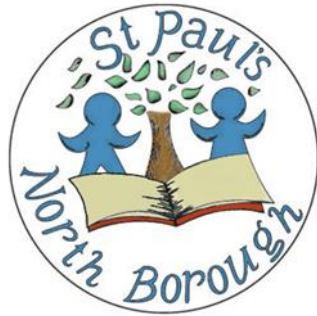


St Paul's Infant School



Behaviour Management Policy 2024-2025

Incorporating guidance from the government Behaviour in Schools advice published in September 2022.

Member of Staff Responsible	Mrs S Aldridge
Position	Head of School
Dated	September 2024
Date of next review	September 2025

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. "Behaviour in schools 2022"

Our Vision:

It is important that we encourage and promote behaviour to create and maintain an environment in which all members of the school community, children, parents and staff feel valued and secure. To help us with this we embed values with the children to enable them to be better school citizens. We encourage them to carry these values through into their family and wider community life.

At St Paul's we believe:

'Everybody achieving, believing, succeeding, together'

Each term has a different value:

Term 1: Togetherness

Term 2: Safety

Term 3: Resilience

Term 4: Growth and Discovery

Term 5: Respect

Term 6: Aspiration

Aims of our Positive Behaviour Policy

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental
- Co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect." Behaviour in Schools 2022"

Teaching Positive Behaviour

At St Paul's we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities include:-

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Respect for self and others.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

Staff modelling the skills and abilities directly

Setting appropriate boundaries for children's behaviour

Showing empathy and understanding of children

Listening to children

Showing respect and understanding to everyone in the school community

Providing feedback in an informative way to children

Using positive consequences to encourage the learning of appropriate behaviour

Using negative consequences to discourage the learning of inappropriate behaviour

Teaching the skills and abilities through weekly assemblies

Teaching in Learning and Life skills (incorporating PSHE and RHE curriculum)

Rules and Routines

The school's Behaviour Policy should be reviewed annually.

Classroom specific rules are created within each classroom through discussion with the children and the teacher. Playground rules are shared with the children continually throughout the year and support the Midday Meal Supervisors and the children to have good playtimes, which are safe and happy.

Responsibilities

Staff Responsibilities

To treat all children fairly and with respect

To help all children to develop their full potential

To provide a challenging, interesting and relevant curriculum

To create a safe and pleasant environment both physically and emotionally

To use positive and negative consequences clearly and consistently

To be a good role model

To form positive relationships with parents and children

To recognise and value the strengths of all children

To embed the SEMH strand of the Mainstream core standards to support good quality teaching this can be found at https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf or in the attached appendix 1.

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school vision and values

Children's Responsibilities

- To do their best and keep trying
- To take ownership of their own learning
- To treat other people with respect
- To treat their belongings and the environment with care and respect
- To show consideration for others
- To consider the effects of their actions on others
- To follow the behaviour boundaries that are set by all grownup
- To use their learning from Learning and Life skills lessons across all aspects of the school day.
- To use their understanding of the THRIVE approach in school.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture. "Behaviour in schools 2022"

Management of Behaviour

Positives and Rewards:

As St Paul's we believe the best way to manage, children's behaviour is to praise the positives, however small. All staff in school wear a lanyard with green faces on, these are shown to children who are making the right behaviour choices all of the time. The children also have an opportunity to earn DOJO points during the school day for good behaviour and working hard. The DOJO points are specific to different areas of learning and positive behaviours, which are seen such as good listening, looking etc. This specific praise is also verbalised to the children while they are getting a DOJO point. Children will earn the right to change their DOJO monster if they have received 30 points in KS1 and 10 points in EYFS. When the children reach 30 points and change their monster their teacher will go with them to their collecting adult and share a small achievement postcard with them which they get to take home. These achievements are also celebrated throughout the wider school community.

The children also have the opportunity to get their name in the positivity jar, they can get their names added as many times as possible within the term. At the end of the term 2 names are pulled out of the jar and those children receive a Head Teachers Certificate for good behaviour and attend a tea party with members of the Senior Leadership Team.

