

Learning to Manage Myself

(Formally known as Behaviour Policy)

West Rise Community Infant School and Nursery



WEST RISE

September 2020

Changes due to the COVID outbreak are highlighted with a *

WEST RISE COMMUNITY INFANT SCHOOL

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Introduction

It is widely accepted that for children to learn and perform at their best, and to form and sustain positive friendships and relationships with others, children need to acquire the skills to manage themselves and their behaviour choices. We all experience a greater sense of security when boundaries and expectations are clear and consistent. As such, a clear policy is imperative - not to punish, but to create a predictable environment in which both students and staff can work and learn.

Founded on the latest evidence based research (See Appendix 1), this policy aims to show how our approach to 'behaviour management' is one of a 'power with', as opposed to a more traditional 'power over' paradigm. This approach is supported by a compassionate and mindful response to a child who is perhaps making the wrong choices in how they are learning to manage themselves, and to ensure that all members of the school community work to the school vision, aims and content of this policy.

At West Rise, we believe the learning environment is the starting point to ensure best behaviour at school. By creating the very best environment for parent, staff and children to thrive in, we enable adults and children alike the very best opportunity to be the best they can be.

Underpinning knowledge of evidence based neuroscience enables all adults at West Rise to skilfully work with children to ensure best behaviour, with all adults recognising the vital importance of building secure and positive relationships with children, seeking to understand their unique personality and disposition.

At West Rise Community Infant School we believe that:

- Children are motivated when they are happy, successful, encouraged, praised and given positive reinforcement
- Children need a positive image of themselves in order to be successful and give of their best
- Children develop personal and social skills through learning with and alongside others
- Children will give of their best when they feel understood and included
- Children's wellbeing is essential to their ability to thrive and perform well at school
- Children should be given the opportunity to independently manage their behaviour by being given reflective spaces in the classroom in order to calm and refocus.

It is the responsibility of every adult to support a child in their learning journey throughout school. Whilst a child is allocated to a class, a specific teacher and teaching team (including INAs), it is the responsibility of all adults at school to support the development of a child's behaviour no matter which class they are in – *'It takes a village...'*

Aims

We aim for our school to be a safe, caring and happy place – the safety of every child is our key priority and an important consideration in this policy. We strive to create an atmosphere that is conducive to best learning in that it is calm, organised and respectful. Where the ethos of mindfulness and wellbeing are at the forefront of learning and behaviour development.

We aim to encourage and actively teach children to be kind, considerate and respectful - To be polite responsible at all times.

We aim to develop confident and self-aware children who adopt enhanced socially appropriate behaviour, and in doing so are able to access best learning for themselves and promote best learning for others.

The role of the Governing Body

The Governing Body is responsible for ensuring the safety of every child, and alongside Senior Leadership, for leading the quality of behaviour and safety at school. The governors in consultation with the head and staff have agreed this policy.

The role of the Head teacher and Senior Leadership Team

The quality of leadership provided by the Head teacher and Senior leadership team is crucial to our school's success in promoting best behaviour. The Head teacher takes the lead in defining the vision and aims of the school and creates the conditions for high standards, consistency and fairness.

The Senior Leadership and Pastoral Team have a key responsibility in working with children who are not able to easily access classroom behaviour management strategies and perhaps show extreme behaviour. When this is the case, it is important that all members of the school community understand the unique and very skilful way that an individual child is managed, as behind the management of key children there will be a sophisticated neuroscience based programme in place with the ultimate aim of getting a child to self-regulate and return swiftly back into class, and able to access learning. Surrounding this is also likely to be a therapeutic programme based on need.

The role of the Teachers and Support Staff

All adults in school have an important responsibility to model high standards of behaviour and self-regulation in both in their dealings with children and with each other. It is the responsibility of the class teacher to use their knowledge of neuroscience and best practice generally, to support individual children in developing pro-social behaviour.

