



Chaucer Infant and Nursery School

Behaviour and Relationships Policy

Belong
Enjoy
Aim high
Respect

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Our Vision

Our vision for the school is encompassed in our motto **Belong, Enjoy, Aim high, Respect** and the development of our Behaviour and Relationship Policy holds this vision at its heart.

At Chaucer Infant and Nursery School we aim for every child to feel valued, safe and happy in our school – we want our children to feel that they belong.

We also believe it is very important that every child should be taught to have due regard for the feelings, wishes and rights of others - we want pupils to show respect to others.

We aim to achieve this vision by working together as a team – staff, parents, governors and the local community to:

- Create a safe and nurturing environment where children's emotional well-being is supported and sense of self-worth is developed
- Promote a high standard of behaviour and an atmosphere where all members of the school are valued as individuals
- Focus on developing the moral values of being caring and showing integrity - promoting the value of mutual respect for others' beliefs, opinions, actions and authority, in order to develop 'well rounded', caring and responsible citizens

Central to this vision are our six core values

Our Values

BE HAPPY: *we have fun and enjoy school*

We are positive and enthusiastic

We come into school with a smile on our face ready for the day's learning

We praise people when they have tried hard

We celebrate success

SHOW RESPECT: *we respect and listen to the ideas and views of others*

We are polite and well-mannered

We treat everyone fairly

We value diversity and recognise that everyone is different

We are open minded and include everyone

We listen to each other, work together, take turns and share

BE TRUSTWORTHY: *we are honest and dependable in everything that we do*

We always tell the truth

We do what we say we will

We know what is right and wrong and always try to make the right choice

We do the right thing when nobody is watching

BE CARING: *everyone at our school should feel they belong here*

We make people feel safe and cared for
We are kind and considerate to each other
We help and comfort those who need it
We think of others feelings and do not say or do things that hurt others
We care for ourselves, each other, the environment and things around us

TRY OUR BEST: *We work hard, aim high and give our all*
We keep trying, we don't give up even when it is tough
We participate and get involved
We have pride in our work
We work independently

SHOW CURIOSITY: *We want to learn more*
We encourage creativity and new ideas for doing things
We ask questions
We are not afraid to make mistakes
We wonder why things happen

The Aims of this Policy

This policy aims to clearly set out how we promote positive behaviour in our school and the reasons for our approach. It aims to give clarity about our expectations and procedures so that they are consistently and fairly applied by all staff.

Other Key Policies

The following key policies should be referred to as and when relevant:

- **Child on Child abuse**
- **The Anti- Bullying policy**

The Reasons for our Approach

Our approach has been influenced by our work as an Attachment Aware school, by the Education Endowment Foundation's (EEF) guidance report on Improving Behaviour in Schools and by Tom Bennett's Independent Review of Behaviour in Schools. Our policy layout is based on the key recommendations from the EEF report:

1. Relationships
2. Teaching Learning Behaviours
3. Rules and Routines
4. Management Strategies including reward systems
5. Low and High Needs Children
6. High Expectations and Consistency

Relationships

As an Attachment Aware school we understand that children's ability to form relationships is the key to their capacity to learn. We know that secure attachment relationships correlate strongly with higher academic attainment, better self-regulation and social competence.

Key strategies to promote positive relationships:

It is our expectation that all staff will cultivate positive relationships with each child and as such it is our expectation that staff will embed the following intentional practices:

- Greet children positively in the morning

- Aim for the Magic 5 to 1 – for every criticism or complaint the teacher issues, they should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures
- Have a flexible approach - understanding a child's background to inform effective responses to inappropriate behaviour rather than relying on a default response
- Use positive and reflective language – aimed at encouraging children to think about the reasons behind their behaviour and to reflect on the impact of it
- Targeted practice focusing intentionally on the children who it is most difficult to connect with, who may be most in need of a consistent, positive relationship.
- See behaviour as a method of communication rather than as 'challenging behaviour' – staff to reflect on *'what is the child's behaviour telling us?'*

Teaching Learning Behaviours

The EEF guidance report highlights that teaching learning behaviours will reduce the need to manage misbehaviour and that teachers should encourage children to be self-reflective of their own behaviours.

Our Values clearly highlight learning behaviours for us to teach, reinforce and promote through giving specific behaviour-related praise throughout the lesson:

- 'We praise people when they have tried hard'
- 'We listen to each other, work together, take turns and share'
- 'We do the right thing when nobody is watching'
- 'We keep trying, we don't give up even when it is tough'
- 'We participate and get involved'
- 'We have pride in our work'
- 'We work independently'
- 'We ask questions'
- 'We are not afraid to make mistakes'
- 'We wonder why things happen'

Rules and Routines

Rules

Our rules are derived from our school values.

