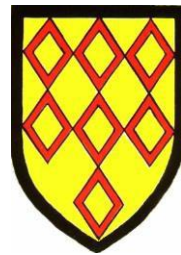


West Sussex Education Authority

Nyewood CE Infant School

“SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH GOD”



Behaviour Policy

“Love one another as I have
loved you.”

John 13:34-35

As a school community we
believe that behaviour is
everyone’s responsibility

Behavioural Policy Key Principles

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

All Nyewood CE Infant School staff will follow the principles and procedures outlined in the policy. As a therapeutically thinking school, all staff must remain positive and optimistic about every child in our care. The uniqueness and special qualities of childhood must be preserved.

The Curriculum Supports our Behaviour Policy

The principles and practice of our Behaviour Policy are underpinned in the RSHE curriculum in the EYFS and Key Stage 1. Through this curriculum aspect, children are explicitly taught the positive behaviour practice as a learning community. Opportunities for developing children's personal, social and emotional development are provided weekly. In addition, children are taught about keeping safe online through the computing curriculum and about playing an active role as part of the wider community through the teaching in RE.

Uniqueness

'You created my inmost being; You knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made.' Psalm 139. 13-14

We encourage our children to develop an understanding that they are uniquely made by God and that He gives us each gifts, talents and abilities which we have to nurture, grow and share with those around us.

Spirituality

***'I have come in order that they might have life – life in all its fullness.'* John 10:10**

We encourage our children to reflect on their inner selves. To consider what they believe, value and feel and how this can shape their sense of identity and self-worth and how they respond to others.

Communication

***'Jesus often went away by Himself to pray.'* Luke 5:16**

We encourage our children to learn how to communicate well with God and those around them, and through prayer and reading of the Bible, to hear God's voice speaking to them.

Behavioural Policy Statement Aims

To maintain a caring, orderly and respectful community conducive to individual progress and high standards of behaviour which are expected and modelled by all staff. To encourage children to be responsible for their own behaviour and actions, to aim towards self-discipline. As a School Community we believe that behaviour is everyone's responsibility.

It is the intention of the school to ensure a secure and happy environment free from threat, harassment, discrimination. It is our aim to create an environment where all are treated with dignity and respect, where stereotypes are challenged and where all members of the school community understand the expectations for behaviour.

Framework for Effective Behaviour Management

At Nyewood CE Infant School, as a therapeutic thinking school, we operate a system of positive behaviour management. Our focus is on support and learning around positive behaviours and modelling positive behaviour choices.

Children are rewarded for positive behaviour choices using Dojo points from which children can earn certificates.

The following phases outline how positive behaviour is taught and managed at Nyewood CE Infant School.

Establishment Phase:

This stage is crucial to the effective management of behaviour and should be given priority during the first weeks of the new academic year and new terms. During this period you establish classroom behaviours and levels of expectation. Consider the following:

Rights:

- Children have the right to feel safe
- Children have the right to be respected
- Children have the right to learn

Responsibilities:

- Children have a responsibility to consider others
- Children have a responsibility to be polite
- Children have a responsibility to care for their environment

Routines:

- Teachers have the responsibility to establish clear routines
- Children have a responsibility to appropriately enter and leave the classroom
- Children have a responsibility to look after equipment and keep the environment tidy

Rules:

- Keep rules positive
- Keep rules to a minimum
- Keep rules simple
- Make sure they are enforceable and are enforced
- Give purpose to rules

Relationships developed with children during this stage are vital to the way in which you will be able to teach during the rest of the academic year. Effective teachers are assertive, but not hostile, consistent and fair. The establishment stage is not achievable on day one. Mistakes may be made

and you will need to reflect on what works well with this particular group of children.

It should be noted that the Establishment Phase is maintained throughout the year and should be revisited, as a focus, at the start of every term, or as the cohort requires.

Consolidation and Cohesive Phase:

During this phase it is important to maintain the routines already established. These routines may well need re-establishing after a holiday or period out of school. An important element of this stage is to transfer ownership of discipline and self-control to the child. In order to achieve this you need to consider the following:

Class Cooperation:

- Ensure time is given on a regular basis to planned discussion: e.g. circle time.
- Rules and routines are understood and regularly rehearsed.
- Credit the effort of the majority in order to demonstrate expected behaviour.
- Children see themselves as doing well and encouragement given to all to make it work.

Communicating Calmness:

- Don't raise your voice.
- Don't 'fight' in the public arena.
- Don't increase tension; engage child at their physical level on a one to one.
- Don't use public humiliation or threat as a tool to 'control'.

