Forefield Community Infant & Nursery School

Positive Relationships and Behaviour Policy

Approved by:	Governing Body	**Date September 2024**
Next review due by: **July 2025**		

Statement of intent

Forefield Community Infant and Nursery School is a place where everyone is treated equally, encouraged and respected. In our school there are "no outsiders" and everyone is welcome. We believe that all of our pupils should be able to achieve their full potential academically, socially and emotionally. We believe that our pupils' strengths are used as a means of gaining success and uniqueness celebrated. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a safe, happy, caring and fun environment. We all work for our school to be a place where all pupils enjoy their educational journey. Forefield Community Infant and Nursery School adopts a relationship-based, restorative approach to understanding and supporting behaviour. At Forefield Community Infant and Nursery School, we aim to provide an environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting. In formulating this policy, we are following the recommendations from the EEF improving behaviour in schools report which outline four proactive and one reactive strategy:

Know and understand your pupils & influences

Teach learning behaviours alongside managing misbehaviour

Use consistent classroom management strategies to support good classroom behaviour

Use simple approaches as part of your regular routine

Use targeted approaches to meet the needs of individuals in your school

This policy gives guidance on the strategies members of our staff are permitted to use to discipline pupils and sets out the expectations for all our stakeholders - governors, staff, pupils and parents/carers.

Aims of our Positive Behaviour Policy The aims of this policy are:

To reinforce the school's Golden Rules

To encourage a safe, calm, purposeful and happy atmosphere within school that is conducive to learning

To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others

To develop a consistent approach to positive behaviour support throughout the school with parental cooperation and involvement.

To encourage our pupils to co-operate with one another and with the adults in school

To ensure that everyone is clear about their role when supporting a pupil's behaviour

To make the children aware of "wrong choices"

To encourage increasing independence and appropriate emotional regulation so that each child learns how to manage their own behaviour.

To ensure staff teach learning behaviours alongside supporting wrong choice behaviour.

This policy sets out measures (as part of our legal duty) to:

Promote positive behaviour, self-regulation and respect

Prevent bullying

Ensure that pupils complete assigned work

Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy Online

Our Behaviour Curriculum:

We have a proactive approach to supporting emotional, social and cognitive behaviour in school which is woven through all areas of our curriculum. Creating an environment which promotes positive behaviour is paramount in our school. Positive behaviour is taught through our PSHE and RSE Curriculum, computing curriculum and our whole school and class assemblies.

Our Behaviour Curriculum is supported by our Golden Rules:



Understanding behaviour and our expectations

At Forefield Community Infant and Nursery School, we believe that positive behaviour is essential for supporting our pupils to fulfil their potential. We believe that pupils have the right to learn in an environment which is safe, respectful and nurturing. Our "Golden Rules" focus on making positive behaviour choices linked to creating a school of pupils who try their very best to:

Be kind

Listen

Be honest

Look after property

Do their very best and work hard

All staff should recognise children demonstrating the Golden Rules in all aspects/areas of the school environment and reward with a green dojo. Staff who are recognising and rewarding the positive behaviour with a green dojo are then responsible for adding this dojo onto the school system.

We acknowledge that behaviour for some, is a form of expression or communication and ensure that we are mindful of any potential barriers linked to Social, Emotional and Mental Health needs. Should this be so, we support pupils through carefully co-ordinated systems to ensure the well-being of all of our pupils is paramount. Effective wellbeing promotes good behaviour, effective learning and positive relationships. We believe that all pupils can develop ownership of their own behaviour through the consistent implementation of our behaviour expectations, adapted approaches to supporting individual needs and a partnership between home and school.

Supporting Behaviour

Acknowledging right choices

At Forefield Community Infant and Nursery School, we recognise that positive behaviour should be taught and modelled. Our Golden Rules enable us to teach and value the behaviours that we would like to see and help us to embed our school's behaviour culture. We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect. In school we use the Class Dojo reward system to acknowledge right choices of behaviour. The children will receive a green dojo for recognising and following our "Golden Rules"

Supporting wrong choices

We recognise that sometimes children can make mistakes in their choices around behaviour. Although rewards are central to the encouragement of right choices linked to behaviour, there is a need to support our pupils to understand that some behaviour choices are not appropriate.

