

Herne Bay Infant School and Seashells Nursery

Behaviour and Relationships Policy



Amended:

Date: September 2019

Approved by the Governing Body:

Date: September 2019

Review:

July 2020

Chair of Governors: S.Gollop/K.Amos

Date: September 2019

Acting Headteacher:

Date: September 2019

Herne Bay Infant School & Seashells Nursery

Behaviour & Relationships Policy



This forms part of a review of PSHE and Behaviour by the school community being undertaken September 2019-July 2020

This policy should be read in conjunction with the Physical Intervention Policy, the Special Educational Needs & Disability Policy, the Anti-Bullying Policy, the PHSE Policy, the Child Protection / Safeguarding Policy and Equal Opportunities Policy / Statement.

Rationale

- At Herne Bay Infant School and Seashells Nursery, our School Values **Co-operation, Kindness, Learning, Perseverance and Responsibility** underpin all we do.
- Our motto is “We Learn and Grow Together”. We have a culture of collaborative learning, believing that with effort from everyone we can have good relationships and behaviour.
- Children’s behaviour is part of their communication and can be an attempt to get their needs met.
- That every child has the right to learn without disruption.
- That every member of the school community has the right to feel safe, valued and respected.
- Supporting children’s Well-being and Involvement is vital in enabling children to enjoy school life and learn.
- Positive trusting relationships between children, staff and parents are the foundation of a nurturing school.

This Policy aims to support:

- Learning;
- Positive relationships within the whole community (children, staff, parents, carers, governors, volunteers & students);
- Children to be responsible for their own choices;
- Children to be independent;
- A community that notices and specifically praises positive behaviours and relationships;
- Children and adults to feel good about themselves and their community;

Responsibilities

- All adults to be role models through words, body language, relationships and attitude.
- All adults to differentiate between the child and the behaviour- whilst we may disapprove of the behaviour we always view the child as good.
- Adults to create a physical and emotional environment which is welcoming and well ordered.
- Poor choices in behaviour to be viewed as opportunities to learn.
- Everyone takes a fresh start approach.
- Clear communication between home and school.

Our Value Rules

<p>We co-operate. We listen, work and play together.</p>
<p>We are kind. We are gentle and helpful to everyone.</p>
<p>We learn together. We listen and work hard.</p>
<p>We persevere. We try hard and don't give up.</p>
<p>We are responsible We are honest and we look after property and each other.</p>

Our Playground Rules (written by School Council)

We play well with others.

We look after equipment.

We use equipment safely.

We always say please and thank you.

We are kind, sensible and helpful.

We share our games.

We use the water fountain sensibly.

We listen to each other.

We always look when we are running.

We remember to check the friendship bench.

Promoting Our Value Rules

Value Rules are displayed in every classroom

Time is dedicated within transition days and at the beginning of each term to reflect upon and share views on our values rules in each class to engender ownership amongst children. Classes sign or handprint values rules at the beginning of the school year. Adults use the rules positively to reinforce good behaviour and to remind children of making good choices.

Classes may negotiate specific rules pertinent to their individual class management as necessary.

Rewards

We reward the **process** rather than outcome to promote a **growth mindset**.

- Instant specific recognition by being noticed when keeping the Value Rules/ living the school values.
- Stickers
- Golden Stickers – presented weekly in year group assembly. Inform child's parent by text.
- Star of the Week Certificates for living the school values. Certificates presented in year group assembly weekly; children named on newsletter; weekly Golden table on Friday with SLT
- Rainbow Room at lunchtime – KS1 2 children per class + children negotiated with SEN or SLT
- Children are encouraged to share efforts and achievements in and out of school. Talents and Interests celebration board for out of school achievements.
- Mid-Day Supervisors give praise and encouragement for keeping the Playground Rules at lunchtime and good eating manners.