Class Culture:

- Adopt a learning approach to solving problems/conflict so you are working with the child as a team to the same goal.

If a child continues to display unacceptable behaviour the following rehearsal technique should be applied with the child in a one to one situation.

Explaining:

The adult outlines what is unacceptable about the child's behaviour in order that they understand why it is not ok. The teacher should make it clear to the child they are unhappy with their action and not them as a person.

Modelling:

The child should be shown acceptable/appropriate ways of acting in the situation.

Practising:

The adult and child rehearse the modelled behaviour.

Visualising:

Talk through the exercise with pictures.

Reframing:

Try and alter the child's perception of how they should behave so they have a positive picture of acceptable behaviour that they can aspire to.

Repair and Rebuild:

It is important to remain optimistic around the child. The adult has to respect the child's childhood. The repair and rebuild stage is crucial to maintaining positive relationships with the child.

- It is important to recognise that children do have negative feelings and they sometimes need to be allowed to be angry in a safe and secure environment.
- Adults need to restore the goodwill in the relationship.
- Catch the child demonstrating the desired behaviours and use specific praise to recognise this.
- Utilise protective educational consequences which support children in learning the desired behaviour and support them in achieving this.
- See the potential in the child.
- It is the certainty of follow-up and not the severity of follow up that is important.
- Try and get the child to explain the bit of the behaviour that you as the adult finds difficult to understand.

Behaviour Strategies

Identifying and Recording Behavioural Concerns

Class teachers identifying pupils with behavioural concerns must notify the Inclusion Lead, share with staff in briefing, as required, and record any incidents within the school management system (currently Bromcom). Where appropriate, staff may also make use of an ABC log (Antecedent / Behaviour / Consequence) which will enable staff to investigate the behaviour further and identify triggers. A supportive adult will sit with the child and create a draw and talk record of how the child is feeling and how they perceive the situation. The class teacher will meet the child's parent/carer to establish a clearer picture and a focussed dialogue between home and school.

Implementing Strategies

If triggers for the behaviour are identified then class teacher and support adults may need to make subtle alterations to their approach for the child. Class teachers will discuss the identified triggers with the Inclusion Lead and refine systems and approaches accordingly. Additional support may be necessary for the child to improve behaviour. This support will be from within the support staff team. Class teachers will share with the child's parent/carer the strategies that are being implemented in school to enable them to support at home.

Monitor and Record Behaviour

Class teacher and other supportive adults will continue to implement strategies. Inclusion Lead will continue to support staff involved with the child. At this stage an evidence base will need to be developed in case of further intervention; this will be primarily through the behaviour recording system. It may become appropriate for the School Nurse or a Family Outreach Worker to become involved at this stage. A Pastoral Support Programme or an Early Help Plan may be set up.

Involvement of External Agencies

An appropriate period of monitoring and school based intervention based on the needs of the individual child will follow. If it is felt that further advice is needed, with parent/carer permissions, this will be sought e.g. through the Behaviour Support Team or Alternative Provision Team.

Progression of Behaviour Management

Level of Behaviour	Behaviour	Consequence
Low Level	<ul style="list-style-type: none"> • Behaviour such as distracting other children 	<p>Apology Repairing of situation</p>
Medium Level	<ul style="list-style-type: none"> • Repetition of low level behaviour • Behaviour resulting in accidental hurt • Inappropriate language 	<p>Following incident, child removed with time out. Time out to be used to draw / show how they are feeling. Class teacher to discuss with child. Record of behaviour logged.</p>
High Level	<ul style="list-style-type: none"> • Deliberate attempt to hurt someone physically or verbally • Destruction of property • Unsafe behaviour 	<p>Following incident, child given time out/internal exclusion in order to calm and, when ready and able, draw/show how they are feeling. Child to draw and talk. TA/class teacher to scribe and class teacher to discuss with child. Plans made for 'next time' response. Senior Leadership team informed. Parents informed. Additional, external support sought.</p>
Extreme	<ul style="list-style-type: none"> • Sustained hurt either physical or verbal • Children who demonstrate repeated extreme behaviour • Sexualised behaviour 	<p>Senior Leadership team informed. Team Teach process used as required to remove child / protect child/other children/staff. Internal / external exclusion to put in place protective educational consequences e.g. small playground, additional pastoral support. Parents informed by senior leadership team. Risk assessment in place as required. Relevant external agencies informed as appropriate.</p>

Call out System for Extreme Behaviour	Use ID card from lanyard and give to a child or other adult to take to a class that has a TA at that time, SLT or a Team Teach member of staff.
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