As adults we aim to:

- Create a positive climate which enables best behaviour and learning
- Value each child as an individual and hold the highest expectations of each individual to behave beautifully
- Use our understanding of neuroscience for learning to offer children a positive mirror of behaviour and approach
- Understand the potential underlying reasons for a child's behaviour choices
- Ensure that children understand that behaviour is simply a choice and that they must take responsibility for the behaviour choice they are making
- Provide a safe and effective learning environment
- Encourage relationships based on kindness, respect and an understanding of the needs of self and others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability

We strongly believe that children come to school to learn how to behave and to be taught how to communicate very big emotions in the most appropriate way, and to acknowledge that our children have only been alive for 3, 4, 5 or 6 years. It is therefore our job to teach them how to behave appropriately.

The Role of the Parents

Children need parental encouragement and support to make best progress in school. A positive partnership with parents is crucial in building trust and mutual respect, and in developing a common approach to behaviour expectations and strategies for dealing with behavioural challenge.

Parental participation in all aspects of school life is encouraged and for this policy to be effective, parents are asked to co-operate with the school in matters of how we deal with poor behaviour choices in school. To this end the Home/School agreement (See Appendix 2) has been created and is shared with all new entrants and their parents/carers.

Parents are informed of behaviour policy in a variety of ways, including our website. Where behaviour is causing concern parents will be informed at an early stage and given the

opportunity to meet and talk and plan. Parents are notified immediately when serious incidents occur in order for strategies to be agreed and put in place.

The Curriculum and Learning

We believe that our Wellbeing curriculum and tailored learning contribute to best development of behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, the 'disaffection' which can lie at the root of poor behaviour can be avoided.

The children learn about expectations for best learning through not only assemblies and wellbeing teaching, but also through the guiding principle that all staff model self-regulation in the way that they respond to children, events and challenges within the school day.

For further information please see our *Learning and Teaching Policy*

Classroom Management

The classroom environment gives clear and consistent messages to children about the extent to which their efforts are valued and at the same time, in a non-verbal way, lays the expectation for best behaviour – the quality of atmosphere and ethos is essential.

Relationships between teacher and children, strategies for encouraging best behaviour, furniture arrangements, access to resources and classroom displays all have a bearing on the way children behave.

High level organisation and a clutter free environment are essential to best behaviour as is the teacher's persona in the room, ability to structure situations and manage time so that there is an ongoing sense of calmness, togetherness and order.

We aim to ensure that:

- Classrooms are arranged to develop independence and personal initiative*
- Furniture is arranged to provide an environment conducive to on task behaviour*
- Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption*
- Displays are created to develop self-esteem through demonstrating the value of every child's contribution and reinforce behavioural expectations
- The classroom presents as a welcoming environment that speaks of best learning
- Teaching methods encourage enthusiasm and active participation for all

- Children are encouraged to work and play in co-operation with others *
- Praise is used to encourage good behaviour as well as good work.
- Designated reflective spaces are available in each classroom, resourced with appropriate objects to enable a child to calm and self-regulate. *

* Sept 2020 - Classrooms are currently set up in accordance with DfE COVID compliant guidance. As such the learning environment has had to be adapted from one which we would see as best practice.

It is expected that most behaviour will be managed within the classroom by the class teacher. However, if a situation arises where one child, or indeed any child is repeatedly requiring the teacher to stop teaching and intervene at the expense of other children's learning then it is only right that the management of this behaviour is passed onto the SLT / Pastoral team, the details of which are outlined later in this policy.

School Rules

Rules and procedures will:

- Be kept to a necessary minimum
- Be based on the very simple statement, that **'at West Rise we do as we are told'**
- Be consistently applied and enforced
- Promote the idea that every member of the school has a responsibility to get on with learning and that every child has the same right to get on with their learning, whether this is on the playground or the classroom

Rewards

At West Rise we reward children's positive learning behaviour, as well as pro-social behaviour in a variety of ways.

Rewards include:

- Verbal praise from both peers and adults
- Visual praise from both peers and adults – e.g. thumbs up, a wink
- Shared responsibility for best behaviour (Collecting objects e.g. owls, marbles, gems) towards a class celebration
- A Wise Owl certificate awarded in Celebration Assembly *
- A visit to the office to receive commendation for exceptional learning or pro-social behaviour *

*Sept 2020 - Due to COVID measures, assemblies and mixing across bubbles are not possible. Therefore, Wise Owl certificates will be emailed to parents directly by the teacher.

Parents should receive feedback about their child's effort and behaviour when collecting at the end of the day. Not an onerous feedback session; simply a smile, a wink, a high five or a comment to the child as they go out of the door – each child, each day.

As appropriate, individual class teachers will set personal targets with rewards tailored to meet the needs of the class or individual.

Sanctions

It is an essential part of our policy that we will not punish whole groups of children for the misdemeanour of individuals. The whole class will be encouraged to support individuals who are experiencing difficulties with behaviour and seek to understand the root cause.

In school, children who make a poor behaviour choice are politely asked to behave and reminded of expected behaviour. Children are reminded that it is their chance to put it right. This is the key procedure that is in place in all areas of school.

If a child does not correct their behaviour choice the next step of the behaviour policy comes into action.

Please note that the Nursery is included in this policy but has its own procedures and strategies in place appropriate to the age of the children in their care, which are underpinned by the same values and aims.

Continued Misbehaviour...

The adult uses an 'I need you to' message and 'I will count to 3' combined with naming the consequence/s of not responding by the count of 3 (the consequence usually being name on the board and a sanction meaningful to that child. E.g. Missing playtime or loss of class privileges). If the child responds by the count of 3 and corrects their behaviour then child is back on track and no consequence or payback is necessary. If they continue then the sanction needs to be carried out but it is essential that adult explains to the child why their consequence is in place and help the child to identify why it wasn't ok.

If the child continues their poor behaviour choice and this is impacting on the teacher's ability to continue teaching the class, then the adult may choose to offer the chance for the child to access the reflective area in the classroom in order to try and self-regulate using the

resources provided, and / or if deemed appropriate co-regulate with an additional member of staff. If the child then continues to disrupt learning with poor behaviour choices, the teacher can escalate the incident to be dealt with by a member of the Pastoral or Leadership Team.

At no point must a child displaying poor behaviour choices be 'man handled' to the office due to Health & Safety reasons. The Head / Deputy must be called for to attend to the child. If necessary, the adult dealing with the situation may remove the child to outside of the classroom. This is essential during the COVID period.

If a child is consistently needing to be given time to self-regulate or is receiving sustained amounts of payback, the Pastoral / Leadership Team as an enhanced programme may need to be put in place based on any underlying issues.

Detention

Detention, in its traditional sense, is not something that we believe is useful for the age of the children that we teach and we feel that it is a punishment rather than an opportunity for learning. However, there are times when children will need to miss out on recreational times where they have been unsafe on the playground or have not responded to usual classroom behaviour management strategies. When a child is required to spend time 'in the boring office', this time is carefully managed and is used as an opportunity for the child to be supported to reflect, repair and restore relationships that have broken down through poor behaviour choices*. Mindful breathing and reminding of the neuroscience behind behaviour choices always underpins this approach.

* Children will sit at a sanitised desk, in the hall, just outside the Head Teacher's door. The door will remain but in order to comply with social distancing, the child will not enter the office.

Extreme Behaviour

In the very rare event of a serious incident, where behaviour is extreme, in that it is purposeful act of violence rather than as a result of an immature physical reaction, then the Head teacher and/or Deputy Head teacher is to be called for immediately. The knowledge of the individual child, an understanding of evidence based neuroscience and the context of the outburst is crucial in dealing with 'kick offs'.

The Pastoral Lead will keep an awareness of behaviour patterns across school and any incident which calls for a child to be removed to the office, a behaviour investigation is carried out and ABC form (See Appendix 3) completed. This may then lead to specific

individual programmes being developed and parents being informed, especially if Senior Leadership have been called for, which results in them being taken to the office.

Neuroscience tells us that if patterns of misbehaviour become established, we need to break the pattern. In order to do this an individual package is developed.

The package may include:

- Using evidence based neuroscience to create new messages through positive psychology, e.g. red, amber, green charts, teaching about the brain, affirmation cards, enhanced personal wellbeing books – basically what is needed for a child to break and renew their behaviour pattern
- Developing children's individual understanding of their own behaviour risk factors that are influenced by their own behavioural challenge e.g., child who has a tendency to anger is shown strategies for grounding and appropriate response, the child who has hyper energy is shown awareness of the effects of food, the child who needs to run off their energy and switch environments – essentially breaking a pattern, switching the energy and applying opposite to the behaviour shown and the emotion felt
- Positive time out with adult, in a quiet place e.g, relax kids / yoga / MindUP / Headspace
- Carefully unpicking any underlying causes

Teachers will inform other staff of specific strategies used for particular children.

Lunchtime Provision

Mid-day Supervisory assistants need to receive effective communication from teachers about individual behavioural needs. The liaising between class teachers and MSAs is important in enabling MSAs to manage behaviour.

Children are expected to continue best behaviour into their lunchtimes and there should be no changes to this expectation just because it is lunchtime. Whilst lunchtime is by nature a more free and social time it is still a learning time and therefore best behaviour is expected. Teachers have a responsibility to ensure that MSAs are valued and there is a consequence to poor behaviour choices - the very simple statement, '**at West Rise we do as we are told**' is the key message here.

Behavioural expectations and management are the same for MSAs as the rest of the staff. The sanction on rules and sanctions earlier in the policy relates to MSAs in the same way, except if a child makes a poor behaviour choice and refuses to correct their behaviour after

the count to 3, the child is given a time out by being asked to stand on a spot on the playground for 5 minutes to observe other children behaving in a positive way. After this time the child is reminded of expected behaviour and the 'do as you are told' message.

MSAs are encouraged to supervise and play games with the children. We try to supply a variety of playground equipment and activities to encourage best play.

Peer on Peer Abuse (Bullying)

We recognise and acknowledge that bullying is harmful and has serious consequences for children's wellbeing and learning if it is not dealt with effectively.

Please see our Peer on Peer abuse Policy for further information

Racial and sexual harassment

As with bullying we take incidents of racial and sexual harassment very seriously and it is simply not tolerated. Similar strategies to those for dealing with bullying will be implemented.

Please see our Peer on Peer Abuse and Equalities policies for further information

Exceptional Circumstances

Where acute anti-social, disruptive or aggressive behaviour occurs we know that sanctions alone are ineffective, and as such, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures take place to eliminate any of these factors. Additional specialist help from outside agencies may be necessary and this should be discussed with the Head teacher.

In seeking to ensure positive behaviour at school we look very carefully at the reasons why a child may be demonstrating challenging behaviour. We do, as appropriate, refer to our Safeguarding and Child Protection policy.

Exclusion

At West Rise we believe that exclusion from School for a young child can cause more psychological harm than good. Crucially, children need to trust that an adult will not give up on them or reject them when they get things wrong, and sending them home is more likely to increase the desire to be at home than offer a warning! Therefore, most exclusions if they are to take place, will be of an internal nature – Exclusion from School would be the last resort. However, if a pupil is at serious risk of exclusion the procedures as outlined by ESCC are referred to.

We work closely with parents and outside agencies to provide appropriately for those children who find school challenging in the extreme.

Searching and Confiscating

In the exceptional cases where we need to carry out a search of a child or indeed confiscate anything from a child the DfE publication/advice on searching and screening needs to be referred to.

*** COVID**

If a child purposely coughs on another child in order to 'give them COVID', the child will need to be seen by the Head teacher, who will also contact the child's parents to discuss the seriousness of the situation.

When Behaviour is 'Beyond'

There are times when a young child's behaviour can tip into a potentially unsafe outburst/tantrum. If a child is refusing to comply and / or demonstrates behaviour which presents danger to self or others then staff may resort to employing 'reasonable force' which may be restraint. Key members of staff have received restraint training and always work within ESCC / DfE Guidance July 2013. *

*Sept 2020 - Due to social distancing measures during the COVID crisis, teachers will contain, rather than restrain and call the parents in to deal with the child.

If there has been a need to restrain a child in order to keep them safe then parents will be immediately informed. If a child has ongoing behaviour outbursts which presents an issue of safety for the child or others parents will be asked to a meeting to complete a risk assessment and use of positive restraint agreement form.

***Life and Learning at West Rise is simply about being the very best we can be at all times.
Adults have a clear role in modelling, demonstrating and expecting best behaviour.***