WE SHOW RESPECT:

Listen to the adult and follow instructions

WE ARE TRUSTWORTHY:

We know what is right and wrong and always try to make the right choice

WE ARE CARING:

We have kind hands, feet and words

TRY OUR BEST:

We work hard and don't waste time

Routines

To ensure consistency and coherence throughout school we have agreed the steps and expectations for the following key routines:

- Class attention
- Lining up
- Floor to tables and vice versa
- Tidy up time

See appendix 1

Management Strategies

Effective classroom management can reduce challenging behaviour and child disengagement. We believe it's much more effective to seek out and celebrate good behaviour than it is to highlight inappropriate conduct.

Rewards

The aim of our rewards are to:

- To reinforce our values
- To encourage children to try hard
- To celebrate children succeeding
- To praise above and beyond behaviour

Whole class reward system

The vast majority of children follow our school rules and are keen to do the right thing. We want children to be happy at school, to praise others when they have tried hard and to celebrate success and through our reward system we also want to cultivate a sense of belonging. To do this we have a whole class reward system for demonstrating our values and following our school rules. This ensures all children can contribute to the class reward and allows those children who find it harder to follow the school's behaviour expectations to get positive public affirmation when they do.

Golden time:

The aim of Golden Time?

The aim of our Golden Time reward system is to:

- To reinforce values
- To reinforce desired learning behaviours and general behaviour
- To develop the sense of belonging – all working towards a common aim
- To be an incentive for our children

- To be simple for staff to manage
- To encourage the children to support each other making the right choice

To meet these aims we use Golden Time purely as a reward system – children cannot have points taken off them and all children in the class get to take part in the reward

How do children earn their Golden Time?

The children will earn their Golden Time by collecting Dojo points. The children will have a set amount of points they need to accumulate to receive their Golden Time.

How can the class collect points?

When a child demonstrates they are trying really hard, succeeds at something that is a challenge for them, demonstrates excellent behaviour and/or does something that encapsulates one of our values then he/she will receive a Dojo point.

If the class as a whole demonstrate the above they will receive a class Dojo, which is worth 5 points.

What rewards can children earn for Golden Time?

The Golden time rewards will vary in content and may vary in length.

The class teacher and children agree their Golden Time reward together from a selection of possibilities at the same time as the points total they need to earn is agreed. The activities will be identified and agreed prior to the points being earned.

Below are some examples of the rewards the children can choose from (this list is not exhaustive):

- A selection of school activities eg construction activities, colouring, small world
- Outside play eg football, skipping ropes, climbing equipment
- Whole class special activity eg badge making, craft/art session, clay, board games
- Children bringing a toy from home to play with
- A forest school session
- Party games in the hall

When and how often will children get Golden Time?

The children will receive their Golden Time once they have collected the desired amount of points. Golden Time will usually be a weekly occurrence and may have an agreed set day – though this may vary on some occasions depending on the speed with which points are accumulated and the availability of resources/areas/staff – eg use of playground, availability of Forest School lead.

How long is Golden Time?

Golden Time is usually 30 minutes, however some activities may be longer such as Forest School sessions and art and craft sessions

Other Rewards

The following are a list of other ways we promote our values on an individual basis through rewards and reinforce the above aims:

- Verbal affirmation – staff regularly using verbal praise to demonstrate a particular value
- Class affirmation – staff encouraging the children to congratulate a child for demonstrating a particular value, either verbally or through clapping
- Stickers – given for a variety of purposes
- Value specific stickers – related to our identified focus value (that is also promoted through assemblies)
- Headteacher Stickers – these are given out during assemblies and when pupils are sent to the headteacher to share good work or for other value based behaviour

Parental involvement

- Star of the Week assembly.
Class teacher chooses 2 children from the class for demonstrating school values. Parents of the children are invited to the Star of the week assembly held on Mondays at 9:00. The class teacher explains why the child has been chosen and the children receive a school value sticker relation to the value they have demonstrated.

Low and High Needs Pupils

We have two clear principles for staff to follow when supporting children who are struggling to demonstrate positive behaviours.

- Staff should adopt a restorative approach to resolving conflicts in the class and playground (emotion coaching).
- Children should never be humiliated or shamed, shouted at, left outside a door or unsupervised.

We aim to:

- Encourage children to make the right choice
- Enable children to recognise that their behaviour can have a negative impact on themselves, property or others.
- Encourage children to take responsibility for their actions and to take steps to put the situation right.

