

Devonshire Infant & Junior Academies

Infant Behaviour and Relationship Policy

This policy has been agreed at Trust Board and noted by Academy Council

Chair of AC – Name Harpal Tiwana

Signed



29th November 2023

Review date November 2024

Introduction

The head teacher and SLT will have overall responsibility for the behaviour and relationships of children within our school. The day to day implementation of the policy is the responsibility of everyone within our whole school team: teachers, support staff and lunchtime supervisors. The Academy Council will oversee this policy and provide support and challenge for individual cases or incidents.

We want to provide a positive image of good relationships between adults who work for the school, and between adults and children. This will be underpinned using an emotion coaching approach. **All adults** have a responsibility for behaviour, and are expected to follow our 'no shouting and no intimidation' culture, and ensure they treat others with respect and kindness. This includes supply staff, volunteers and visitors. A separate concise version of this policy is available for supply staff, students and parents.

At Devonshire Infants relationships between all are considered key to providing a calm and purposeful learning environment, where everyone is valued. This is consistent throughout school.

During the first few weeks of each academic year, Devonshire Infants holds induction weeks where the focus is on social, emotional and cognitive aspects of learning. This promotes co and self-regulation and readiness to learn.

Devonshire Infants is committed to promoting high standards of behaviour in school and therefore we regularly welcome monitoring visits from Victoria Academies Trust leaders and our link Academy Council members (governors) who speak to staff, children and parents to ensure that we are accountable and that expectations remain high.

Purpose

This policy details how we ensure a safe environment both inside and outside of school, including offsite visits, in which all pupils can learn and be the best they can be.

Aims

For pupils to experience positive, supportive consistent relationships within school.

For children to understand that behaviour in our school is based on respect for adults, children and our school.

For pupils to understand how to keep themselves and others safe.

For pupils to understand and develop good behaviours for learning.

For pupils to develop acceptance of responsibility for their own actions.

For school to promote an ethos which promotes positive behaviour and mutual respect.

For all adults to treat children fairly and consistently.

To define, and teach if necessary, strategies to support emotional development, including language and self-regulation, through the emotion coaching used by all staff.

Emotion Coaching

As a school, staff have all received training in the use of Emotion Coaching which is a technique that helps children to understand and regulate their feelings and actions. It allows children to learn how their emotions work and how to adapt these feelings in healthy ways.

H..E..L..P strategy

We encourage staff to use emotion coaching language to support children to understand their feelings and identify alternative actions and choices next time:

H – Highlight their emotions and label it....

I can see you are.....

E- Empathise to let them know the feeling is okay

It's okay that you feel...

L – Limit setting to remember the rules

But we have rules to keep everyone safe...

P- Problem solve and give advice for next time

Next time you feel.... You could.....

Strategies for promoting positive behaviour

- **Setting clear and consistent rules as a class** – at the start of the year set rules and boundaries with the class based on this policy, giving children ownership and responsibility for their behaviour.
- **Public praise and private criticism** – public acknowledgement of good behaviour can be very powerful. Criticism should be made as private as possible as lowering a child's self-esteem is likely to increase poor behaviour – if not now, then later.
- **Three positives before a negative** – aim to have made three positives about a child/class before a negative. In class, aim to have noted three children displaying positive behaviours before criticising a behaviour.
- **Acknowledge feelings** – children often misbehave because they feel upset or frustrated. Using emotion coaching techniques will support this
- **Give them a choice** – being given choices increases a child's a sense of independence which will increase their self-esteem
- **Being consistent** – Children need the work environment and behaviour management and expectations to be as consistent as possible, this makes the child feel safer and therefore less anxious
- **Model desired behaviour** – model the behaviour you expect – respect, fairness, kindness, how to apologise and resolve difficulties fairly and amicably.
- **Listen to children – don't over-react.** Listen to children and make them feel significant. Make children aware that you recognise their feelings (emotion coaching) and ensure you follow up concerns or complaints, even if you need to say you will follow it up later. A class worry box is a good idea.
- **Maintain frequent contact** – scan the class, pre-empt any behaviours that may occur. Check –in regularly with children who find concentration tricky and give short and achievable targets.
- **Catch them being good** - this can be hard with some children, but usually more important for them than for many others.
- **Think about key points in the day when behaviours can escalate and prevent this** – transitions between parts of the day e.g going out coming in from play, walking to and from lessons/ different

areas of school, home times. Keep these times calm and ordered and set clear rules, expectations and boundaries. Be on time, be ready, be consistent.