Consequences:

The Lanyards also have yellow and red faces on them. Yellow faces are shown to children who have been warned about their behaviour but have chosen to ignore the verbal warning and need the reinforcement of seeing a consequence.

Red faces are shown, when unwanted behaviour continues after a child has received a yellow face, when one child physically hurts another child or when an adult deems that the behaviour is extreme and the child needs an immediate consequence. When a red face is used a child receives 5 minutes thinking time in their own classroom this is timed when the child turns over the 5 minute timer that is in the tray with the red thinking mat. Also in this tray are objects which the children can use to calm down as well as vent their frustration. Once the timer has run out an adult will approach the child and use some emotional regulation strategies to support their understanding of their behaviour as well as discussing at an appropriate level how to stop it happening again. Once thinking time is complete the incident is recorded on CPOMS as a negative behaviour incident. The child then has the opportunity to change their behaviour and try to earn a green face. If the unwanted behaviour continues the child may be shown another red face, they then receive thinking time in another classroom and this is also recorded on CPOMS.

If the child's behaviour does not improve and they have three lots of thinking time they are taken to a member of the Senior Leadership Team and spend five minutes in thinking time with them. The senior leader will record why the child is having their third lots of thinking time on CPOMS and will spend time investigating with the child the reasons for their behaviour. Feedback with the class teacher will be given at an appropriate time and recorded by the senior leader. This is tracked and recorded and if the child has to visit a senior leader three times or more in a term a meeting is arranged between the parents, class teacher and senior leader to discuss behaviour and strategies would be put in place to support a positive outcome for the child.

Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. "Behaviour in Schools 2022"

When a child has had more than one lot of thinking time in a day for the same things adults in the classroom will try the 4 R's approach. The approach is used to support the child to understand their behaviour as well as how to help them manage similar situations in the future. This approach also helps children to come back from a behaviour incident and continue the day in a positive way.

The 4 R's are:

1. Regulate
2. Relate
3. Reason
4. Repair

Regulate	Relate	Reason	Repair
Support the child to calm and soothe. Offer a sensory experience to cool and calm the fight or flight responses a child may give.	Always use the child's name. Try to chat about things you know that they like or are interested in. Offer them eye contact but do not demand it back. Use a similar tone to the child and offer reassurance to enable them to feel safe and secure.	Adults should be aware of the child's needs and the time they may need before it is possible to reason with them. Try and keep conversation light asking questions to support the adults understanding of why things got so bad and resulted in the behaviour. Such as: <ul style="list-style-type: none"> • Help me to understand? • I am confused about ... • I wonder if • It looked like 	Working with an adult the child would agree how to repair the situation. This would not always be about saying sorry. The repair may involve them doing the task they were asked to complete or clearing up a mess that they have created.

		<ul style="list-style-type: none"> • How did it feel? 	
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All negative behaviour incidents will be recorded on the schools CPOMS system. If the behaviour incident is extreme or the child is considered to be operating above and beyond then the incident will be recorded using the STAR format. This will enable school to track behaviour triggers and support the child to calm quickly if patterns emerge.

Setting: The background e.g place, people, time of day, lesson

Triggers: What starts and stops the behaviour?

Action: What the child actually does as a result of setting and triggers

Response: How has the 4 R's (as over) approach been used to manage the child's behaviour and what is the result.

Above and Beyond:

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. "Behaviour in schools 2022"

Sometimes, for many different reasons, a child does not respond to the behaviour policy in place and needs extra support to manage the school day positively. Following on from the whole school behaviour policy if a child needs a separate behaviour plan then parents would already be involved in the process. A template will be found in appendix 2. The behaviour plan would be written specifically to meet the needs of the child throughout the school day, this may include:

- Extra sticker rewards
- A specific calm place for them to retreat to
- Extra adult support within the classroom
- Time with the pastoral TA to work on understanding feelings and emotions
- Now and Next task board to make expectations clear
- Individualised visual timetable for the child to use

- Additional visuals to support the child's understanding of behaviour expectations with limited or no language needed
- A parent school home contact book which includes a Red, Amber, Green rating for how the child has behaved that day in different sessions. Examples in Appendix 3.
- Incidents of extreme behaviour would be recorded using the STAR charts and uploaded to CPOMS. .