Low level needs

Low level disruption in class has an impact on learning. As a school we use the following steps to re-engage children in their learning.

Steps 1 – 5

1. Identify children who are demonstrating positive behaviours and praise
2. Non-verbal reminders – such as the ‘look’, moving towards a child’s space, using the child’s name to encourage them to refocus (without discussing their behaviour), redirection and encouragement (ensuring the child is clear about the work they are being asked to do)
3. Verbal reminder - remind why the behaviour is unacceptable – identifying the behaviour as being unacceptable rather than the child being unacceptable e.g. shouting out stops me being able to teach which stops us all learning (Linking to our school rules and values).
4. Miss 5 minutes playtime - Miss 5 minutes of next available playtime – they stay with adult on indoor duty for 5 minutes of morning play with timer.

5. Paired class - Child is sent to paired class with work until the end of the session.

A child's individual needs and circumstances will be taken into account when applying the above steps. Flexibility of approach may be necessary for specific children.

- Depending on the child it may be appropriate during Steps 1-3 to use a distraction break – allowing child to be helpful - eg can you take this book to Mrs T, I know she needs it...and then re-engage with learning task when the child comes back with praise for helping

Monitoring and encouraging children to take responsibility

- Step 4 more than once in a week has 'Reflection Time' for 5 minutes – to be held with Headteacher, SLT or Wellbeing Champion, where discussion around making better choices takes place
- Step 5 – 'Reflection Time' for 5 minutes – as above and recorded on MyConcern
- Deliberate hurting to be recorded on MyConcern and 'Reflection Time' completed

The class teacher will inform parents, through Class Dojo if their child has attended reflection during the week and the reason why.

High Needs Pupils

Universal behaviour systems do not meet the needs of all children in school and some children, for a variety of reasons, find the school environment and expectations a challenge. These children need individualised approaches to meet their needs.

The following intervention steps are sequential steps for staff to follow if a child struggles to positively respond to our reward systems and steps 1- 5 (Low level needs):

1. Teacher targets building relationships (See 'Relationships' strategies)
2. Teacher completes initial concerns form with parents (initial intervention steps agreed)
3. Teacher establishes in class preferred activity sessions/brain breaks and other in class proactive adaptations including an area to go to in class that is a 'safe space'
4. Considered for intervention – Talk and Sort, 'R' Time, playtime club
5. Teacher works with SENCo to establish a written plan of interventions to be implemented and reviewed
6. Considered for more extensive intervention – Behaviour Box
7. Considered for external intervention – Educational Psychology or Behaviour Support

Steps for high needs pupils

High Needs pupils will have some plans in place from the initial concern form with parents, including things like the distraction technique, use of a safe space and brain break activities. Teachers will also have focused on developing their relationship with high needs pupils.

The following steps are for when teachers have used steps 1-5 (if appropriate) and above plans and the child is not demonstrating positive classroom behaviours:

- Step 6 Swap in - Identify a member of staff to take over/support the learning in class. Teacher works 1:1 with child, using reflective language such as 'it sounds like you're angry, it looks like, I wonder if it's because... I know we can fix it, how do you think we can fix it. 'Try a breathing activity or sensory activity with them e.g. how many times can we scrunch up the paper in a minute. (See Calming Activities file)
- Step 7 Call for our Wellbeing Champion to come and work with the child, going to the Haven to complete their work away from the classroom and to discuss their behaviour
- Step 8 Call for a member of the SLT

Monitoring and encouraging children to take responsibility

Step 6 + teacher to record on MyConcern (this supports the review of the impact of the child's plan) and inform parents what has happened

Step 6 + Consequences for this behaviour will depend on the behaviour and reason behind it. The child to have a reflection time later in the day with Wellbeing Champion/headteacher to discuss behaviour and agree with the child a suitable consequence.

'Childrens are expected to take responsibility for their actions and to take steps to put the situation right.

Staff should adopt a restorative approach to resolving conflicts in the class and playground'

Children with high level needs may at times show very distressed behaviour in class and/or around school. If this is the case the Wellbeing Champion and a member of the SLT should be called quickly to support the teacher in using de-escalation techniques.

Examples of behaviour that would escalate straight to Step 7 or 8:

- Aggressive and violent behaviour causing deliberate injury to children or staff
- Vandalism to buildings or property
- Bullying
- Major lesson disruption
- Abusive and threatening behaviour

To support staff in meeting these expectations the school understands the importance of continuous professional development around attachment, emotion coaching, de-escalation strategies and the impact of Adverse Childhood Experiences (ACEs) on children's behaviour. Staff will develop the knowledge, understanding and skills needed to support all pupils through CPD opportunities.

