

Alumwell Infant School



Learn, Grow and Achieve

BEHAVIOUR AND RELATIONSHIPS POLICY

Signed by The Chair of The Governing Board:	Signed copy available in school office.
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Policy Author:	DE

Children - Learn What They Live

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight
If a child lives with ridicule, she learns to be shy
If a child lives with shame, she learns to feel guilty
If a child lives with tolerance, he learns to be patient
If a child lives with encouragement, he learns confidence
If a child lives with fairness, she learns justice
If a child lives with security, she learns to have faith
If a child lives with approval, he learns to like himself
If a child lives with acceptance and friendship, he learns to find love in
the world.

Aim

At Alumwell Infant School, we are fully committed to the development of everyone who contributes to our school. Our motto is, "**We learn, we grow and we achieve**".

To this end, we set high expectations of children and our approach to the teaching, learning and assessment in this school is underpinned by our values. We aim:

- To create a positive attitude to learning with a curriculum that meets all children's needs academically, culturally, socially, morally and emotionally.
- To provide children with a safe, caring welcoming, environment in which children feel confident and secure.
- To create opportunities for raising children's standards of achievement and ensuring the best possible progress.
- To encourage children to become independent, responsible learners so that they are ready for the next stage in their learning.
- For children to be mutually respectful and tolerant of others and to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

It is important that we all understand what is acceptable behaviour. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset we recognise that there is a distinction between emotionally disordered behaviour (which may be a Special Educational Needs issue) and poor behaviour. The general standard of behaviour is the collective responsibility of the whole staff. Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. It is important to remember that behaviour is a form of communication and that which may be described as "challenging behaviour" is a way in which people communicate an unmet need. It may be that someone has experienced levels of anxiety, loss and trauma (particularly in a situation such as a pandemic of disease). Staff and the community must be mindful of these factors and in such circumstances, identify any reasonable adjustments that need to be made for students with more challenging behaviour. The school's aims are best achieved in a hard working, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Authentic, explicit praise and timely encouragement should be used as much as possible so learning opportunities around behaviour can take the form of reward rather than punishment, wherever possible.

All staff will:

- Keep calm
- Actively listen
- Be positive
- Use specific praise
- Build relationships
- Carry out a learning opportunity to repair or rebuild a skill that has been identified
- Be mindful to separate the behaviour from the child
- Be consistent
- Follow up solutions to their conclusion
- Always apply school rules
- See parents as part of the solution
- Make time to hear both sides of a situation and consider all perspectives
- Be as proactive as possible to reduce difficulties for the child

- Use a calm, assertive voice when needed rather than shouting – if you feel that you are becoming angry you need to take 5 minutes to calm down (calling on a member of staff to give you that time)
Work as a **team** – “**t**ogether **e**veryone **a**chieves **m**ore”

Our School Rules

The school’s aims and values are underpinned by the following rules:

- Show kindness and respect to everyone and everything.
- Follow instructions first time.
- Keep your hands and feet to yourself.
- Walk in school to keep safe.
- Listen to others and wait your turn to speak.

Rewards, Consequences and Repairs

Rewards

- Praise – should be specific and authentic and may come; from their teacher in front of the class; from their peer group; from other teachers; from other adults; in front of the school such as a celebration assembly or the Rotary Shield (how children want to receive their praise can be discussed with them)
- Stamps/smiley faces on the classroom wall chart/individual chart.
- Positive notes – a “star jar”/certificates/ comments home
- Extra playtime

Consequences and Repairs

We use the ‘Good To Be Green’ behaviour system in school as it is a consistent and fair behaviour system. All staff follow the ‘Good To Be Green’ system.

How it works

Each class has their own chart with the children’s names displayed. Each day is a fresh start and all children start with a green card. If a child breaks a rule or shows inappropriate behaviour, the following steps will be taken:

1. Reminder about the rules and a verbal warning e.g. if you carry on a yellow card will be given.
2. If the child continues to behave unacceptably their card is changed to yellow. It is pointed out to the child that they have a choice how to behave. If the child corrects their behaviour (makes the right choice) their card is changed back to green.
3. A red card is given if the unacceptable behaviour continues. The child will forfeit a portion of their dinnertime and playtime (usually that same afternoon). At dinnertime, they will be required to spend time in the Reflection Room - a designated part of school where children will work with staff to reflect upon their actions that have led to this consequence and to plan a way forward such as how to put matters right or to employ a strategy to prevent future difficulties. Once this matter has been resolved, the next day will be a fresh start back to green. As part of the repairing process, it is important to be sensitive to past issues and not dwell on historic incidents, in order to move forward.
4. If a child has a second red card in a day then they need to be sent to Mr Evans (Deputy Head teacher) or to Mrs Harper (Head teacher). A log will be kept of this incident and depending on the nature and frequency of the behaviour, Mrs Harper will involve parents. Further intervention may be taken at this point, such as implementing a behaviour plan, to reduce the likelihood of further difficulties. The issuing of yellow and red cards is recorded on a chart by the class teacher and these records are regularly monitored by the Deputy Head Teacher to provide support and intervention as necessary to help maintain strong behaviour management systems within school.