The plan would be shared with parents by the class teacher and a member of SLT.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement for the school on the facts of the situation. Behaviour in Schools 2022

The use of reasonable force:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. "Behaviour in schools 2022"

This is a last resort used for children who are deemed to be causing or have the potential to cause themselves or others harm. The use of reasonable force of pupils will only be used under specifically identified circumstances which would be to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so and are causing themselves or others harm.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- When a pupil is at risk of harming themselves through physical outbursts.

Reasonable force would involve one or two adults to hold the child physically if any other above scenarios are happening. Reasonable force could include the use of Team Teach techniques, only certain members of school staff have been trained to undertake these techniques. The child would then be reminded of the expected behaviour. As soon as appropriate the child will be supported to return to the classroom.

The reasonable force part of the policy and the Team Teach techniques will be added to all behaviour plans and when parents sign them they will be made aware that this will only be used in extreme situations but may have to happen to ensure everyone including their child is safe.

If the behaviour plan is still not effective and the child is spending large amounts of time out of the classroom it may be necessary to consider:

LIFT Referral

LIFT Referral under the heading of Social, Emotional and Mental Health for further strategies to support with the specific child's behaviour. This may include a visit from a specialist teacher to observe the child in school and work with parents and teachers to put a consistent approach in for the child.

Operating a reduced timetable and setting up a Pastoral Support Plan

Occasionally in school it is necessary for school and parents/carers to agree to a reduced timetable to support the child's return to school as well as support their ability to cope and understand the expectations of school and the classroom.

A reduced timetable will only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school following suspension, non attendance, school refusal or to facilitate a managed transfer between schools (although this should not be the norm for managed moves).
2. Following an extended absence due to ill health or other medical reasons.
3. As a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.

If school feels it necessary to implement a plan they will

- Notify the Local Inclusion Forum Team (LIFT) of its intention to implement a reduced timetable for a pupil.
- Convene a review meeting for the parents to review the plans targets as well as seeking their written approval at each meeting once the next steps are established.

- School will consider the impact of the reduced timetable on the child's right to education as well as travelling arrangements and the child's access to their free school meal entitlement.
- As part of the plan school and parents will work towards full reintegration or access to full-time education within eight weeks. If this is not a manageable target for the child then school will confer with the LIFT team to establish a longer plan.

Suspension and permanent exclusion:

If a child's behaviour is deemed to have been extreme they may have to be removed from their own classroom and based in another for either half or a whole day. They would be supported by another familiar adult if necessary. This would be an in-school suspension.

If the behaviour is escalating beyond the safety boundaries of the school, a child physically severely harms an adult or another child or their behaviour disturbs and disrupts the education of others they may need to be suspended from school completely. In this instance, the child's parents would be called. Suspension would be for a fixed term, initially one day, and the child would be supported with integrating back into the classroom on return to school. Suspension is the last resort in all circumstances. If a child is suspended parents are issued with a letter to explain the suspension and the expectation of completing set work from the teacher while the child is out of school. The suspension would also be registered with the Front Door service to make the exclusion office aware of the penalty.

Appendix 1:

Mainstream Core Standards for SEMH

Social, emotional and mental health difficulties

Child or young person's voice as told to professionals

I have felt helpless before and I don't want to feel like that again

I need to stay in control

I may not remember what happened when I was unsafe

Everyone is horrible – why will you be different?

You will reject me so I'll do it first

I can't manage my emotions when I'm worried

I don't know what to say and can't use the right words

I don't want people to think I'm stupid

I feel chaos so it's easier if there's chaos everywhere

Something has happened that has reminded me of my past

Whole school approaches

A positive and proactive approach to the social and emotional wellbeing and resilience of the whole school community.

The school has achieved or is working towards the Kent School Award in Resilience and Emotional Wellbeing.

Whole school de-escalation training is provided regularly as part of the whole school CPD programme.

Adverse Childhood Events (ACEs) and Attachment Theory training provided to all staff.

Restorative Approaches are used to build, maintain and repair relationships.