- Individual children may have their own behaviour plan with specific rewards.
- ‘Together Time’ for a maximum of an hour on a Friday afternoon. Classes collect time in 2-minute denominations for keeping good behaviour and keeping school values rules.
- Good attendance rewarded in last year group assembly of each term. 100% attendance badges and certificate for children with 97% attendance +

Positive Strategies for Classroom or Playground Management

- Intervene early with positive language - praise of others and a ‘**brief description of reality**’...*“Luke, Mark you’re talking...facing this way and listening now, thank you” (Tone of voice and respectful manner carry conviction, confidence and expectation). Where possible, offer help/support to meet expectation with take up time. If appropriate, show the child they have your support/ attention with a hand placed gently on their shoulder. (Reference: Bill Rogers)*
- Use succinct and simple language – use children’s names/ class name. *“Julie, good sitting – thank you.”*
- Connect before correcting - where a child’s behaviour has escalated (see Appendix 2 Behaviour Cycle) always ensure child has had adequate time to calm and for key adults to reconnect before correction conversation.
- **ABC Logs** are simple, factual logs of incidents in the format: ‘**Antecedent, Behaviour, Consequence**’ (ABC), to assist the identification of behaviour triggers or patterns. Completed by class teachers to enable analysis of behaviour. (see Appendix 3 for example).
- Conscious use of ‘tactical ignoring’.

Non- negotiable HBIS Classroom Management strategies

- Auditory signal e.g. tambourine / bells to gain attention followed by use of hand signal to silence class.
- Use of gentle arm stroke to remind/alert pupils of hand signal. If necessary, gentle verbal reminder and positive praise for those who taking longer to comply.
- 123 transitions: 1 stand; 2 walks to table; 3 sit down.
- Turn To Your Partner (TTYTP) using hand signal-two index fingers pointing at each other to signal it’s time to talk/listen to your partner.
- My Turn Your Turn (MTYT) Adult models key language, pupils repeat.
- Don’t say don’t – tell the child the behaviour you expect. For example, instead of saying “Don’t run” – say “Please walk”

Behaviour and Actions

Level	Behaviour in school	Action	Play and Lunch Inside school / lunch hall / playground	Action
1	Not settling quickly / lining up quickly / not walking in line quietly / fiddling and fidgeting / not looking at teachers / not responding to whole class hands up or instruction / initial off task behaviour	Verbal warning with visual symbol e.g. good sitting	Pushing into line / talking loudly in corridors / talking loudly while lining up (in and out) / not waiting sensibly / bringing inappropriate items to the playground	Positive verbal reminders / specific praise / confiscation
2	Several repetitions of level 1 behaviour despite intervention from adult	Make child aware of the impact of behaviour on the other children and offer opportunity to go to in class time to think space. For example, child moves to another table/ chair/ book corner away from other children	Repetition of level 1	Child calmly and dispassionately sat in time to think space (picnic table) 5 mins and reminded of good behaviour choices
	Pushing into line / dallying and dawdling/ silly noises / talking to other pupils / interrupting while teacher talking to whole class / wandering about / calling out / interrupting other pupils / inappropriate items to school			

3	Repetition of level 1 or 2 behaviour	Child is told to move to in class time to think space with a timer (max 5 mins)	Repetition of level 1 / 2 Inside school / lunch hall – deliberately creating a disturbance e.g. shouting / running in the building / unauthorised access to school In the playground – not sharing / not being friendly / not using play equipment appropriately / not playing by school values rules / play fighting / not responding to adult instructions or signals / accidental damage through carelessness / cheek / minor challenge to authority / annoying other children / playing in the toilets.	Child calmly and dispassionately sat in time to think space (picnic table) 5 mins and reminded of good behaviour choices Behaviour log and slip completed. First 10 mins of following days lunchtime lost and sit outside SLT office. Slip given to class teacher at the end of lunchtime by MDS / TA
	Deliberately creating a disturbance accidental damage through carelessness/ cheek/off hand/minor challenge to authority/annoying other children	(maximum of 3 times per term). Parents sensitively informed on same day.		
4	Repetition of level 1, 2 or 3 behaviour	Time in partner class (partner class to receive and return child neutrally-no shame). Reintegration time necessary with a class adult prior to returning to class. Restorative conversation with other child must take place	Repetition of level 1, 2 or 3 Verbal abuse / swearing / fighting / repeated unauthorised access to school / deliberately throwing objects / damaging property / repeated refusal to do a set task / continued or more serious cheek or challenge to authority / threatening behaviour or intentional physical harm to others / throwing large dangerous objects / serious challenge to authority	SLT involvement. Child positively reminded of appropriate behaviour and a restorative conversation with other child must take place. Child loses whole of following lunchtime and sits outside SLT office. Parents sensitively informed on same day if child has sworn, or deliberately hurt another child/ adult by CT/TA at end of the day if parent does not collect, CT must phone.
	General refusal to do anything/swearing/verbal abuse/fighting	(maximum of 3 times per term). Parents sensitively informed on same day if child has sworn, or deliberately hurt another child/ adult by CT/TA at end of the day if parent		