However some inappropriate behaviour will go straight to a red card e.g. fighting, deliberately hurting pupils or staff and abusive or threatening behaviour towards other children and adults, and must be reported immediately to Mr Evans or Mrs Harper. In any reported incidents of coughing or spitting towards another person, it must be established the extent to which this act was deliberate or accidental. From this outcome, the incident can then be treated accordingly as a learning opportunity to reinforce expectations in regards to hygiene.

More severe incidents such as bullying or racism should be referred to the Head Teacher or Deputy, who will log the incident.

Lunchtime

The "Good to be Green" behaviour system is also used at lunchtimes. If a child breaks a rule or shows inappropriate behaviour, the following steps will be taken:

1. Reminder about the rules and a warning given.
2. If the child continues to behave unacceptably their name may be written in a notebook. It is discussed with the child that they can find a more acceptable way to behave. If the child corrects their behaviour (makes the right choice), their name is crossed out and they return to green.
3. The child's name will be written in the Red Card notebook if the unacceptable behaviour continues. The child will be taken to Mrs Tinsley our Principal Lunchtime Supervisor and spoken to. Lunchtime Supervisors pass the record of such incidents to the child's class teacher where it will be recorded on the 'Good to be Green' behaviour system.

For more severe incidents such as fighting or deliberately hurting others, the child can be taken to the Reflection Room staff, or to Mr Evans or Mrs Harper as appropriate. Parents will be informed of this incident.

Individuals with Social, Emotional & Mental Health needs

It is noted that the 'Good to be Green' may not be appropriate for all children, particularly those that struggle to self-regulate, have experienced trauma or have difficulties with attachment. In these such cases, extra sensitivity may be needed when responding to such pupils' needs whilst also preserving good order within school. Children with severe social, emotional or mental health difficulties may have behaviour plans (drawn up by the class teacher and the S.E.N.D. co-ordinator). Behaviour Support Services or an Educational Psychologist may be involved. The plan will involve the child and the parent. Parents should be aware of the behaviour that we are promoting, in order that they can support and praise at home.

- In cases of severe behaviour, such as fighting, defying a teacher or in some way stopping the entire class from functioning, or a pupil is at risk of harming himself or others, the pupil will be taken to somewhere safer and more regulating. It may be necessary to send for a senior member of staff or the Head Teacher/Deputy Head Teacher.

Positive Handling

We use the 'team teach' positive handling approach in school. If a child is in crisis we use every approach possible not to restrain. 95% of the team teach approach is about diversion, defusing and de-escalation. In a tense situation staff need to remain **CALM**.

Staff need to:

Communicate
Awareness and Assessment
Listen and look
Make safe

Restraint is only a small part of the framework. As always, yet alone in the light of the COVID 19 virus, the key factor to consider, is the safety of the child and the staff.

Adjustments to the environment to allow children enough safe space, as well as the reduction of academic pressure in the school day, may remove much of the need for physical restraint, keeping the child and staff members safer from cross-infection. Physical intervention may be used by trained staff where necessary – that is, if a child is presenting a danger to themselves, to others, is at risk of absconding or may be causing damage to property.

There may be a situation where staff need to use reasonable force to control or restrain a child. However if the need arises appropriate staff should be called to deal with the situation. No member of staff should restrain a child unless absolutely necessary.

No member of staff should be by themselves if a child is displaying major signs of frustration and stress. Staff must call for help if they need it. Use the red emergency card system. If staff are aware that a child may reach crisis level in school and therefore is at risk a '**positive handling plan**' needs to be drawn up by staff working with the child and approved by the Head Teacher. A list of behaviours the child displays needs to be recorded to start the process. The plan needs to include de- escalation techniques. This plan needs to be discussed with parents and approved by parents.

(Refer to the School Care and Control Policy)

Attendance

Poor attendance can compound difficulties with Social, Emotional & Mental Health. If this is identified as an issue, conversations will need to be had with school and parents. The Education Welfare Officer may be involved in a home visit to find solutions to any issues (see Attendance Policy).

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy. The Head Teacher keeps records of all reported serious incidents of behaviour. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Any such decision will be as a last resort after all other support strategies have been exhausted. These actions are taken only after the school governors have been notified.

The role of Parents

The school collaborates actively with parents, so that children receive consistent messages about behaviour at home and at school. We explain the school rules in the school prospectus, and we expect parents to read them and support them. In particular light of the COVID-19 virus, we ask

parents to support school by reiterating messages in regards to maintaining levels of pupil hygiene and social distancing.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement and Parent Code of Conduct. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the school has to use reasonable sanctions to support a child, we expect parents to support the actions of the school. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The governing body has a duty under section 175 of the Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and the responsibility of setting down and reviewing the effectiveness of these general guidelines on standards of discipline and behaviour. The governors support the Head Teacher in adhering to these guidelines. Governors are trained around aspects of social, medical and mental health in order to give an informed view to support the Head Teacher. The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Monitoring and Review

The Head Teacher, in consultation with staff, monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher records those incidents where a child is sent to her on account of any difficulties with behaviour. Class teachers will keep a record of any difficulties with behaviour, such as those denoted by the Red Card system, to look for any patterns in behaviour/ changes in behaviour. The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.