A child's individual needs and circumstances will be taken into account when applying the above steps. Flexibility of approach may be necessary for specific children. We ask for parent/carers understanding of this.

Playtimes

When needed we introduce an indoor Playtime Club run by the 'Wellbeing Champion' or other member of staff to support children at playtimes.

This playtime club could be part of a plan to support a child.

Steps to take if a child hurts at playtime

Stand at the top/hold a member of staff's hand for 5 minutes – after this staff reminds child of the rules and the child then plays on the top playground area

If the child hurts again, stand at top/hold a member of staff's hand for the rest of playtime - following playtime this child would then be in reflection time for 5 minutes indoors

Monitoring and encouraging children to take responsibility

Any deliberate hurting needs to be recorded on MyConcern by the member of staff dealing with it and then shared with the class teacher.

An incident may result in a child working with the Wellbeing Champion at the end of playtime to encourage the child/children to take responsibility for their actions and to take steps to put the situation right.

Incidents of hurting on the playground need to be investigated to establish if they were deliberate or not. The Wellbeing Champion or Headteacher will support with this.

Parents/Carers

It is important that our parents and carers fully support our approach to promoting excellent conduct. To this end we would invite our families to work on the presumption that if a professional has highlighted a concern regarding their child's conduct this will be a considered decision, taken in good faith to safeguard our children and to support their social and emotional development. Throughout their time in our school children are learning to understand and manage their impulses, develop an understanding of social etiquette and recognise the importance of mutual tolerance and respect. It is a time when children learn by their experiences and by their mistakes and we consider these to be part of their learning journey. Whilst a child may present a slightly different version of their conduct, reflecting their level of social and emotional development, it is essential that the high standards set by the school are supported at home. In this way we can enable all of our pupils to become 'well rounded', caring and responsible citizens.

High Expectations and Consistency

Our focus on values and desirable behaviour will be clearly communicated to all members of staff and to our children. The children must be made constantly aware of the expectations required of them.

Expectations must be not only high, but demonstrated repeatedly, and consistently.

This policy has been written in consultation with staff, children and families and will be regularly shared to ensure everyone is clear of our expectations and procedures

Everyone is responsible for behaviour

Appendix 1

Routines

The following steps are the backbone of the routines that should be clearly explained to all children and regularly practised throughout school. There may be additional steps individual staff wish to put in, however to ensure consistency of expectation the core steps and expectations need to be there.

Class attention

- Ring tambourine
- Stop what you are doing (5,4,3,2,1, clapping rhyme, Hocus Pocus etc)
- Put anything in your hands down straightaway
- Look at the teacher

Lining up

2 leaders to be chosen each week – 1 at beginning 1 at end – emphasis role models

From carpet

- Leaders go first to set positions
- Name or group said – stand up, walk to lining up spot
- Face forward
- 4 S Line

From chairs

- add push chair in

Outside

- Bell rings
- Walk to line
- Face forward
- 4 S Line

From carpet to chairs

- 2 leaders say first – role model
- Group said - stand up
- Go straight to table
- Sit down
- Don't touch anything on the table
- 3,2,1, look at teacher – or other phrase/method

From chair to carpet

- 2 leaders say first – role model (unless role model pupils not required to move)
- Group said - stand up, push chair in
- Walk to designated sitting area
- Sit down
- Hands in lap
- 3,2,1, look at teacher – or other phrase/method

Tidy up time

- Class attention routine
- 'Tidy up time'
- Put your name on work if not on
- Tidy up your table
- Check the floor
- Sit down and wait quietly when your table is tidy

