Stanford Infant School

Behaviour Regulation Policy
Introduction
This policy has been developed and implemented with the whole school community, including pupils, families, staff and governors.

At Stanford Infant School, we celebrate friendship, respect, excellence and courage. Our safe and happy learning environment engages, challenges and inspires our learners at the beginning of a journey of learning forever.

‘Exploring and Learning Together, Inspiring Each Other’

For our vision to be effective, everyone who learns and works in the school should feel happy and secure that a fair and consistent approach applies to everyone and that school always remains a safe and happy learning environment. We understand that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need.

This Behaviour Regulation Policy links to the other policies we hold in school:
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Health and Safety Policy
- Online Safety Policy
- Physical Restraint Policy
- PSHE Policy
- Teaching and Learning Policy

Policy Scope
We are committed to providing a safe, inclusive, diverse and secure learning environment for all members of our community. In order to achieve this we will strive to create a culture for learning where everyone involved understands the school’s ethos and their own personal role in ensuring that everyone feels safe, happy and eager to learn. We have high expectations of behaviour, which we endeavour to maintain through our culture for learning.

This policy has been based on guidance provided by B&H Local Authority and is for all children, staff, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives
Our school is committed to the emotional mental health and well-being of its children, staff and families. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.
It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

**Strategies to Promote our Positive Learning Culture**
Stanford Infants is committed to promoting positive behaviour in a variety of ways. The school employs a range of strategies to create a safe and secure learning environment (inside and out) which ensures that children enjoy coming to school and are able to thrive and achieve their full potential (Appendix A).

Children thrive through praise and recognition. We use language for learning to manage and maintain appropriate behaviour. Every member of our school community makes our high expectations clear by encouraging, recognising and praising positive behaviour.

All adults who work in the school agree that the child is at the centre of everything that we do. Everyone in school has high expectations for the children in terms of both their learning and behaviour. Each child is respected and listened to by the adults in the school. There is a clear emphasis on building and maintaining positive relationships. We understand that attachment is central to our well-being and affects us all. We share a consistent, common approach as each child is treated as an individual with their own particular strengths and needs. All adults take responsibility for and are explicit about expectations and boundaries. We understand that children learn from our actions and therefore ensure that we are positive role models for them.

We make it clear that when challenging or inappropriate behaviour is displayed that it is the behaviour that is disapproved of and not the child – we then clearly identify and name the negative behaviour with the child, why it is disapproved of and describe the positive behaviour expected. We believe in a restorative approach to solving problems relating to behaviour. The model encourages the development of effective approaches to repairing problems. It is a no blame approach that focuses on repairing the damage. It allows children to come up with their own solutions and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation.

**Role and Responsibilities**
We strongly believe that responding to the Social, Emotional, Mental and Health (SEMH) needs of individual children is a shared responsibility.
At Stanford Infants, all staff will...
- Listen to children
- Give children a chance
- Label the behaviour and not the child
- Treat everyone with courtesy
- Be positive and consistent

The grown-ups in our school will be:

- The Grown-Up
  - Reflective and Self-Aware
  - Respectful and Non-Judgemental
  - Resilient and Robust
  - Responsible and Mature
  - A Good Role-Model (calm and non-reactionary)

We will help the children to be:

- The Child
  - Reflective and Self-Aware
  - Communicative
  - Reciprocal – ready, willing and able to learn alone and with others
  - Resilient and Resourceful
  - Able to Learn from their Mistakes

We will encourage and support families to:

- The Family
  - Engage with the School Community
  - Be supportive of the school’s ethos
  - Be supportive of their child’s learning – both at home and at school
  - Have an understanding of their child’s progress and achievement
  - Be Communicative
  - Encourage excellent attendance and punctuality – including their punctuality at the end of the day
Our Golden Values
At Stanford Infants, we have an agreed set of school values:
We are...
Friendly
Respectful
Excellent
Courageous

These values are based on fundamental principals of everyday life that everybody can understand and follow. The values are displayed prominently in every class, activity area, area of the school and playground. At the beginning of the academic year each class will discuss them as part of their PSHE curriculum – they will discuss why they are there to keep everyone safe and happy and to ensure that everyone can do the best they can. All adults actively refer to the school values to reinforce the behaviour we want, e.g. “well done, you have shown respect to a grown-up today”.

Individual class values are agreed by the class at the beginning of the school year. These are prominently displayed in the classroom.

The Power of Positive Praise
At Stanford Infants, we believe that good behaviour needs to be taught and that “what you pay attention to is what you get.” We therefore base our systems on looking for and rewarding good behaviour.

