



## POCKLINGTON CE (VC) INFANT SCHOOL

### Behaviour Policy

Date Reviewed:	2024
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Contact Officer:	Dr Lynn Bartram
Approved By:	Governors

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Our behaviour policy is based on the belief that productive, collaborative behaviours for learning, are not automatically learned but must be taught, modelled and promoted by everyone in the school community. This policy establishes that all behaviour is communication and that learning opportunities must be developed to support the whole child and their wellbeing, mental health and resilience. The Governing body, staff, pupils and parents seek to develop strong relationships by creating an inclusive and positive school ethos that is embedded within our values of truth, respect, compassion and perseverance. Therefore, it is our responsibility to provide predictable routines and responses to behaviour, to maintain clear boundaries and expectations within the context of a safe and caring environment.

### Aims

We aim for every member of our school community to feel valued and respected, and for everyone to be treated equally. Our school behaviour policy is therefore based on the six principles of nurture.

This policy is based on the six principles of nurture developed by [nurtureuk.org](http://nurtureuk.org)

1. Children's learning is understood developmentally - The need to reinforce neural pathways to strengthen them to do the same tasks a lot of the times
2. The Classroom offers a safe base - The need to feel safe and to trust our environment and the people around us to progress.
3. The importance of nurture for development of wellbeing

4. Language is a vital means of communication - Language has to be heard, used, practiced and be relevant to the situation.
5. All behaviour is communication - The need to feel safe, to trust our environment and the people around us, so we can develop new modes of behavior. Negative behaviour needs to be seen as communicating unmet needs.
6. The importance of transition in children's lives - Experiencing good relationships (and nurture) is the best predictor for learning readiness.

(Helen Hatton - ERYC Advisory Teacher BST, 2019)

## **Role of Parents**

Parents have a vital role to play in their children's education. We strive to build strong links with parents and good communication between home and school so that we can work in partnership to support positive behaviour.

It is the parents' responsibility to:

- attend meetings with their child's teacher and other staff, aiming to be positive and productive in order to support their child's learning
- inform the school immediately if they have any concerns about their child's welfare or behaviour
- read all information sent home as it provides important information about relevant policies, activities and events
- work in partnership with the school to develop positive behaviour for learning
  - support the decisions made by school so that children benefit from a consistent response
  - sign and abide by the home school agreement

We expect parents to behave in a reasonable and civilised manner towards all school staff and volunteers. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

## **Expectations for behaviour around school**

School has a number of general expectations that are based on our Christian values: Compassion, Truth, Perseverance and Respect. As a whole school community we will endeavour to share, promote and teach these values in different ways. At all times and wherever we are, we will all live by these values.

The school behaviours were written by Year 2 children, and are reviewed and taught at the beginning of each school year, and as needed throughout the year. These behaviours allow us to work collaboratively and safely in a mutual environment of respect (see Appendix).

Classroom behaviours have been developed by the children and class staff together to be meaningful, purposeful and appropriate for that class.

### **Celebrating personal achievement**

We celebrate and promote using the following:

- Verbal praise and positive gesture
- Monthly celebration assembly certificates
- Out of school achievement board
- Headteacher certificates

### **Maintaining clear boundaries and expectations**

We recognise that as a child is growing and learning they will need reminders and useful boundaries to ensure they adhere to the values of this school within this policy. We ensure predictable routines, clear expectations and consistent responses to behaviour.

We have adopted the RWINC silent signals as our 'go to' across the school (see Appendix)

We expect most children to sit on the floor cross legged or with legs outstretched (we discourage sitting in a 'w' shape) and have their 'hands in their basket'.

When moving around school or lining up we expect children to 'No noise in the line'

- Stand up straight
- Hands at your sides
- In your own space
- No noise
- Eyes forward

When children are struggling with our expectations:

- They will be given a reminder of our expected behaviours (see Appendix)
- If the behaviour is repeated the child will and have the opportunity to reflect on and alter their behaviour by accessing support from an adult who will engage in a restorative conversation with the pupil
  - For low level behaviours that adult may be the class TA, another class TA, or another class teacher
  - For higher level behaviours from ELSA, member of SLT or headteacher
- If the behaviour continues the child will meet with the headteacher for discussion and parents may be contacted / invited to come into school.
- An exclusion may be a reasonable, proportionate and appropriate step where the behavior policy has been breached. (see 'fixed-term and permanent exclusions' below).