- **Use of voice** – keep the situation calm and the child open to listen. Be aware of your tone of voice and using it appropriately (no shouting, no intimidation approach)
- **Fantastic walking** – hands clasped behind back and walking tall – see it, praise it and encourage it.

Hints and tips for supporting regulation of emotions and behaviour

- Give appropriate cool down time – for you and the child. It is difficult to think clearly and regulate your reaction if you – or the child’s ‘lid is flipped’.
- Be assertive but not aggressive.
- De-escalate natural tension using a Low, Low, Slow use of voice (Low tone, low volume, slow speech). Use less language and allow processing time.
- Communicate frustration (briefly) on the issue at that point, don’t bring up other issues or be reactive to the child based on previous problems.
- Ensure you always engage in repairing and rebuilding a relationship with the child at a later stage that day (or first thing the following day if this is not possible). It is crucial that the staff directly involved in the incident(s) take the initiative at this point – with support from senior staff where necessary.
- If possible, keep criticism private – do not discuss children’s behaviour with others in front of the child – or other children.

Rewards

Growth Mindset recognises when a child has worked hard – be it with academic effort or behaviour choices. It is very important that adults repeatedly and consistently label good learning behaviours so that the child knows that it is effort, hard work or careful thinking and good choices that has brought them success and not that they are naturally gifted eg a ‘clever boy’ or ‘good girl’ or even a ‘superstar’.

Teachers are encouraged to develop their own in-class behaviour and reward systems in discussion with the class – these may include stickers, points systems or other positive approaches to recognise expected behaviour.

Weekly ‘Star of the Week’ certificates are awarded in praise assembly for two children in each class who have stood out during the week for behaviour, progress or effort.

Class teachers can award class and individual Dojo points and children can win ‘Hot Chocolate Friday’ each week.

Stages of behaviour recovery– based on the Behaviour Recovery Model & John Gottman Emotion Coaching- <https://www.emotioncoachinguk.com/for-professionals>

Visual displays in each class/work area will remind children of the 4 stages of behaviour recovery.

All children will follow the same model throughout school. When a child is struggling to regulate their behaviour, they receive a nonverbal cue and reminder of expectations. They may progress through the stages until their behaviour improves. There are certain circumstances in which children will be moved straight to particular stages or sent immediately to a member of SLT.

We adopt a ‘new session, new start’ approach –recovery stages do not continue from one session to another. Each new session will start at stage 1.

Stage 1 – non-verbal reminder:

Children will be given a non-verbal reminder such as eye contact as a gentle reminder about behaviour.

Physical proximity – stand by the child – move around the class.

Stage 2 – Verbal reminder:

Children will be given verbal reminders, and it will be explained why their behaviour is not acceptable. Staff will first label the behaviour and expectation, e.g. 'You are talking at the moment, I need you to be listening'. This is **not** name and shame. Then, they will be informed that should they choose to continue with their inappropriate behaviour, they may need to move.

Examples of behaviours that warrant a verbal reminder:

- Not following adult instruction (when fully understood)
- Not following class or school rules (when fully understood)
- Uncooperative behaviour during group work (refusing to share, take turns, listen to others)
- Deliberately distracting or provoking others
- Failing to complete work through lack of effort
- Inappropriate comments

More severe disruption can be fast-tracked to Stages 3 or 4

Stage 3 – Reflection

Children can choose, be encouraged to use, or be directed to take some time to reflect on how they are feeling and why this may be causing them to behave in a particular way.

This allows children to have the opportunity to regulate their emotions and reflect on the situation. At the regulation station there will be a variety of resources to support emotional regulation and understanding to enable the child to have a restorative conversation with the class teacher if appropriate or return to class work activities when they are ready. Time regulating will be down to the teacher's professional judgement. After 5 minutes the teacher should check in with the child and when they feel they are ready, reintegrate with the class and find time for the restorative conversation as appropriate.

Every class will have an area and regulation box where children can calm and regulate behaviour.

This is not a punishment or sanction, it is a tool to support self-regulation and reflection and the use of this should be encouraged for children who need it. If children do not complete class work due to spending time at the regulating they should catch up with this at an appropriate time.

More severe disruption can be fast-tracked to Stages 4 or 5

Stage 4 – Regulation in another area or class

This would be for where the pupil's emotional needs and safety in order to self-regulate would be more effective in a different environment. It is not used lightly.