Appendix 2

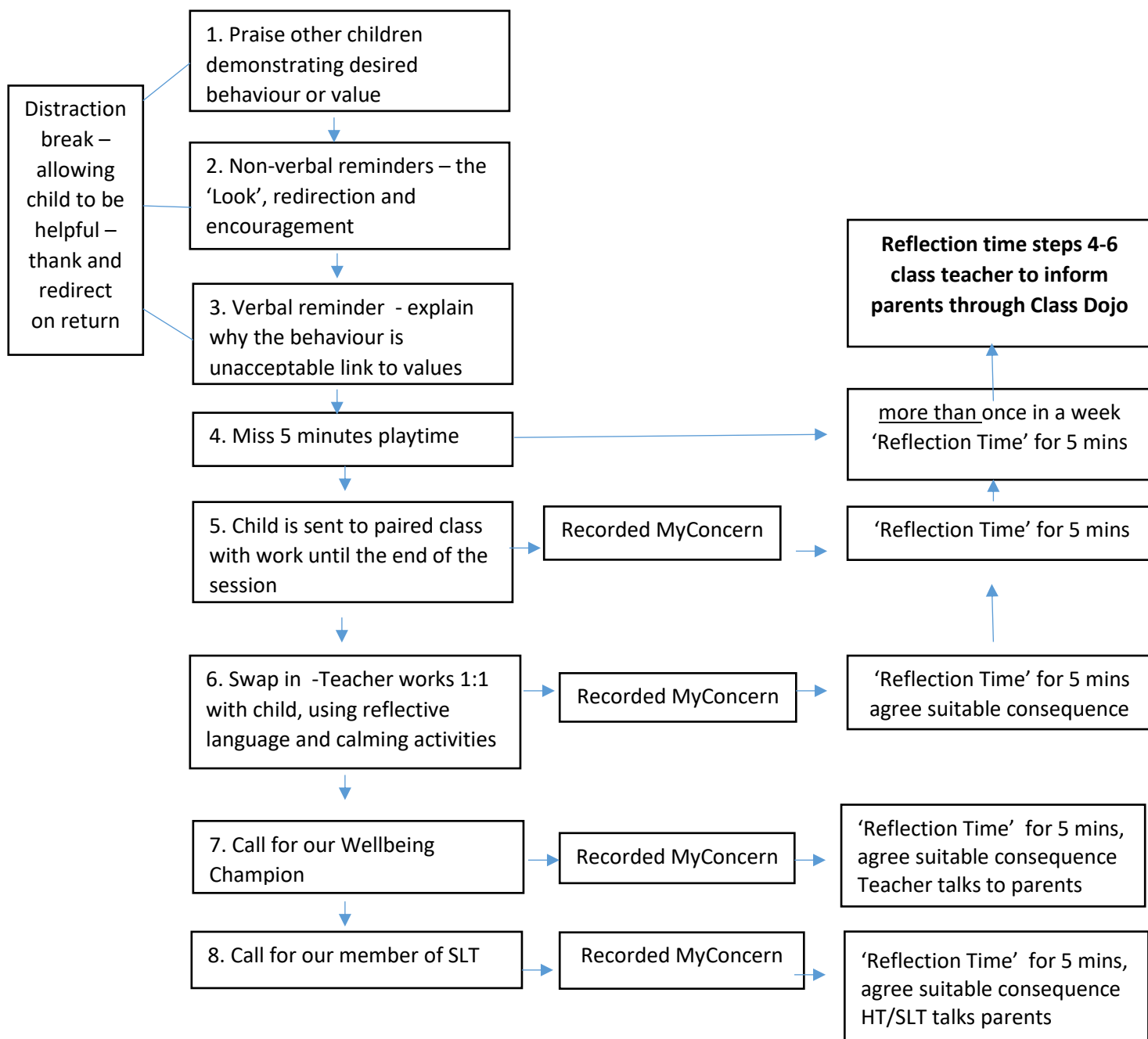
Flow chart for reactive actions - Low and High Level Needs

Actions

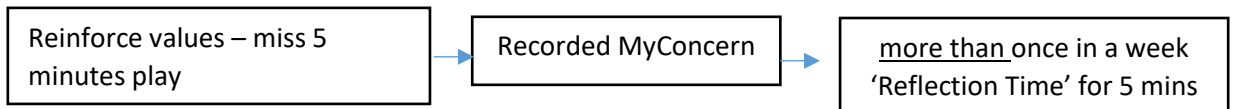
Recording

Consequences

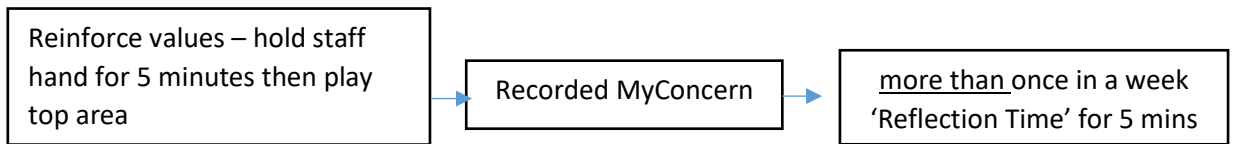
Low level disruption



Hurting another child in class



Hurting another child on playground



Aggressive and violent behaviour causing deliberate injury to children or staff, vandalism to buildings or property, bullying, major lesson disruption or abusive and threatening behaviour straight to Step 7