The guidelines we follow are:

- Looking for the positive and being explicit in our praise helps pupils understand exactly what behaviour is appropriate.
- Adults need to model positive behaviour and relationships for pupils at all times.
- Anticipating and planning for positive behaviour works better than waiting for poor behaviour to happen.

Rewards
- Verbal and non-verbal praise and positive reinforcement.
- Telling parents/carers good news about their child’s achievements.
- Sharing and celebrating success with another adult in school including the Head Teacher / Deputy Head.
- Stickers awarded for both academic and social effort and achievement – the child must be told why they have received the sticker using the language of praise.
- Special Mention Assembly- each teacher will select up to two individuals or groups for a Special Mention which will focus on our Golden Values.
- Golden Choices.
- Class Rewards.

Many of the strategies employed create a culture for learning without needing external rewards.
Golden Choices
Golden Choices takes place on a Friday morning straight after our celebration assembly. Each adult in the school offers a Golden Choice. It is a real community event, with children across the school celebrating our positive ethos. There is a wide range of exciting and enriching activities for the children to select from and look forward to.

How we Minimise Negative Behaviour
In order to minimise poor behaviour we follow these general guidelines:
✓ We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning and differentiation for work and behaviour pays dividends!
✓ We react in as calm a manner as possible so we can de-escalate the situation.
✓ We know that distracting and diffusing a situation is safer for children and adults.
✓ By giving clear expectations of work and behaviour, we give pupils clear aims and boundaries.
✓ We know that good communication with parents/carers ensures a more settled child.

How we Respond to Negative Behaviour?
Whole school consistency is vital in providing clear, unambiguous messages to children about our expectations of behaviour and the consequences if these are not met. The system outlined below is applied consistently throughout our school. Children are always given warnings and opportunities to make the right choices in self-regulating their behaviour. However, we understand that behaviour is a communication of an emotional need (whether conscious or unconscious) and will aim to respond appropriately. We will take a non-judgemental, curious and empathetic attitude towards behaviour and respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. All staff will consider context when interpreting behaviour.

We encourage parental engagement and involvement when addressing and planning support for children’s Social, Emotional, Mental, and Health Needs.
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Routine classroom misbehaviour</th>
<th>Distracted, distracting - low level attention seeking - calling out, interrupting, ignoring instructions, inappropriate noises.</th>
<th>Non-verbal communication – e.g. eye contact (the look!), frowns, proximity.</th>
<th>Teacher/Support Staff re-iterates the positive behaviour they want to observe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2</td>
<td>Misbehaviour continues</td>
<td>One Verbal Warning / Time Out if appropriate (moved away from area but still in same vicinity). Reminder of school Golden Values.</td>
<td>Check with child possible reasons for attitude or behaviour.</td>
<td></td>
</tr>
<tr>
<td>Stage 3</td>
<td>Misbehaviour continues</td>
<td>Opportunity for child to self-regulate – school grown-up to ask how they help the children to make the right/easy choice.</td>
<td>Attempt to identify the reasons for the negative attitude or behaviour.</td>
<td></td>
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<tr>
<td>Stage 4</td>
<td>Warnings ignored</td>
<td>Initials written on small whiteboard (whiteboards not visible to class) and warning that a further transgression will result in loss of their Golden Choice. <strong>(NB at the end of a day all initials are to be removed from the whiteboard in order to start afresh the next day)</strong></td>
<td></td>
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</tr>
<tr>
<td>Stage 5</td>
<td>Negative Behaviour Continues</td>
<td>Deliberately creating a disturbance, general refusal to do things, minor challenge to authority.</td>
<td>Circle round initials = loss of their Golden Choice in 5 minute blocks. Once Golden Choice is lost, it is not redeemable. <strong>Child to take ‘Reflection Time’ card to Head or other member of SLT, if not available.</strong></td>
<td>Behaviour logged on CPOMs. Informal contact with parents/carers. Possible reasons for behaviour discussed with parents/carers.</td>
</tr>
<tr>
<td>Stage 6</td>
<td>Persistent Negative Behaviour</td>
<td>Repeated negative behaviour, which may present as rudeness. Refusing to respond to support and challenge to authority.</td>
<td>Head Teacher or Deputy Head involvement – decision whether to refer to the Learning Mentor for support.</td>
<td>Possible referral to School Counsellor. Inclusion Leader involved.</td>
</tr>
<tr>
<td>Stage 7</td>
<td>Escalating Persistent Negative Behaviour</td>
<td>No improvement in attitude or behaviour. A physical threatening incident involving a child or adult.</td>
<td>Internal Exclusion – period of time spent in ‘Swan’s Nest’ or ‘The Den’ with Learning Mentor.</td>
<td>Parents/carers informed of informal internal exclusion.</td>
</tr>
<tr>
<td>Stage 8</td>
<td>Extreme persistent negative very serious incident</td>
<td>Child’s behaviour is unsafe – violent and unmanageable in school. Child putting self and others at risk of harm.</td>
<td>Fixed Term Exclusions. Formal Fixed Term Exclusion from school. Record of exclusion kept by school and reported to Local Authority.</td>
<td>The child may be requested, depending on need’s and age, to spend part of their period of exclusion in partner school, decision by HT.</td>
</tr>
</tbody>
</table>