Support is available to staff working with pupils with SEMH needs through group or individual supervision sessions.

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

All of the descriptions provided represent how behaviours or presentation can be perceived by others. It is important to see these behaviours in the context of anxiety and possible language and or learning needs.

'Fight' responses':

- Verbal and physical aggression.
- Violence towards property and/or people.
- Inappropriate language.
- Blaming others.
- Pushing friends away.
- Inflexibility and/or unable to follow rules or instructions.
- Disrespectful.
- Self-harming/self-sabotaging behaviours.
- Refusal to follow instructions or comply with behavioural norms.
- Stealing.
- May appear to be being dishonest.

'Flight' responses:

- Moving to another area without notice or permission (absconding).
- Hiding.
- Inability to manage unstructured/free time.
- Avoiding tasks and activities.
- Hyperactive.
- Hypervigilant.
- Agitated.
- Fidgety.
- Immature behaviours, tone of voice.

What can help

(Provision – strategies, interventions and resources)

- Provide a secure base (safe and predictable environment).
- Consider the reason/purpose of behaviour – what is the context/history?
- Routines and changes are communicated in advance.
- Careful consideration of seating position.
- Where possible, make tasks relevant and interesting, linked to the learner's strengths and development needs.
- Think carefully about lesson content in relation to learner's known previous life experiences.
- Use of strategies and approaches to develop understanding of presenting behaviours, e.g. ABC charts and the Iceberg approach.
- Use of Boxall Profiling.
- Consider movement breaks.
- Support co-regulation.
- Consider learning breaks.
- Adopt a Key Person approach.
- Provide support and/or organised activities during unstructured times.
- Exit cards.
- Backward chaining.
- Develop risk assessments with parents and the pupil.
- Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility.
- Offer a safe place within the classroom and offer to co-regulate when necessary.
- Offer a 'safe' and familiar task when emotions are heightened.
- Support verbal input with visuals (demonstration, images, objects, key words).

What you will see

'Freeze' behaviours:

- Forgetful.
- Distracted; difficulties with concentration and engagement.
- Not listening or interacting.
- Appears confused.
- Clumsy.

'Fold' behaviours:

- Withdrawal from social engagements.
- Passive with neutral expression.
- Compliant – which can lead to vulnerability.
- Providing only 'yes' and 'no' answers.
- Self-harm.
- Unable to accept praise.
- Unable to show enjoyment of seemingly positive experiences.

Physical symptoms that are medically unexplained, e.g. soiling, stomach pains.

What can help

- Assessment through teaching, e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence.
- Small group work, e.g. friendship or social skills, nurture groups.
- Backward chaining – bringing learner in at the end of assembly or school day.
- Play-based activities.
- Establish interests.
- Buddying/Peer Mentoring.
- Giving responsibility for looking after someone else.
- Unpicking the behaviours – negative and positive behaviours – what lies behind them?
- Seek advice around self-harming or risk-taking behaviours – a multi-professional approach.
- Identifying what is not right through engagement with the learner.
- Looking back, when did the behaviour start to change?
- Liaison and collaboration with home is essential to understand the wider picture.
- Provide substitutes for self-harming behaviours, e.g. elastic bands.

- Provide activities that are stress reducing, e.g. games, dance, colouring, gardening, animals, forest school.
- Keep a log and analyse pattern or trends to identify trigger.
- Liaison with School Health (Kent).

What you will see

Attention difficulties including ADHD and ADD.

Inattentiveness

- Having a short attention span and being easily distracted.
- Appearing forgetful or losing things.
- Being unable to stick to tasks that they perceive as tedious or time-consuming.
- Appearing to be unable to listen to or carry out instructions.
- Constantly changing activity or task.
- Having difficulty organising tasks.

Hyperactivity and impulsiveness

- Being unable to sit still, often fidgeting.
- Struggling to concentrate on tasks.
- Poor working memory.
- Excessive physical movement.
- Excessive talking.
- Being unable to wait their turn.
- Appearing to act without thinking.
- Interrupting conversations.
- Appearing to have little or no sense of danger.