Children will have time out in another place, usually a partner class within their year group. They are expected to complete their work and return at the end of the lesson to their own class teacher who will go through the behaviour choices, using emotion coaching and restorative conversations.

Examples of behaviours where children may choose, be encouraged or directed to use the Regulation Station are:

- Ignoring earlier verbal warnings and continuing with the same inappropriate behaviour
- Becoming anxious, upset or angry within the classroom
- Not following adult instruction AND causing considerable teaching time to be lost
- Maliciously disrupting or provoking others so that learning time is lost
- Inappropriate comments or actions to adults – causing disruption to learning time

This will be recorded in class diary and the teacher will speak to parents at the end of the school day. They will re-join their own class before the end of the lesson to allow them to have a restorative

conversation with their own class teacher. This should be based on the behaviours and the effect they have had on their own and others learning and feelings.

Stage 5 – SLT intervention

SLT intervention may be needed when a child is involved in a serious incident or when behaviour has caused continual disruption to learning.

Children will not return to class until they are regulated and prepared to learn. SLT will use restorative practices and make decisions about any further actions necessary by the child or teacher. Children should complete their class work and the behaviour incident log will be completed by SLT. Parents will be informed of the actions taken.

In more serious incidents, SLT will investigate and also work with parents as necessary. Examples of more serious incidents include but are not limited to:

Assault (Verbal or physical) on an adult

Assault or child on child abuse (verbal or physical) including sexual harassment

Use of discriminative language

Drugs, weapons or other inappropriate objects on site

Serious damage to property (or intent, e.g. throwing furniture)

Online bullying

Extreme violence

Threatening behaviour

Incidents of a stage 5 nature, may lead to fixed term or permanent exclusion

Recording and monitoring behaviour

Repeated and / or serious incidents (stage 4/5) are logged by SLT. This is monitored for trends / patterns and shared in pastoral / welfare meetings with actions put in place.

For children who are persistently struggling to regulate their behaviour, class teachers will discuss with SLT initiating a 'behaviour plan'. Once agreed, parents will be invited to a meeting to discuss the plan and how school and home can work in partnership to support their child. Each day, the class teacher will complete a 'daily report card' which details behaviour – both positive and negative throughout the day.

Every two to three weeks, progress will be reviewed in collaboration with parents and a decision will be made as to whether there is need to continue the tracking system for a further period. SLT will be involved in reviews.

Trauma Informed Practice

Devonshire Infants employs trauma informed practice and uses emotion coaching, restorative practice principles and trusted adults to support co-regulation and self-regulation of feelings and behaviours. Restorative Practice and Emotion Coaching encourage people to take responsibility for their actions, and repair any harm that they have caused. Its use has been found to reduce behavioural difficulties, improve achievement levels, and develop emotional literacy. Our restorative conversations follow the three bubbles:



Each classroom has a regulation space.

A regulation space is a place or special box to be used within the classroom or suitable place in the school, that children and young people can access when they become overwhelmed and dysregulated, to help them to calm.

The space should contain resources and materials to support pupils to return to a calm and alert state, if possible to identify and describe their feelings e.g. scales, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities, sensory tools. The space can be supported by adults or peers as appropriate.

Use of this space should help raise awareness of the need to self-regulate, and promote the development of independence in identifying and using coping strategies. It should be available to the child at any time they need it rather than used as a sanction in the 4 steps of behaviour recovery.

Physical intervention:

Physical intervention will only be used in line with our physical intervention policy if a child could cause harm to themselves or others. All members of staff physically intervening with the child will have undertaken the necessary CPI training.

Lunchtime:

We recognise the role of our lunchtime supervisors, and they have been trained, and are expected to use emotion coaching techniques to defuse any playground issues. The **H.E.L.P** approach is very effective in these situations.

Time out: Children who have found lunchtime difficult or have ongoing problems with making good decisions at lunchtime will be asked to take time out to regulate using the same toolkit tools used in class.

In situations of persistent or serious behaviour, a child may be asked to miss their play at lunchtime, and parents will be spoken to regarding ongoing concerns about lunchtime behaviour. Fixed term exclusions for lunchtimes are a last resort but used when all other alternatives have been explored, or for a one off serious incident.