Any response will be reasonable, proportionate and appropriate to what has happened.

This policy will suitably support the core of our children. However, we recognise that we may need to make adaptations to this response to support the individual child. As a graduated response the school may adapt provision and use personalised learning whilst maintaining close communication with parents and keeping appropriate and useful records (CPOMS). We will use a child centered approach which may include ELSA support, and other intervention support groups and we may seek support from outside agencies such as the behaviour support team.

When dealing with all forms of inappropriate behaviour, adults should remember to use the PACE strategy (see Appendix). Every child must feel that there is always opportunity for a fresh start.

### **Guidelines for MDS**

1. Ask the child to stop what they are doing. If they carry on go to step 2
2. The child has time out for 5/10 minutes on a bench supervised by an adult or walks around with an adult for 5/10 minutes. If the child refuses to follow the instructions give then a choice "(pupil name) either you have x minutes in time out, or you will need to see (name of SLT on duty) and chat about your behaviour with him/her"

3. They can return to play after their time out.
4. If poor behaviour persists the following day sent to the HT and parents may be contacted.

What do do when an incident has occurred:

- Use the questions to find out what has happened
  - Tell me what happened?
  - What were you thinking at the time?
  - And now? What are you thinking now?
  - How did you feel? How do you feel now?
  - Who else has been affected?
  - What do you need / need to do to fix this / move on?

## **De-escalation**

The following script should be used to support a child de-escalate. Always start by using the child's name.

I wonder if....

I think you might be letting me know....

Let's make sure I understand / have I got this right.....

I can see you are upset / angry. It's ok to feel like that. Talk to me and I will listen

Come with me and ..... (offer a 'get out' - positive phrasing)

## **Restraint**

Only Team Teach trained staff will use restraint as an intervention.

*"Team Teach techniques seek to avoid injury to the service user but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe"*

*George Matthews - Team Teach founder.*

After restraint has been used a post-incident report will be written and logged (CPOMS) and parent informed by the head teacher or deputy safeguarding lead.

Following an incident of restraint staff involved will attend a debriefing session led by the head teacher or DDSL.

### **Fixed-term and permanent exclusions**

The headteacher may exclude a pupil for one or more fixed periods in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into permanent exclusion, if the circumstances warrant this.

If it is necessary for the headteacher to exclude a child, they will inform the parents immediately, giving reasons for the exclusion; parents also receive a copy of this in writing. These are also recorded on the child's file.

The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body cannot either exclude a child or extend the exclusion period made by the headteacher.

Parents are also informed of their right to appeal against the exclusion. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded.

The school in collaboration with parents and other agencies will agree to a reintegration plan.

# Appendices

## Our expected behaviours

### Pocklington Infants

At Pocklington CE VC Infant School, we expect everyone to follow our behaviours and school values of respect, compassion, perseverance and truth.



Be respectful and polite

This means:

- 🐝 Use kind words, speaking calmly and quietly
- 🐝 Use kind hands and feet
- 🐝 Use good manners, saying please and thank you
- 🐝 Be a good listener and look at the person who is talking
- 🐝 Follow instructions the first time



Be truthful

This means:

- 🐝 Have the courage to tell the truth
- 🐝 Respect everyone by being honest
- 🐝 Apologise for your mistakes
- 🐝 Choose not to lie or cheat
- 🐝 Admit when you are wrong
- 🐝 Speak up when something upsets you
- 🐝 Return something that belongs to others

### Our School Behaviours



Be respectful and polite



Be kind and helpful to each other



Be truthful



Be positive and persevere



Be a team and keep our school tidy and safe



Be kind and helpful to each other

This means:

