeing. We believe that children need to learn about feelings and behaviour and how we can all manage this effectively. We regard behaviour and how we respond to this as an important, integral component of the whole curriculum. Our values are at the heart of everything that happens at our school and are a key part of our behaviour support and management. They inform and support how we respond to others at all times. We want to enable all pupils to learn effectively and make good progress and to do this we need to secure high standards of behaviour. We believe in promoting a consistent and fair approach to behaviour management which is clear and understood by pupils, staff, parents and members of the school community. We want to ensure every member of the school community feels valued, respected and safe. We believe that teaching and learning can only take place effectively when the behaviour support is clear and consistent. We advertise behaviour we do want not what we don't want - When behaviour is above and beyond, we respond with emotion, passion, enthusiasm and excitement.
What our pupils think (school council interviews with each class)	Our children would like a school that is happy, fun, and somewhere they can sometimes feel excited but always feel safe. They asked for calm and relaxed, peaceful times. They want to feel proud and confident. They talked about the expectations they need to follow to be good learners, such as good looking and listening and the need to persevere. They also wanted to experience joy and be amazed. They talked a lot about different feelings.
What the staff think (behaviour policy review day)	The staff team would like a school that is happy and where there is fun and laughter. We want everyone to feel safe and calm and part of a caring nurturing culture. We want to work together in a consistent way. We believe we solve problems together by reflection and exploration of new ideas. All emotions

	<p>should be recognized and everyone should be heard. We want to feel proud of our school and everyone in it.</p> <p>OTHER WORDS STAFF USED</p> <p style="text-align: center;"><i>purposeful everyone achieves sensitive adjustments parents on board staff proud proactive child version of policy working together to use all skills resilient - coping mechanism recognise individual differences be polite</i></p>
IMPLEMENTATION teaching behaviour The curriculum and behaviour	<p>Children need to be taught and retaught expected behaviour</p> <ul style="list-style-type: none"> • We are consistent in our approach to behaviour and how we teach it, our expectations and how we will respond to our pupils. • As curriculum, context and age change, we teach, reteach and recall behaviour expectations - the behaviour we expect in different places in our school and in different lessons. We support our children in learning about behaviour across the curriculum. • Class teachers plan differentiated work and consider the learning styles to support good behaviour. • Our PSHE policy and skills refer to children's health and wellbeing as well as the relationships they will make at school and in the wider world. They emphasise emotions, how we recognise and manage these and how we are all responsible for our behaviours and actions. • We will teach children through the P.S.H.E curriculum, PATHS, our values and through emotional coaching.
Expectations	<p>Expectations to support behaviour and our response</p> <ul style="list-style-type: none"> • We involve the children in deciding the expectations. The children need to be clear on how we 'do behaviour' at our school. • The school values will be the driving force for our expectations • The expectations will be the same throughout the school and will be shared and understood by all members of the community. • Our expectations will be limited and simple, pursued relentlessly and made workable and memorable for all. • A child version of the policy will be produced with the school council. <p>This is how we do it here</p> <ul style="list-style-type: none"> • Kind Hands, feet and words all of the time • Good sitting, good listening, good looking - good learning <p>Keeping everyone safe will be additional at this time to remind children of appropriate Covid aware behaviours.</p> <p>All school staff ensure that the expectations are followed in the classrooms and around the school.</p>
What the adults do supporting and responding to behaviour	<p>Some non-negotiables</p> <ul style="list-style-type: none"> • We are consistent. • All staff will greet their children with a positive message in the morning and whenever they join a new group eg RWI. • All staff will expect children to move around school in a safe manner. • All staff will support and monitor this using the phrase <u>fantastic walking</u>

	<ul style="list-style-type: none"> • All staff will promote a positive message and praise good behaviour verbally. We pursue the behaviour we want by chasing it hard and reinforcing it enthusiastically. Teaching Assistants support teachers in highlighting examples of good behaviour and praise hard work and effort. • We triangulate praise and tell other teachers about individual children so they can praise the child too. We praise children on site when they are following agreed rules to embed their understanding. • Each room will have a safe thinking space accessible at all times. Children can access this if they feel upset or worried or just want to sit quietly and think. Teachers will also suggest children use this if they feel it will help to calm things. It is not seen as a consequence or reward space - it is simply a safe space.
Rewards and Celebrations	<ul style="list-style-type: none"> • Value celebrations are half termly when the children have worked as a team to demonstrate each value. They are decided by the school council in conversation with their class and all children vote on them. Every child will be involved in the celebration having made a contribution towards the tokens at some point during the half term. • Each class will have a value display and this will be used to encourage the whole class to work together and fill a jar with green tokens. • Individual rewards will be simple and accessible. These will be for any behaviour/attitude and effort above and beyond those we expect. Each class will have an identical WALL OF FAME and the children will receive a yellow brick to help to build the wall as they demonstrate above and beyond behaviour. At the end of each week there is a Friday celebration and the children will be reminded about what they did to earn the reward and the bricks can go home. • Children can nominate other children. The PATHS lessons on compliments will support children in learning how to compliment others. • Teachers may choose to make a phone call home to celebrate behaviours and reinforce the positive messages. • Stamps may be used on work as a motivator and stickers when the teacher feels this is appropriate to the situation and the child. • All rewards will be given with a comment as to why they are being given reinforcing the behaviour and attitudes demonstrated. • All staff can give bricks to other children in across the school and add them to the wall - this will enable all staff to reward children who may not be in their own class and reinforce positive messages. • Every child will be celebrated in a celebration assembly once a year for an excellent example of learning. • The jar of wonderfulness and stars for values may be used when whole school assemblies are reinstated.

Responding to challenging behaviours	<p>The children in our school agreed that they want the adults to respond calmly when there is an incident and remind children what to do. They want the adults to help by suggesting ways we can be calm and to share choices with parents. They want the adults to be helpful and honest and to say positive things.</p> <ul style="list-style-type: none"> • We respond calmly with no emotion apparent to the child when a behaviour is not the expected agreed one (to avoid giving attention to behaviour we are not seeking). • Remind children of the agreed expectations. • Remind them when they showed this behaviour. • Give them a choice and state a consequence appropriate to the child/age/action. • Remind them that they can use the thinking space to keep everyone safe. • They may use the space or return to the activity. • If the child uses the space, give them an appropriate amount of time and then speak to them as soon as possible or tell them at what time you will be able to speak. • If the situation escalates, the child or others in the area may have to be helped out of the area to keep everyone safe. This could be a predetermined area that the children and adults are aware of it and it is consistent for the child/class. Use the phrase "<u>I can see you are finding this hard, let's go and find somewhere/someone else to help and keep everyone safe.</u>" The calm room may be an option. • Seek support of another adult where necessary but aim to resolve the situation with the child yourself. • If a child needs to discuss their behaviour with another member of staff (in the case of a serious incident) they will be taken with another adult who can explain the circumstances. • Positive handling plans will be in place for children who may need to be helped to a safe place - see Team Teach. • Lunchtime - the child will be asked to remain with the adult as a consequence and miss a few minutes of their time. • If the behaviour is consistently repeated at lunch time/high level, the class teacher may need support and the restoration process may involve both adults to ensure respect for all members of staff. • Children who find playtimes difficult will have support in place.
Consequence Restoration/Moving on	<p>We give children a consequence as soon as possible after they have a chance to make the right choice. It will not involve the whole class but be discretely applied for the individual and appropriate to the child/age/action. We help children to learn that behaviour has consequences and that inappropriate choices do not cancel good ones. We do not remove children from Golden Time and treats they have already earned - we will respond to the behaviour at the time or as close as possible. They need rewarding for the many good choices</p>

they will have made. Children will be supported to complete any consequence of their behaviour as appropriate with a member of staff they have a pre-existing relationship with - learning mentor, teaching assistant. The appropriate staff will decide on a consequence appropriate to the child. This will be based on a relationship. Examples include losing free time when there would be an opportunity to choose or part of playtime.

Restoration

It is important that this happens with an appropriate adult.

Low level - adult with a close relationship will address this.

Persistent - shared with parents and other staff as appropriate.

High level - share with others to use school expertise, inform parents and Headteacher.

- This time will be used to talk about any emotions and support the child in connecting these with their choices and what they could do if they feel like this again.
- Use the phrase "that happened at learning time, this is your time and we need to use it to decide what should happen now"
- The child will need to be reminded of the expectations.
- Comic strip stories may be helpful to visualise the behaviour and other outcomes that may have been better. Use PATHS and Emotional Coaching.
- It may be appropriate to ask the child what we can do to make it better and support the child in planning for next time.
- Use the phrase "I look forward to seeing that in learning time."
- Praise for subsequent following of the plan. Use the phrase "I noticed your plan is working."
- Review any plans and try to ensure any targets for the child are discrete and achievable. e.g. If the decision is made to use a sticker chart.
- Inform any members of staff and parents as appropriate - if a child has shown inappropriate behaviour the class teacher will use their discretion to decide if it is necessary to inform the parents and ask them to go through the behaviour expectations at home.
- Log if necessary for individual children - each classroom has a behaviour log. Persistent behaviours will be logged as evidence if any further action or support is required. The Headteacher is informed as necessary.
- If the behaviour happens at lunchtime, supervisors will inform teaching assistants. They will make a decision about recording this in the class behaviour log and if unsure check when the teacher is available.