When a member of school staff becomes aware of wrong choice, they should respond predictably, promptly, and in accordance with the school Behaviour Policy. Pupil's will be given 2 verbal warnings followed by a red dojo linked to not following our "Golden Rules". These are as follows:

Being unkind with our words or actions

Not listening and talking when an adult or another person is talking

Not being truthful

Not looking after property

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that the wrong choices and inappropriate behaviour will always be addressed in a consistent way.

De-escalation techniques used through Team Teach training can be used to help prevent further behaviour issues arising and recurring and schools will use pre-agreed scripts and phrases to help restore calm.

The aims of any response to wrong choices should be to maintain the positive culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the frequent recurrence of wrong choices. Following a red dojo being given, there will be the opportunity for the pupil to reflect on their behaviour with a member of the Senior Leadership Team during playtime/lunchtime or continuous provision.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Roles and Responsibilities

Behaviour Support is the responsibility of everybody at Forefield Community Infant and Nursery School. We are committed to encouraging positive behaviour in an atmosphere of mutual respect. A clear school positive behaviour policy, which is consistently applied, underpins effective education. We acknowledge that everybody who is included in our school life has a responsibility in ensuring that positive behaviour support is at the heart of our school ethos.

The Responsibilities of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher supervises records of all reported serious incidents of misbehaviour, which will be recorded on CPOMS.

The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified. (see Suspension and Permanent Exclusion Policy)

Alongside the DSL, the Headteacher will share pertinent information regarding a child's experiences and possible experiences to be aware of.

The Role of Teaching and Support Staff

It is the responsibility of all staff the to ensure that the "Golden Rules" are enforced in their classrooms and in all school environments.

The class teacher will discuss the whole-school Golden Rules with their class at the start of the new academic year and regularly reinforce as part of everyday routines and high expectations.

The Golden Rules and Friendship Policy will be clearly displayed in every classroom and communal rooms across the school.

All staff must hold high expectations of behaviour and strive to ensure that all children work to the best of their ability, with regular reminders throughout the day of behaviour expectations.

All staff must treat each child fairly and with respect and understanding when implementing the Golden Rules.

All staff are aware of what 'typical behaviour' would be for individual children and if a child is acting differently, staff will use their professional judgement throughout the day to 'check-in' with the child and if appropriate offer some 'Time to Talk' with the Pastoral Education Support Coordinator in the Rainbow Room or one of the Emotional Literacy Support Assistants.

For all low-level incidents (Stage 1 and 2), the staff member should deal with the incident if they are confident to do so. If staff are not confident to deal with the behaviour this should be referred to the class teacher for advice/action.

Following 2 warnings, and a 3rd incident of behaviour, the member of staff will issue a red dojo. This should be recorded on CPOMS. Children who receive a red dojo will have an opportunity to reflect on their behaviour with a member of SLT during playtime/lunchtime or continuous provision.

A first red dojo and time spent reflecting on behaviour (with SLT) will be recorded on cpoms by the staff member issuing the red dojo. Any further red dojo's resulting in time spent reflecting on behaviour with SLT, (within a half term) will result in a message sent to parents/carers via Parent App, to inform them their child has received a red dojo. Class teachers will communicate the reasons why a red dojo was given to parents/carers either face to face or via telephone the same day.

All Stage 2 or above incidents must be recorded on CPOMS by the member of staff issuing the warnings/red dojo, including details of any communication to the parent/carer.

If the behaviour that challenges continues, escalates or the action is deemed to be beyond Stage 1 and 2, the staff member should move to Stage 3 of the behaviour management plan.

All Stage 2, 3 or 4 incidents must be followed up with a restorative conversation between the adult involved and the child.

If a child's is consistently receiving red dojo's, this should be communicated to the parent/carer and a behaviour support meeting arranged to discuss their child's behaviour and explore the reasons for the behaviour and plan what further steps that can be put in place to support their child.

The Role of Welfare Staff

It is the responsibility of the welfare staff to deal with incidents meeting Stage 1 and 2 criteria. Welfare staff should report any Stage 2 incidents to the child's class teacher by the end of lunchtime and communicating clearly how many warnings a child has been given and what these are for. Stage 2 incidents must be recorded on CPOMS by the class teacher once information has been shared by Welfare Staff.

After issuing 2 warnings, Welfare staff should support the behaviour of the child with a physical intervention, e.g. directing the child to hold their hand for a few minutes, or directing a child to a different, more appropriate activity e.g. taking them to the trim trail.

For more serious incidents (Stage 3), lunchtime staff must inform the class teacher immediately. These must be recorded on CPOMS by the class teacher once information has been shared by the Welfare Staff.

Staff that are not classroom based (e.g. administration staff, premises staff) should ensure that the Golden Rules are being followed by the children as they move around school. Any incidents noted by these members of staff should be dealt with in line with Stage 1 and reported to the class teacher immediately.

Teaching Assistants working in the classroom will support the teacher in matters of behaviour support. They will support the behaviour of children where necessary and challenge children if appropriate, in line with Stage 1 and 2. These incidents will be reported to the class teacher if he/she is not already aware. These must be recorded on CPOMS by the class teacher/teaching assistant.

Actions and Responses to behaviour

	Action	Response
Stage 1 **Low level behaviour and warnings**	Actions that do not follow our Golden Rules.	The child will be given a warning by the adult who observes the behaviour. An intervention may be put in place to support further warnings, e.g. moving a child to sit near an adult, giving then a fiddle toy. **If a child intentionally hurts another child then a straight red Dojo is issued to the child. (This will be handled sensitively but act as a reminder of the severity and consequence of such actions)**
Stage 2 **Persistent behaviour – Red dojo given**	Persistent low level behaviour following an initial warning	A further warning will be issued followed by an intervention to support the correct behaviour choices. If the behaviour continues after 2 warnings a further red Dojo will be given to the pupil. *This will be handled sensitively being mindful of the pupil's wellbeing linked to the consequence of their action* Behaviour will be recorded on CPOMS by the staff member issuing the red dojo. An opportunity for reflection linked to the red dojo being given will be through a restorative reflection time with a member of the Senior Leadership Team – Parents will be informed of the reflection time through communication via the school app after any subsequent visits.
Stage 3 **Multiple red dojos**	Persistent behaviour following a red dojo being given. The threshold for asking child to leave the classroom should be if their behaviour is detrimental to the education or safety of other children.	Removal of a pupil from the learning environment if the behaviour being presented is escalated to a point where it is detrimental to another pupil's learning. This will be: **Supervisory** – Where a pupil is asked to leave the classroom to spend time in the phase lead's classroom and they remove themselves independently. **With Support** – With Team Teach "Caring C" support by appropriately trained staff to leave the classroom and spend time in the phase lead's classroom. If the phase lead is the class teacher responsible, the child should go to another classroom within their year group) The behaviour will be logged on CPOMs by the class teacher An opportunity for reflection linked to the red dojo being given will be through a restorative reflection time with a member of the Senior Leadership Team – Parents will be informed of the reflection time through communication via the school app after any subsequent visits.

Stage 4 **Serious incident**	The threshold for stage 4 is if the pupil is demonstrating behaviour that disrupts the education of others, is putting the safety of themselves or others in jeopardy or is damaging property.	Dynamic Risk Assessment Follow the Individual Behaviour Support Plan if the behaviour has been known to happen before The use of reasonable force - 'using no more force than is needed' Member of SLT and behaviour lead notified Record the incident in the serious incident book. Any physical intervention is recorded on appropriate paper work and logged in serious incident book. Parents are informed and a meeting with behaviour lead arranged. Seek additional support from appropriate external agency support The Headteacher may issue a suspension or permanent exclusion in response to any serious incidents of behaviour or persistent breaches of the Behaviour Policy. (See Suspension & Exclusion Policy).

Reasonable Force

Members of staff are legally entitled **to use reasonable force** to prevent pupils **committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.** (Please refer to the school's Care and Control Policy and the DFE Use of Reasonable Force Guidance (2013).) Staff receive training in the use of reasonable force that is only ever used in **exceptional circumstances** where a child may be at risk of causing harm to either themselves or others. Members of staff are trained in the **Team Teach** approach. This is an accredited behaviour support model that provides safeguards if the use of reasonable force is deemed necessary. Reasonable force will only be used as a **last resort** strategy when it has been proven that other behaviour support strategies have not reduced the risk of harm or damage. This is a **short-term last resort strategy** designed to **stabilise** a potentially dangerous situation. For more information please see our "**Care & Control Policy**".

Pupils' Conduct Outside the School Gates

In formulating the policy for this section, we have considered the DFE Discipline in School document (2016).

As a school we have set out below our response to:

non-criminal behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the consequences that will be imposed.

Such activities include when a pupil is: - taking part in any school organised or school-related activity or, - wearing school uniform.

Or behaving inappropriately at any time, whether or not the conditions above apply, that: - could

have repercussions for the orderly running of the school or, - poses a threat to another pupil or member of the public or, - could adversely affect the reputation of the school.

In all cases of inappropriate behaviour, school can only carry out the investigation and chosen consequences for pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member (e.g. school trip).

Following an investigation, in such cases as those listed above, the school will apply a response to behaviour as is deemed appropriate to the behaviour presented in line with this policy.

Behaviour and Equality

Supporting Vulnerable Pupils and Pupil Support Systems.

Equal opportunities are central to all aspects of life at our school. At Forefield Community Infant and Nursery School we aim to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics.

We acknowledge our legal duties under the Equality Act 2010 and in relation to this policy, recognises our duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as it is reasonable to avoid disadvantage.

We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and feel pride in their identity. We apply this to the way we support all of our pupil's behaviour. We acknowledge that all of our pupil's behaviour needs are responded to appropriately, adapting the provision that we put in place to ensure that equity is at the forefront of our practice.

For our children we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs.

We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour tracking is collated on CPOMS, all Senior Leadership Team members monitor logs.

Parents/carers will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of incidents recorded. The Senior Leadership Team, SENDCo, a member of the Pastoral/ Safeguarding Team and/or the class teacher will discuss with parents/carers strategies to further support their child's behaviour.

These may include: - Home-school books, - Personalised sticker charts linked to clear targets - Individual Behaviour Plans - Flexible timetabling - Support from an external agency - Pastoral Support Programmes – Early Help meetings- Team Around the School additional support- Referral to MHST team

The school will work closely with the parent/carer to identify the function of a behaviour and to support the pupil to change their behaviour where appropriate. The school may create a positive behaviour plan for pupils who need additional supported. Where a physical intervention may be needed based on previous incidents or presenting behaviours to manage distressed or challenging behaviour, this will be included within the plan. The behaviour plan is logged on CPOMS and shared with all adults involved in the education of that pupil as well as the parents/carers. Parents/carers will be informed and the plan shared.

Staff Development and Support

All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and PPD.

Staff are Team Teach training which is updated every 2 years.

Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling.

They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy and Whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.

In the event of pupils having been found to have made malicious allegations against school staff immediate action will be taken by a member of the Senior Leadership Team. Monitoring arrangements This behaviour policy will be reviewed by the Headteacher and the Governing Body annually. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

Accessibility Policy

Child protection and safeguarding policy

Anti-bullying policy

Care and Control policy

Suspension and Exclusion Policy