		<p>does not collect, CT must phone.</p> <p>Record date and reason on CPOMS</p>		Record date and reason on CPOMS
5 SLT involvement	<p>Behaviour that poses risk to self and others / deliberately throwing small objects with intent / damaging property / leaving class without permission / repeated refusal to do set tasks / continued or more serious cheek or challenge to authority / threatening behavior / repeatedly leaving class without permission / intentional physical harm to others / throwing large dangerous objects / serious challenge to authority / vandalism /theft / extreme danger or violence / running out of school / racial homophobic or discriminatory comments or behaviours / behavior that causes safeguarding concern.</p>	<p>Requires immediate involvement from senior staff.</p> <p>Loss of play during lunchtime – spent with SLT.</p> <p>After consultation with SLT and if necessary, LA Inclusion and Attendance advisor decision will be made as to whether child returns to class.</p> <p>Responsible adult / Parents are spoken to in a face to face meeting with SLT</p> <p>Record date and reason on CPOMS</p> <p>(See Appendix 2 - Behaviour Cycle)</p>	<p>Vandalism / theft / extreme danger or violence / running out of school / racial homophobic or discriminatory comments or behaviours / behaviour that causes safeguarding concern.</p>	<p>Responsible adult / Parents are spoken to in a face to face meeting with SLT</p> <p>Record date and reason on CPOMS</p>

Following a serious incident, the headteacher in consultation with the SLT and the LA Inclusion and Attendance advisor may consider exclusion. This may be internal or a fixed term external exclusion.

Internal exclusions are used as a sanction to avoid fixed term exclusion to give the child/ teacher/ teaching assistant and class some space following a serious incident. The child spends time in a quiet room with an adult not involved in the incident carrying out activities deemed suitable for the child's needs. This may be learning through play or formal learning tasks as deemed appropriate to child's development. Parents/ Carers informed by Senior Leadership Team (SLT).

Fixed term external exclusions will always be very carefully considered in the full context of the child's understanding and circumstances. **The purpose of fixed term exclusions is to allow the school to plan provision to support the child's success.**

Reasons for fixed term exclusion could include: repeated, deliberate, hurtful behaviour towards another child, deliberately hurting a school adult, causing deliberate serious damage to property, behaving in a dangerous way with risk of harm to the child or others, causing serious disruption to the learning of others. Parent/s Carers informed by phone/ in person by SLT, letter to follow, Chair of Governors and the Local Authority is informed.

Permanent exclusions will only be used as a last resort, in consultation with LA Inclusion and Attendance Officer, when all other possible strategies of support have been exhausted.

Investigation of alleged misbehaviour

All adults working in school must ensure that all incidents are dealt with in a consistent, open and fair manner. The child that is believed to have broken a rule / rules needs to be asked simple questions-praise telling the truth and good listening.

What happened?

What were you thinking when it happened?

Who have you affected/ hurt/ upset?

What can you do to make things right/better?

What should you do next time?