Children with SEND or specific needs:

Children with send or specific needs may need a different, more individualised approach, that includes staff making relevant reasonable adjustments for individual needs. It is expected that staff will be fully aware of their pupils' learning, communication, physical and/or social, mental, emotional needs and will plan their lessons accordingly. In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND pupils. In exceptional circumstances, staff may feel that some apparent poor behaviour may be due to an unidentified need or difficulty. Staff must seek advice from the SEND team or Senior Leadership team. In response to pupils who present significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support.

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

Behaviour outside school premises

Non-criminal, poor behaviour outside of school, or online, which is reported to the school or witnessed by staff will be dealt with using the our Trauma Informed Approach to help children identify what they have done, how it has impacted on others and what will now happen to bring restoration for the parties involved. More serious incidents would be dealt with at a Stage 5 level.

Government advice (Sept 2022) states

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Parental Concerns:

Parents' first point of contact is the class teacher, who is usually best placed to comment on their child's behaviour.

If an issue is not resolved then they should see the Senior Leader responsible for the phase.

On occasions, the class teacher or phase leader may refer the parent to the Head Teacher or Deputy Head Teacher if an issue raised is outside of their experience or is of a sensitive nature.

Parents should avoid taking concerns directly to the Head or Deputy out of courtesy to the class teacher, who must be informed of issues surrounding the specific children in their care.

Exclusions:

Incidents of extreme behaviour and severe breaches of the behaviour policy can lead to a fixed term suspension or permanent exclusion.

Examples include:

Intended assault (Verbal or physical) on an adult

Intended assault (verbal or physical) on a child

Racist, sexualised or homophobic actions or language

Bringing drugs, weapons or other inappropriate objects on site

Intended serious damage to property

Government guidance on exclusion (Sept 2022) states that:

There are three types of exclusion that a school can sanction: Lunchtime Exclusion, Fixed term Exclusions and Permanent Exclusions

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive may be excluded from the school site for the duration of the lunchtime period for a fixed length of time. They should be collected, supervised and returned to school for the afternoon session by an adult.

Fixed Term Exclusion: For continued disruptive behaviour, or a serious breach of policy (which are not serious enough to warrant a permanent exclusion), an exclusion of a fixed number of days, for the shortest time necessary will be given.

Permanent Exclusion: This decision can only be taken by the Head Teacher (with agreement of the Trust CEO). A decision to permanently exclude will only be taken:

- (i) In response to a serious breach of the school behaviour policy and
- (ii) If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance' Sept 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Child-on-child Abuse

Our Anti-bullying Policy, and Safeguarding and Child Protection Policy outlines the terms and definitions of Child-on-Child abuse, Sexual Harassment and Sexual Violence. Children will be taught how to recognise, protect and share concerns of these risks through our PSHE curriculum and through a schedule of external visitors and workshops throughout the year. Any instances of Child-on-child abuse, Sexual Harassment or Sexual Violence will be investigated by SLT in partnership with the Designated Safeguarding lead, to ensure all children are adequately supported (both victim and perpetrator).

All families will be informed and outcomes shared. Where required, referrals will be sought and made to external agencies, the Sandwell Child Protection Team and, if the threshold is met, the Police.

Monday	playtime	morning	dinner time	afternoon	Picture of home reward here
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Tuesday	playtime	morning	dinner time	afternoon	Picture of home reward here
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Wednesday	playtime	morning	dinner time	afternoon	Picture of home reward here
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Thursday	playtime	morning	dinner time	afternoon	Picture of home reward here
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Friday	playtime	morning	dinner time	afternoon	Picture of home reward here
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Target Chart for

A daily chart of behaviour will be sent home every day by the class teacher. This will be based on your child's target as shown below.

Targets

Eg. I must treat others kindly and not try to distract them or annoy them.

Rewards

If gets all sessions marked in a day then s/he needs to have a reward at home. Something small and manageable that s/he can have everyday if s/he does well. This will be...

If gets 3 sessions marked s/he doesn't get a reward and is told why. S/He must be kind all day to be rewarded.

We will also do this at school.

Consequence

If gets only 2 or less marked s/he will need to have the consequence that we have agreed.

It is very important that this all happens just as agreed at the meeting as needs to know that we are working together and you are willing to back the teacher up when his behaviour is unacceptable. If the boundaries are not really clear and consistently applied s/he will not change their behaviour and you run the risk that it will get worse as s/he gets older. If you stick to what you say s/he can and can't do and keep the rewards and consequences small and consistent s/he will learn and eventually change their behaviour.

Thank you for working with school to support your child and providing the consistency that will help them make the changes needed for them to be ready to learn and happy at school.