The same consequences apply across the whole school, including in the Music Room, Swan’s Nest, The Den, Rainbow Room and Playgrounds.

From **Stage 4** onwards the class teacher must be informed by the adult giving the consequence.

In cases of seriously disruptive or dangerous behaviour, the child will be sent immediately to the Head Teacher/SLT Member or a ‘Help Card’ will be sent for the Head Teacher or member of SLT to come to the area where the incident has occurred.

**Reflection Time**

Children may from time to time lose some of their Golden Choice as a result of making inappropriate choices/displaying inappropriate behaviours. The amount lost will depend on the type and seriousness of the incident. During their loss of Golden Choice, they will reflect on the choices made and think about how they are going to improve the following week. This consequence should be used sparingly and if it is used repeatedly, it should be regarded as not working and an alternative sought.
Stanford Infant School
Consequences Pathway

1. The ‘look’

2. Verbal Warning
   “Is there anything you/we can do to help you make the right choice?”

3. Initials on board

In cases of seriously disruptive or dangerous behaviour the child will be sent immediately to the Head Teacher/SLT member or a ‘Help Card’ will be sent for the Head Teacher or member of SLT to come to the area where the incident has occurred.

**Reflection Time**
Children may have Reflection Time instantly or on a Friday morning during Golden Choices, in 5 minutes blocks. During reflection, the child will be encouraged to think about the consequences of their words/actions and have the opportunity to share their side of the story, alongside considering what they can do to resolve it, with co-regulation if required.
Where appropriate, there is a sheet for recording this discussion.

**What is in Place to Support Vulnerable Children?**
We have a clear understanding that those children who display challenging behaviour are amongst the most vulnerable in our school. We understand that some children struggle to self-regulate their behaviour and require additional support and understanding in order for them to develop the necessary skills and strategies. The strategies used are tailored to the individual needs of the child.

At Stanford Infant School, there are knowledgeable and empathic staff who have a good understanding of how best to meet the needs of vulnerable children.

Emma Remnant is our Inclusion Leader
Christine Edwards is our Learning Mentor
Both Emma Remnant and Christine Edwards are our Attachment Leads and Mental Health First Aid Champions within School
Anisha Charania is our School Counsellor

**8. Reporting and Responding to Persistent Negative Behaviour**

We are committed to supporting children overcome any difficulties they experience in school. We will encourage children to explain their reactions and feelings and help them to find strategies to manage their behaviour.

At Stanford Infants, we promise to:
- Meet separately with the child who is displaying persistent negative behaviour.
- Arrange a separate meeting with the parents/carers of the child.
- Agree with the child what happens next.
- Make sure that the meetings are logged on CPOMS.
- Reiterate to the whole school community that everyone is responsible for ensuring we are all safe and happy at school.
A child who is displaying persistent challenging behaviour may be supported by an individual behaviour plan, which could include the following:

- An individual timetable.
- Small steps/achievable targets with special chart to celebrate success – reward agreed for when these are achieved.
- Setting up a ‘Home/School’ contact book.

Behaviour programmes like these are usually short term, e.g. half a term at the most. Where the school feels it is no longer making progress in helping a child to improve their behaviour, the Inclusion Leader will seek advice from the Educational Psychologist or make a referral to Brighton and Hove Inclusion Support Service (BHISS).

In extreme cases, a ‘Behaviour Support Plan’ should be written by the class teacher in liaison with the Learning Mentor to state clearly what:

- the child’s strengths/interests are
- triggers the challenging behaviour
- the behaviour observed
- strategies known to bring the pupil back to calm/being regulated

We seek to have an understanding of why a child is displaying challenging or inappropriate behaviour. We see a child’s challenging or inappropriate behaviour to be their means of communicating that they are in distress. We do this by being supportive, remaining calm and avoiding a confrontational and judgemental approach.

