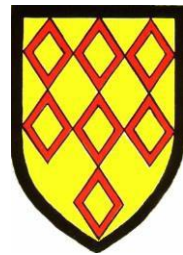


West Sussex Education Authority

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 kindness, dignity and respect. We believe in equity; giving everyone what they need in order to achieve success.

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 and RSHE curriculum and about playing an active role as part of the wider community through the teaching in RE.

Our School Family Life

Nyewood CE Infant School is not only a school that children attend, but a family, to which they belong. Our school family is strengthened and enriched by the life and teachings of Jesus, in accordance with the beliefs and traditions of the Christian faith. As an extension of this, we foster a set of core family values, that we encourage each member of our school family to come to understand and put into practice. These values permeate through all that we do.

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 value the uniqueness of each individual in God's world. Children 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 as we all have a role in God's world.

Kindness

"Treat others as you want them to treat you." Matthew 7:12

We value kindness. Through Jesus' teaching, children learn about kindness and respect and what this looks like in the way they behave, how they treat each other and their role in taking care of God's world.

Independence

'Now as Jesus was walking by the Sea of Galilee, He saw two brothers, Simon who was called Peter, and Andrew his brother, casting a net into the sea; for they were fishermen. And He said to them, "Follow me, and I will make you fishers of men."' Matthew 4:18-20

We value independence to make positive decisions in the way we live our lives. Children learn that independence is about making good choices, being a disciple (follower) and making a choice to listen to God and being shown and encouraged to live out our daily lives as He teaches us.

Communication

‘Jesus often went away by Himself to pray.’ Luke 5:16

We value the power of communication through making connections with others, sharing experiences and building relationships. Children 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 have agency 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 inclusive environment where all are treated with dignity and respect, where stereotypes are challenged, diversity is celebrated 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, consistent behaviour management. Our focus is on support and learning around positive behaviours and modelling positive behaviour choices.

Children are celebrated for positive behaviour choices, linked to each of our school values, using Dojo points.

We use key phrases to highlight positive behaviour choices for example:

- I like the way you...
- Thank you for...
- You have shown (VALUE) when you...
- That made me feel...

The following phases outline how positive behaviour is taught and supported 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, including introducing the school ‘promises’, considering the following:

Rights:

- All members of our Nyewood Family have the right to feel safe
- All members of our Nyewood Family have the right to be respected and treated with kindness
- Children have the right to learn

Responsibilities:

- All members of our Nyewood Family have a responsibility to consider others

- All members of our Nyewood Family have a responsibility to be polite & kind
- All members of our Nyewood Family have a responsibility to care for their environment

Routines:

- Teachers have the responsibility to establish clear routines and expectations
- Children have a responsibility to appropriately enter and leave the learning spaces
- All members of our Nyewood Family have a responsibility to look after equipment and keep the environment tidy

School Promises:

- Keep school promises positive
- Keep school promises to a minimum
- Keep school promises simple
- Make sure school promises are enforceable and are enforced
- Give purpose to the school promises

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.
- School promises 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:

- Use a calm, clear voice.
- Treat each other with respect and kindness.
- Engage children at their physical level on a one to one.
- Treat with respect without using 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 through protective educational consequences.

Practising:

The adult and child rehearse the modelled behaviour as part of their protective educational consequence.

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 prosocial feelings.

- 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

Staff identifying pupils with behavioural concerns must notify the Inclusion Lead, as required, and record any incidents within the school management system (currently Bromcom) as soon as possible. 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 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 Support 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 Support

Level of Behaviour	Behaviour	Protective Educational Consequence
Low Level	<ul style="list-style-type: none"> Behaviour such as distracting other children 	<p>Apology – with clear learning around what this is for and why it is necessary.</p> <p>Verbal reminder of expectations.</p> <p>Modelling of the desired behaviours.</p> <p>Praise for positive behaviours seen.</p> <p>Use of ‘I’m wondering...’ questions to draw out reasoning and reflection.</p> <p>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 give time with an adult. Time to be used to draw / show how they are feeling and learn the desired behaviour / action. Member of staff to discuss with child.</p> <p>Use of calm space to support regulation and express feelings.</p> <p>Apology – with clear learning around what this is for and why it is necessary.</p> <p>Record of behaviour logged in Bromcom.</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 with a member of the middle or senior leadership team/internal exclusion in order to calm, regulation time 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.</p> <p>Plans made for ‘next time’ response.</p> <p>Senior Leadership team informed.</p> <p>Parents informed.</p> <p>Additional, external support sought, where appropriate.</p>
Extreme	<ul style="list-style-type: none"> Sustained hurt either physical or verbal Children who demonstrate repeated extreme behaviour Sexualised behaviour (note the importance to approaching this carefully to not shame a child) Extreme behaviour outside of school 	<p>De-escalation approaches utilised.</p> <p>Swapping of adult to support de-escalation.</p> <p>Senior Leadership team informed.</p> <p>Team Teach process used as required to remove child / protect child/other children/staff.</p> <p>Remove other children to a safe space if required.</p> <p>Internal / external exclusion to put in place protective educational consequences.</p> <p>e.g. additional pastoral support.</p> <p>Parents informed.</p> <p>Risk assessment in place as required.</p> <p>Relevant external agencies informed as appropriate.</p>

Call out System for <i>Extreme</i> 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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