- 🐝 Use kind words, speaking calmly and quietly
- 🐝 Use kind hands and feet
- 🐝 Use good manners, saying please and thank you
- 🐝 Share resources and take turns



Be positive and persevere

This means:

- 🐝 Always do your best work
- 🐝 Be proud of your achievements and celebrate them
- 🐝 Work hard in class without disturbing others
- 🐝 Accept people for who they are - we are all unique and special
- 🐝 Mistakes help us grow - don't give up, persevere!
- 🐝 Be respectful, ready to learn and listen to your teachers
- 🐝 Encourage other people and be happy for someone else's success

## **PACE**

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

### **Angry and Negative Statements**

**When children make negative statements about themselves or you, for example:**

*You're angry and you don't want me in your classroom*

It is tempting at this point to reply with a practical response, which may or may not be true:

*I'm not angry and of course I want you to be here.*

The PACE alternative would go something like this:

*I can see that it feels like I am really cross with you, that is a really difficult feeling to have. I wonder if that is really scary and that you feel you would be better off outside the classroom. Although it doesn't feel like it, I do really want you in my classroom.*

If this is too much to say to a child who is at that moment very distressed, use the Emotional A&E response:

*It is really hard to feel that I am cross with you, that is such a scary feeling.*



### Refusal to Engage

**The child who won't speak to you at all eg head on the desk or at the top of the climbing frame telling you to go away**

*I wonder if you are feeling [really angry/ really scared/really overwhelmed/ really sad]*

or

*I don't know if you are feeling really sad or angry or scared and maybe you don't know either, but I can see it is really difficult. I am worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright?"*

If the child tells you it's not ok to stay with them the aim would still be to demonstrate your presence with them. So, you might move further away from them or continue to teach the lesson whilst continuing to let them know that you are holding them in mind. If the child isn't able to recover over the course of the lesson it would be helpful to reconnect with them briefly at the end, reiterating that you feel worried about how they feel. You might want to let them know that you will share your worries with their form tutor/ teacher/ head of year/ key person as you know they would be worried about them too.

**For the child whose attachment needs make it hard for them to settle and work independently:**

1. Acceptance and empathy: Go to the child and say something like:

*I can see this feels too difficult to start right now, and it just feels too much*

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

*I'm going to get everyone else started, and then I am going to come back to you*

3. Return with PACE, using playfulness to acknowledge the big feelings:

*How are those big feelings now, do you think we can get going on this together?*

**or a teenager**

*So, we need to find a way together for this to feel possible. Because I am worried about you and I am interested in your learning.*

4. Maintain a level of presence, for example taking turns, letting the child know that you will do one together, and then leave them to do task independently and you will continue to return to check in with them. This can be subtle across classroom and/or revisiting them.

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

**For a child who is overwhelmed with things related to outside of the classroom:**

1. Acceptance and empathy: Go to the child and say something like:

*I can see this feels too difficult to start right now, and it just feels too much*

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

*I'm going to get everyone else started, and then I am going to come back to you*

3. Return with PACE, using playfulness to acknowledge the big feelings:

*How are those big feelings now, do you think they're going to let us get any work done?*

**or a teenager**

*I'm wondering if it still feels like there's absolutely no chance we're going to get any work done today?*

4. Use curiosity to find out:

*What I would like to try is that we'll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?*

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

If you do manage to help the child to settle to the task, you will need to maintain a high level of adult presence throughout the lesson, checking in regularly, putting a hand on their shoulder as you go past, making eye contact across the room to show you are still holding them in mind.

## **Restorative Practice**

<https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches/RA-in-the-UK.pdf>

Paul Dix - When the adults change, everything changes.

<https://www.google.com/url?q=https://www.youtube.com/watch?v%3Dl8AT9ElWrd8&sa=D&source=docs&ust=1709393556241041&usg=AOvVaw09UGhQIn6Ig5h5gkN1lCrB>

<https://www.google.com/url?q=https://www.youtube.com/watch?v%3DCLxTaz1fGHw&sa=D&source=docs&ust=1709393556243302&usg=AOvVaw3Qj1dJrwUdIJ6CsgQoFqjS>

## **Restorative Approach**

Our Behaviour Policy is not primarily concerned with rule enforcement. It is a tool used to promote positive relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT- for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Our restorative approach encourages everyone to take responsibility for the ways in which they choose to behave.

Any time where children need further support to correct their behaviour the following process must be applied. This must be consistent across all year groups and across all adult interactions with children when encouraging children to make positive choices. Consistency is crucial in ensuring the success of the 'Behaviour Policy'.

*"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly*

*sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority."*

Paul Dix

This is the process:

1. where a school value or behaviour expectation is not being adhered to staff should praise those following the value or behaviour expectations

"Thank you (child's name) for (value / expectation)' ... followed by "Thank you (another child)" and "Thank you (another child)".

2. children are given a silent or private reminder (depending on the situation). Silent reminders could be pointing to the behaviour expectation posters. Children can be given up to 3 quiet, private reminders, each becoming slightly firmer before accessing support from another adult.

Pupils names should not be written up on board / recorded where everyone can see, attachment research shows this can lead to a sense of shame which further impacts pupils behaviour.

In the case of an incident that occurs without a build-up, such as if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, then restorative enquiry should take place.

When using restorative questioning in a restorative conversation, the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be asked to the person who has been 'wrongly done to' (and to the person who has behaved inappropriately, if appropriate), examples of which include, and follow a complete process such as this:

- Tell me what happened?
- What were you thinking at the time?
- And now? What are you thinking now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

During this process, the following expectations apply:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters in respect of Safeguarding - if something is disclosed appropriate measures in line with Safeguarding Policy.
- If young people do not respond or are still/become angry, this process stops.

If multiple restorative conversations occur in one week or there are concerns around the general behaviour of a pupil, then ELSA support may be required.

Consequences will be appropriate and will be chosen and agreed between all participants involved.

A consequence will not be associated with a curriculum area e.g. writing letters of apology, reading, learning times tables.

### Script for issuing a consequence

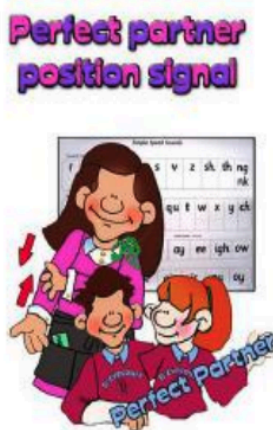
1. "I can see you are struggling with..." or "I've noticed that ...."
2. Refer to specific expectations that have been broken. " You know our expectations about ...."
3. So I'm going to need to see you at (playtime, lunchtime, before we go home) for xx minutes"
4. Remind the child of previous good behaviours. "Do you remember when.... That's the behaviour I want to see from you. Thank you for listening".

Children with EHCP's, or specific social-emotional / behavioural difficulties, such as those associated with attachment and trauma, will need bespoke support and professional conduct will be important in determining how restorative conversations will take place, as this script may not always be able to be followed in the way outlined above. These children usually have a nurture plan in place.

## Silent Signals



When a teacher silently holds a hand on the air you should raise your hand in response and stop what you are doing and wait silently. You should check that others have seen the signal and gently tap them on the arm if necessary.



When the teacher runs their hand down their opposite arm, it is a signal for you to sit side-by-side ready to talk to your partner.



## My turn



My turn: When the teacher touches their chest with the palm of their hands it is the teachers turn to speak.

## Your turn



Your turn: When the teacher turns their hands open palms to you - it is your turn to speak.

## Magnet signal



When the teacher points to either side of their eyes you should fix your eyes on their eyes like magnets, stop talking and be ready for the teacher to speak.



If the teacher holds up one finger  
Stand up quietly.



If the teacher holds up two fingers –  
Prepare to move to where instructed.



If the teacher holds up three fingers –  
Sit down silently ready to work.

1, 2, 3... Allows the teacher to give you quick instructions to move from one place to another.

## Finger instructions 1 2 3