The use of Physical Intervention

Herne Bay Infant School and Seashells Nursery have a comprehensive Physical Intervention Policy written to support safe practice in line with The DfE Non-Statutory Guidance: The Use of Reasonable Force – Advice for headteachers, staff and governing bodies. July 2013

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder”. (The Use of Reasonable Force: Advice for headteachers, staff & governing bodies. July 2013 DfE p.4).

Staff only intervene physically in line with training and the Physical Intervention Policy.



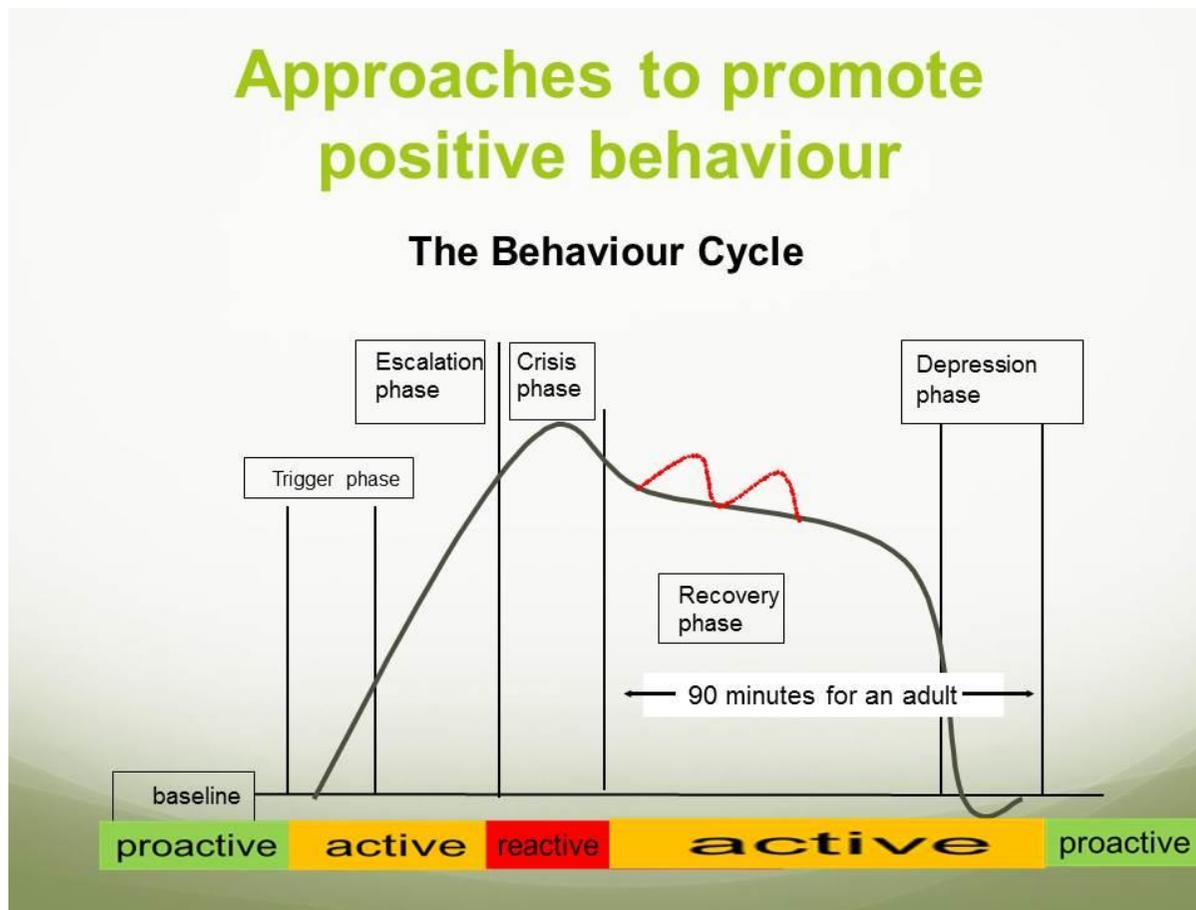
Classroom Behaviour Monitoring

Level 1	Level 2	Level 3	Level 4	Level 5
Low Level Disruption; not recorded	Several (3) repetitions of Level 1 behaviour, even after teacher intervention.	Deliberately creating a disturbance Going under furniture Accidental damage through carelessness Cheek/off-hand comments Minor challenges to authority Annoying other children	General refusal to do anything Swearing, verbal abuse, leaving class without permission, behaviour which poses a risk to others, moving furniture, throwing small objects, damaging school/other's property	Fighting, threatening behaviour, repeatedly leaving class without permission, intentional physical harm to others, throwing large dangerous objects, serious challenge to authority, vandalism, theft, extreme danger or violence, running out of school.

Adult Recording Information	When		Why	Comments	
	Date	Time	Reason		
Term 1					

Term 2					
Term 3					
Term 4					
Term 5					

Term 6					



All staff need to be familiar with The Behaviour Cycle; managing serious incidents well supports the child and the whole school community.

Trigger phase: an event lights the person’s fuse, stimulating thoughts and feelings that lead to anger. At this stage of the cycle we can sometimes distract/divert pupils, we can re-direct behaviour in a positive way and we can instigate a change of context.

We can use observation to identify triggers and with some pupils who have a level of insight into their own feelings and behaviour we can work with them to identify triggers. If we can identify these triggers, we can be pro-active and help the pupil to avoid the trigger and in the longer-term help the pupil to deal appropriately with the trigger.

Escalation phase: The body is physically preparing for fight or flight. The chance of changing behaviour is reducing. Rational judgements are more difficult as arousal increases. We must avoid threats or demands that are perceived as aggressive. We must avoid blocking escape routes. Move away, be aware of personal space. Help the pupil to use coping strategies. Remove audience, swap staff.

Crisis phase: The pupil will not be making rational judgements, not able to demonstrate empathy with others, unable to understand how their behaviour is affecting others, less able to listen. Management of behaviour is around damage limitation – move others away, move objects that could potentially harm. Keep talking, calm voice – pupil will pick up on tone and body language.

Recovery phase: Anger begins to subside. Can take 1 ½ hours. The body is still partly prepared for fight or flight – person will be feeling vulnerable, embarrassed, confused. Anger can easily be re-triggered. Being too quick to discuss the incident, to apportion blame, etc. may re-trigger anger. Allow time and space. Verbally reinforce signs of calming. **This can take up to 72 hours.**

Depression phase: Wait, allow time.

Later.... If necessary record – what worked, what needs to be remembered. Repair, rebuild relationships. Discuss positive and useful strategies with the pupil. If necessary take agreed action according to school policy.

<p>Trigger Phase</p> <p>This is sometimes something that is observable but may not be. Repair may possible.</p>	<p>Escalation Phase</p> <p>Body is preparing for fight, flight or freeze. Repair is less likely.</p>	<p>Crisis Phase</p> <p>Emphasis is on safely containing a behaviour incident for the child & others in proximity. Child is less able to listen or make rational judgements.</p>	<p>Recovery & After</p> <p>Child is vulnerable to subsequent triggers. Child may be emotional, confused, embarrassed, ashamed. Settling may take over an hour.</p>
<ul style="list-style-type: none"> • Work with the child & family to identify triggers. Avoid or remove known triggers. • Praise desired behaviour, ignore other behaviour, use visuals. • Distract or divert, including with a motivating task or learning break. • Offer choice of an alternative workspace. • Now/Next. Wait symbol/timer. • Notice & acknowledge the effort & process needed to stay calm. • Acknowledge good choices. • Gradually teach child to recognise their start of escalation & agree how the child will request support, such as-‘I need to: talk/move/breathe’, & what visual resources are required. • All Behaviour is a form of Communication. Functions of Behaviour include: -Sensory (response to a need/feeling); -Escape (to a different setting); -Attention (positive or negative) &/or Attachment; -Tangible (Access to something/someone); -Social (not managing relationships). Other Triggers: 	<p>Do:</p> <ul style="list-style-type: none"> • Keep calm. • Weigh up safety of all in proximity. • Avoid having an audience. • Be aware of personal space, approach with gentleness & with permission from the child or give space. • Use very simple, language & unthreatening posture. • Remind child of coping strategies-‘Do you need to: talk/move/breathe’. • Firm boundaries, natural consequences. • Redirect to other activity. • Be positive. • Swap staff within class. • Staff to agree scripts that reassure the child in advance, Eg: It is ok, I could help... Well done you are calming. You are completely safe here. I know you can do this. I will come back & check on you in 2 minutes, here is (something to hold/to soothe until I get back). <p>Avoid:</p> <ul style="list-style-type: none"> • Making demands. • Sustained eye contact. • Sudden movement. 	<ul style="list-style-type: none"> • Keep safe-if necessary remove objects/people. • Talk simply, calmly, quietly. • Repeat simple phrases (broken record technique). • Adult may at times avoid any talking or eye contact. • Use positive body language. • Reflect back feelings to demonstrate listening & empathy. • Stay focused on the primary issue. • Calm clear voice, “We have kind hands”. • Offer choice of 2 alternatives to allow self-control/distraction from behaviour. • Calmly & firmly say “Stop”, use symbol/Makaton. • If required seek support from SEN or Leadership Team. • Touch Support according to policy (SCIP)- including potential touch support/guidance away from the situation to a safe environment. 	<p>Recovery Phase</p> <ul style="list-style-type: none"> • Wait, allow time & space. • Avoid discussion of the incident/blame. • Give choice with positive consequence. • Use calming/soothing techniques. • Offer water, ‘fresh air’, suggest pupil removes jumper to cool. • Avoid re-triggering incident. <p>Depression/Learning Phase</p> <ul style="list-style-type: none"> • Support child to rest & recover. • Sympathetically encourage & support child to reflect & learn. • Repair, rebuild relationships. <p>Document</p> <ul style="list-style-type: none"> • Contingency Plan-how to cope with possible future incidents. • Follow policy or PSP. • Record what needs to be remembered, for analysis or to follow policy. • Adults to seek debrief/support in line with policy. • FLO available to support family.

<ul style="list-style-type: none"> -Poor communication. -Poor skills/knowledge. -Avoidance. -Frustration/anger. -Poor sense of safety/well being. -Attempt to control. 	<ul style="list-style-type: none"> • Proximity or posture that may seem like a threat or attempt to block exit. • Sanctions. 		
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APPENDIX 3 ABC Log-Example

ABC	Antecedent	Behaviour	Consequence-please ensure that the following questions have been considered and that you record any action taken below.
CHILD'S NAME	When, where, with whom?	What did you see the child/children do? Remember to report FACTS only, not opinions about why the children behaved or spoke as they did.	What happened afterwards?
Fred Smith	During what activity? Was there an incident(s) that preceded the		CT followed FS, used distraction techniques, 5 minute calming down outside and returned to class.
CLASS	Behaviour incident in next column?		Later at 2pm, after chat about kind hands, School Values, FS drew a picture for AC-apologising.
Tiger	Tiger Classroom	FS hit child in stomach with a closed fist. No mark left.	Was the action informal or was school policy action taken?
DATE	Maths session	Shouted 'leave me alone'. Threw a chair onto the floor.	Informal
Monday 3/5/17	Rest of class present +CT/TA	Then ran out of classroom.	Did they miss work/reflection time/time out in another class?
TIME	Another child (AC) took his pencil		No
11.50am			Who talked with the child/children?
			CT talked with both children
			Who talked to the parent(s)/guardian at end of day? Or was there a telephone call made to home and if so by whom?
			CT talked with FS's mum at 3pm TA talked with AC's mum at 3.05pm
			Have relevant school adults been notified (CT, TA, SLT, MDS)?
			TA