What can help

- Understanding the reasons - is there a pattern?
- Allowing plenty of time for movement or frequent small concentration periods.
- Have a clear structure to the day.
- Provide clocks and timers on desk.
- Have clear expectations regarding behaviours and a clear and consistent response to behaviours.
- Being aware of times of the day that may be more difficult.
- Consideration of discipline procedures/behaviour policies and any reasonable adjustments that need to be made in line with Equalities legislation.
- Use known interests or hobbies to engage in activities and discussion.
- Provide regular opportunities for exercise.

What you will see

Attachment Difficulties (including Attachment Disorder)

- Appears anxious.
- Appears withdrawn.
- May experience intense and overwhelming emotions exhibited as anger or 'loss of control'.
- May appear to lack inhibitions e.g. hugging people they don't know or appearing to be 'over friendly' towards children and adults.
- Finding it difficult to join in with play or interactive games.
- Appearing to 'sabotage' situations where things are going well.
- May avoid eye contact.
- Struggles with impulse control.
- Struggle with 'cause and effect' thinking.
- Lacks self-belief and confidence (has low self esteem).

Low level disruption or behaviours that appear to want to draw attention, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects.

Difficulty in making and maintaining healthy relationships.

What can help

- Nurture group/nurture ethos.
- Liaise with parents and carers for shared understanding.
- Robust and careful transition when the child starts school, which includes consideration of life history.
- All staff trained and aware of any child with attachment difficulties and how to respond to them (at a single child level).
- Consideration of reasonable adjustments to and changes that could be made to the discipline procedures/behaviour policies.
- Consideration of family context and the range of children that may have attachment difficulties, e.g. adopted, forces children, previously CIN, LAC.
- Liaison with VSK for training and advice including working as part of the attachment aware project.

- Differentiated use of voice, gesture and body language.
- Focus on reducing anxiety and thereby behaviours.
- Flexible and creative use of rewards and consequences. e.g. 'catch them being good'.
- Positive reinforcement of expectations through verbal scripts and visual prompts.
- Time out/quiet area in the setting.

- Small group/nurture group activities to support Personal Social and Emotional development.
- A range of differentiated opportunities for social and emotional development, e.g. buddy systems, friendship strategies, circle time.
- Restorative approaches.

Appendix 2:

St Paul's Infant School Behaviour and Learning Plan

Name:	D.O.B	Class:	Teacher/TA
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Area of Need	Recommendation	Action	Evidence	Impact

Restraint:

This is a last resort used for children who are deemed to be causing or have the potential to cause themselves or others harm. Restraint of pupils will only be used under specifically identified circumstances which would be to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so and are causing themselves or others harm.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- When a pupil is at risk of harming themselves through physical outbursts.

Restraint would involve one or two adults to hold the child physically and another to observe the restraint. The restraint would involve the child being wrapped with the arms of one adult while being placed back to adult front. The other adult would remove the shoes of the child and clasp their ankles. The child would be talked to calmly throughout the restraint and as soon as they begin to relax and respond the restraint would be removed. The child would then be reminded of the expected behaviour. As soon as appropriate the child will be supported to return to the classroom

Book

This book is to help me see whether I have had a good day at school.



I will give myself a **green** face or **red** face for each part of my school day.



I will talk about this with my teacher.



If I get all **green** faces in the morning, I get to choose an activity for 5 minutes from my box.



If I get all **green** faces in the afternoon, I get to choose an activity for 5 minutes from my box.

I get **green** faces for...



Listening to grownups



Completing



my



work



Being



kind

to



my

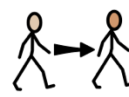


friend

I get **red** faces for...



Not



following



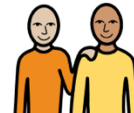
instructions



Hurting



my



friends

or g



Throwing



things



Screaming



Leaving



the classroom



without

Morning



Morning Activities

Transition



Register

Transition

Lesson 1

Transition

Lesson 2



Playtime

Transition



Assembly



Phonics

All **Green** Faces = 5 Minutes of Choosing

Afternoon



Lunch Time

Transition



Register

Transition

Lesson 3

Transition

Lesson 4

Transition



Story Time

All Green Faces = 5 Minutes of Choosing



Home Time