All staff in school will continue to further develop their own learning and professional development. There will be a continuous (and at least annual) process of review of our Behaviour Regulation Policy. This will involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying areas for development and/or lack of clarity, problem solving to further develop practice.

Policy written by Madeleine Denyer in conjunction with the Children, Staff, Families, Governors and following ‘The School Behaviour Policy Guidance’.
Revised by Kate Gray (PSHE Leader) – 18.01.16
Revised by Madeleine Denyer – January 2019

**Agreed by Pupils:** 28.09.12 / 22.01.16 / 10.01.19
**Agreed by Staff:** 25.09.12 / 21.01.16 / 9.01.19
**Shared with Families:** 12.01.19
**Agreed by Governors:** 27.09.12 / 20.01.16 /
Appendix A

How we support children pastorally at Stanford Infant School

At Stanford Infant School, we believe that to enable children to learn they must have access to a range of strategies/support to deal with their varying social, emotional, mental and health need.

Bubble Time
This is a system where children can ask for one-to-one time to talk with a grown-up of their choice. Children can get a bubble; these are located around the school. The bubbles mean the child would like to find a quiet time when they can share their worry or just generally have a chat. The school saying is ‘got a trouble, get a bubble’. However, the children know that they can get a bubble at any time if they feel they would like to talk to a grown-up about anything.

Buddies
Children in Year 2 can apply for the position of Playtime Buddy. They meet with Mrs Edwards on a Friday morning to go through their role. They provide support for their peers at playtimes/lunchtimes.

Circle of Friends
This is a peer support network that can be established for any child who has difficulties understanding that friendships are based on mutual empathy and shared understanding. The Circle of Friends develops a child’s social and communication skills.

Circle Time
This is a whole class discussion led by the teacher, where everybody’s thoughts are valued. The children get to voice their opinions and concerns about a range of subjects.

Learning Mentor
Our Learning Mentor makes sure children are ready and able to learn and be the best they can be.

Nurture Groups
Our Learning Mentor develops children’s self-esteem through nurture groups.

Personal, Social, Health Education (PSHE)
A structured programme is delivered across the school, which promotes learning about healthy choices, healthy eating, staying safe and making a difference in our community.
Playtime and Lunchtime Clubs
We offer a range of playtime/lunchtime activities to support children who may find these times of the day tricky. These can include Lego Club and Activity Club (activities change regularly to suit the needs and interests of the class).

Ready, Steady, Go!
This is a restorative approach to solving problems relating to behaviour. The model encourages the development of effective approaches to repairing problems. It is a no blame approach that focuses on repairing the damage. It allows children to come up with their own solutions and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation.

‘Stop it, I don’t like it’
The children are encouraged to say this if they do not like someone saying or doing something. They can say it three times and must say it like they mean it! This strategy is not to be used if someone is physically hurting someone though – children are told they must get a grown-up to help if this is the case.

School Council
Each class elects two School Council Representatives at the beginning of an academic year. They attend monthly meetings with Miss Denyer and report their decisions back to their class. The children’s voices are recognised and appreciated and they see their ideas coming to life.

School Counsellor
We have a School Counsellor who works with individual children every Wednesday morning. Referrals can be made by school staff once parental permission has been sought. Parents/carers can also refer their child. The counsellor liaises with the child’s parents/carers to ensure they have a full picture of the child and their needs before they begin to work with the child.

Weekly Staff Meetings / Briefings
All members of staff meet together and identify any children who may need extra support throughout the school day, especially at times when they are not in their classroom, e.g. playtimes/lunchtimes.
Appendix B

Stanford Infant School Exclusion Policy

Stanford Infant School seeks to make every effort to support the child in avoiding formal fixed term exclusion. These take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies e.g. the Educational Psychologist and Brighton and Hove Inclusion Support Service (BHISS).

In very serious circumstances, or after Stage 7 on the Behaviour Pathway, a pupil may receive an internal seclusion. This is when pupils are sent to another class, in another year group, or 1:1 with a designated adult for part or all of the school day. This would be recorded by the school but not recognised as a formal exclusion.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A fixed term exclusion is where the child is not allowed to be in school for a fixed period of time. This consequence is extremely serious and normally between one to five days in length.

In very exceptional circumstances, a pupil can receive a permanent exclusion if they accumulate more than 45 fixed period exclusion days in any one academic year or for cases of extreme behaviour. There are clear regulations regarding issuing exclusions. Only the Head Teacher (or HT’s representative in their absence) is allowed to issue an exclusion. There are clear legal procedures to be followed for informing parents/carers of their child’s exclusion and their right of representation.

A serious offence could by itself justify a pupil’s exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying including homophobic bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons