

SOUTHBOURNE INFANT SCHOOL



Relationship and Behaviour Policy

Southbourne Infant School is committed to creating an environment where behaviour is at the heart of productive learning and where every child feels happy, safe and valued. We use a restorative approach to behaviour management, which puts the relationship between staff and children at the centre, and is based on kindness.

Everyone in our school is expected to show respect to others and to accept responsibility for their behaviour. This is how we build positive relationships. We believe in the importance of teaching, recognising and rewarding positive behaviour and recognising over and above behaviours. We believe that children need to be taught appropriate behaviours and understand how their behaviour can affect others.

Southbourne Infant School aims to:

- create a calm and caring atmosphere within the school where individual differences are acknowledged and valued
- use a consistent language
- use visible consistencies to reinforce expected behaviour
- encourage independence and self-regulation so that each child becomes responsible for their behaviour
- ensure all adults manage behaviour and follow up incidents

This is how we do it here

| Behaviour Values | Visible Consistencies – Every day | Over and Above Recognition |
|--|---|--|
| <ul style="list-style-type: none">• Be Ready• Be Respectful• Be Safe | <ul style="list-style-type: none">• Daily meet and greet• Recognition Board• Praising children showing the right behaviours | <ul style="list-style-type: none">• Positive notes including Headteacher notes• Hot Chocolate Friday (Half termly)• Celebration Assembly |

All adults will:

- Meet and greet at the door/gate
- Refer to 'Ready, Respectful, Safe' in all conversations about behaviour
- Build relationships and treat all children fairly and with respect
- Notice excellent behaviour – Over and Above
- Praise publicly
- Remind or support a child in private
- Actively promote the wellbeing of all children
- Create a safe environment, physically and emotionally, which promotes positive learning behaviours
- Explicitly TEACH behaviour through all interactions
- To use of **Zones of regulations to support behaviour discussions**
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

The senior leadership team will:

- be a visible presence around the school
- encourage and model use of positive praise publically
- ensure staff training needs are identified and met
- support staff in managing children with more complex and challenging behaviours

Children's responsibilities:

- to be ready, respectful and safe at school
- to be responsible for their behaviour

Parents' and carers' responsibilities:

- to be aware of the school behaviour policy
- to support the school in the implementation of this policy
- to praise a child when they bring home a positive note/headteachers note/celebration certificate
- to encourage your child to have independence and responsibility

Behaviour Management procedures

The R's Stepped Intervention (Delivered in private wherever possible in a gentle non-threatening, at eye level)

| | |
|---------------------------------|---|
| Reminder | Children will be reminded of the behaviour values Ready – Respectful – Safe |
| Review - Second Reminder | Children will be reminded again of the behaviour values Ready – Respectful- Safe Children will be reminded of a time they were successful using our behaviour values |
| Reflect (Time to think) | Children will be asked to sit somewhere away from the group/class and use this time to think about our behaviour values and their own behaviour |
| Restore | The adult will have a conversation with the child about the situation. The child will be asked 'Who has been affected by their behaviour?' and 'What can we do to make things right?'. The relationships between child, adult and class/group is restored |

- All adults will be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps.
- We resist endless discussions around behaviour and spend our energy returning children to their learning as soon as possible.
- If a child hurts another child the parents/carers of both children will always be spoken to.

Extreme and Challenging Behaviours

Some children exhibit particular behaviours which may be based on adverse childhood experiences, family circumstances or particular needs. As a school we recognise that their behaviours may be a way of communicating their emotions. Some children will have a behaviour support plan and/or an individual risk assessment. We will use restorative approaches to managing challenging behaviour, in line with the West Sussex SEND Strategy. These will be tailored to individual needs and will draw on the expertise of external agencies where appropriate.

For more serious concerns **parents will be contacted immediately** and invited to come to school to discuss the situation. At this stage targets may be set and agreed with the child and adult dealing with the behaviour. More serious incidents or persistent anti-social behaviour is recorded on individual behavioural log (ABC Log) and is kept by the class teacher/SLT.

When dealing with extreme behaviours, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort. It is part of our policy and standard procedures to ensure that some members of staff have access to training in the use of safe ways to restrain children should it be necessary for their safety or that of others. (Team Teach training). Parents are always informed if there is a need to physically restrain a child and a Positive Handling Plan will be put in place which parents are asked to read and sign.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- 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; and
- restrain a pupil at risk of harming themselves through physical outbursts. (DfE Guidance Use of Reasonable Force)

Children with emotional, behavioural or speech and communication difficulties may often present with challenging behaviours. Risk assessments and behaviour logs will be carried out for these children and action plans or specific IEPs/ PSPs will be in place to assist staff to manage and reduce the risks presenting from their behaviours. (see also SEN policy and procedures)

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do our best to ensure that all pupils are free from fear. (See Anti-bullying policy)

Monitoring and Review

The good behaviour of the children at this school is promoted and supported by a range of whole school procedures and strategies which are updated regularly and these are reflected in this policy.

The policy and procedures are monitored and reviewed continually in the following ways:

- regular meetings to ensure all staff are up to date with current procedures, and are aware of any children whose behaviour may be causing concern.
- staff on playground duty during morning breaks and lunchtimes, are vigilant in supervising the children and recording and reporting any incidents as necessary.
- all staff including new members of staff have access to the staff handbook with details of behaviour expectations, and how to deal with emergencies. The handbook is updated regularly.

This policy and related documents will be reviewed and updated regularly by staff and governors.

10. Resources to support this policy

Preventative and risk reduction resources

- risk assessments
- behaviour logs and observations including log for anti-bullying
- action plans, IEPs
- ELSA support and other interventions
- Team Teach training in the safe restraint of pupils as appropriate

Measures for applying sanctions for persistently challenging behaviour

- staff discussions, reviews
- letters, meetings with parents
- behaviour charts, specific action plans agreed with parents
- involvement of governors
- involvement of external agencies, in particular the Inclusion Support Team
- use of Support Plans as required
- reports and record proformas
- WSCC Behaviour Guidance, including information on exclusions