Serious acts of misbehaviour

- These include kicking, punching, pinching, persistent teasing, persistent name calling, making racist/sexist remarks or using unacceptable language, spitting and inappropriate throwing.
- Incidents are recorded in the class log (kept by the class teacher).
- Members of staff, the Headteacher and parents are informed as appropriate. This may include an immediate phone call to the parents.

	<ul style="list-style-type: none"> • Serious incidents are recorded in the Behaviour Incident Log Book which is kept by Mrs Ward and can be completed by members of the SLT. • Extreme acts of misbehaviour will be dealt with on an individual basis. • A meeting may be necessary with the parent. • The school does not tolerate bullying of any kind. See Anti Bullying Policy.
Team Teach - safe handling	<p>Teaching staff will only intervene physically to restrain children to prevent injury to another child, member of staff or if a child is in danger of hurting him/herself. They have been trained with the 'Team Teach' methods for handling and moving children.</p> <p>Handling plans will be in place and agreed by staff and parents.</p> <p>The actions we take are in line with Government and Warwickshire guidelines on the restraint of children. Guidance on the Use of Force and Physical Intervention' can be accessed in Warwickshire's inter-agency safeguarding procedure. All staff will be familiar with this guidance.</p> <p>https://www.safeguardingwarwickshire.co.uk/images/downloads/ESS-PB/PoliciesandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf</p> <p>All acts of physical restraint are recorded in the school's Behaviour Log Book as part of this guidance.</p> <p><u>Exclusions</u></p> <p>We do not wish to exclude any child from school, but sometimes this may be necessary. Exclusions are extremely rare, and not given lightly. They are carried out for critical incidents that are deemed to be very serious or for continuing disruptive behaviour. They are carried out under the Warwickshire Guidelines and with the involvement of Governors. The Headteacher will keep a record of any child who is excluded for a fixed term or who is permanently excluded. The governing body will monitor the rate of exclusions and ensure the Behaviour Support Policy is administered fairly and consistently.</p>
The Role of Parents	<ul style="list-style-type: none"> • The school collaborates actively with parents, so that children have consistent messages about how to behave at home and at school. The school's Behaviour Support Policy is explained in a range of ways including stay and play, letters and verbally. • Building relationships with our children and families and gaining trust by demonstrating consistency is the key to supporting behaviour. • The policy is available to read on the Learning Platform and on the school website. • We strive to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. • If the school has to use its sanctions in managing behaviour issues, we expect parents to support the actions of the school. • If parents have concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to the Headteacher. If they still do not feel the

	<p>matter has been dealt with, they will need to contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.</p>
The Role of Governors	<p>The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.</p> <ul style="list-style-type: none"> • The Governors support the Headteacher in adhering to these guidelines. • The Headteacher has the day to day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
<u>IMPACT</u> Monitoring	<ul style="list-style-type: none"> • As a staff, we have consistency as an item on the weekly agenda to monitor any new behaviour support we have implemented. • Report back on progress to all staff. • Keep watch when you add another consistency so the initial one keeps going. • Are we making a difference? It is essential that any strategies we are using are making a difference for our school and having a positive impact for our children and our families.
<u>SEND,</u> Differentiation and More Able Pupils	<p>Our pastoral care and guidance from the Learning Mentor is an integral part of supporting all children including those with additional needs. Many of our children work in small groups or one to one with teachers and teaching assistants who provide high quality and well informed support. We make sensitive adjustments for all children but may need additional advice and support. The class teacher will liaise with external agencies, as necessary to support and guide the progress of each child. They may, for example, discuss the needs of a child with the Local Authority behaviour support service. This will usually be carried out in consultation with the SENCO. Children who are really struggling will have an individual 'positive intervention plan' which has been built with support from the parents, as it is unique to their child. It identifies low, medium and high level behaviours which signify observable tension, recovery behaviours, signs of anxiety and signs the child is ready to respond and communicate. Alongside each of these are individualised suggestions for positive handling responses. It also allows for recovery positive handling responses, post incident support and follow up recommendations. Progress Indicators for behaviour, personal and social skills can be used to provide further supporting information.</p>
Equal Opportunities	<p>We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.</p> <p>For further details see separate policies: Special Educational Needs and Disability; Non-Discrimination and Access; Gifted and Talented; English as an</p>

	Additional Language (EAL). Children will be supported 1 to 1 in small groups as necessary.
<u>Health and Safety</u> <u>Relationships within School</u>	Relationships at Race Leys Infant School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.
FURTHER DETAILS CONTAINED IN DOCUMENTS	PSHE Policy SEND Policy Equal Opportunities Policy safe guarding policy https://www.safeguardingwarwickshire.co.uk/images/downloads/ESS-PB/PoliciesandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf