TWERTON INFANT SCHOOL & NURSERY

**Excel at Twerton
- the school that cares**

Poolemead Road, Twerton, Bath BA2 1QR

Tel: 01225 423526
Email: twerton_inf@bathnes.gov.uk
Website: www.twerton-infant-school.co.uk

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BEHAVIOUR POLICY

School Vision: *Children are safe, happy, confident and passionate learners. Children grow, achieve and behave well because the learning environment, curriculum and teaching is highly aspirational, personalised and exciting. All staff engage very well with parents and the local community to ensure the individual needs of every child are met. Leadership is consistently strong, empowering and appreciative.*

1. Policy Statement

Twerton Infant School and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our policy aims to:
- be simple, clear and coherent
- create problem solvers not process monkeys
- encourage professional judgement
- define technical building blocks of Behaviour Management
- make praise easy
- make emotional acceleration difficult

- address adult behaviour directly
- enshrine consistency
- allow positive professional relationships to flourish

2. Evidence Informed Approach (EEF & EIF)

This policy has been developed to embed the six key recommendations of the EEF Guidance Report, "Improving Behaviour in Schools":
https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

In addition, the grade descriptors to the Ofsted Education Inspection Framework 2019 have been closely considered: https://www.gov.uk/government/publications/school-inspection-handbook-eif

In particular, the central importance of these three standards:

- *Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.*
- *Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.*
- *Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.*

3. Simple School Rules

We have limited the school rules to just three to allow everyone in the school and nursery to know and recall them with ease.

i. Be Safe
ii. Be Respectful
iii. Be Ready to Learn

4. Five pillars of exemplary behaviour

We believe that a comprehensive whole-school approach is vital to create and sustain a culture of exceptionally good behaviour and to build a community which values kindness, care, good humour and good temper.

There are five pillars that underpin our commitment to all children:
i. Consistent calm adult behaviour
ii. First attention to best conduct
iii. Relentless routines
iv. Scripted interventions
v. Restorative follow up

Consistency is Key

Consistency in the implementation of the behaviour policy by all staff and children is necessary. Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach requires the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

This means:

- *Consistent language*; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- *Consistent follow up*: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- *Consistent positive reinforcement*: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

- *Consistent consequences*: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- **Consistent, simple rules/agreements/expectations** promoting appropriate behaviour, symbols and visual cues.

- **Consistent respect** from the adults: even in the face of disrespectful learners.

- **Consistent models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

- **Consistently reinforced routines** for behaviour around the site: In classrooms, around the site, at reception.

- **Consistent environment**: display the quality of a good infant school, consistent visual messages and echoes of core values.

5. **All Staff**
   1. Meet and greet at the door.
   2. Refer to 'Safe, Respectful, Ready to Learn'
   3. Model positive behaviours and build relationships.
   4. Plan lessons that engage, challenge and meet the needs of all learners.
   5. Use a visible recognition mechanism throughout every lesson.
   6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.

7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
    - The tone of the reflective conversation is developmental (not shaming or punishment-based).
8. Never ignore or walk past learners who are not adhering to "Safe, Respectful, Ready to Learn", always reinforce clear expectations.

6. Senior Leadership Team

Members of the school's SLT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence in the school to encourage appropriate conduct
3. Support staff in returning learners to learning and supporting staff in conversations when appropriate
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Regularly share good practice
6. Encourage use of Marvellous Me Shout-Outs, Positive Notes and Phone Calls
7. Ensure staff training needs are identified and targeted
8. Use behaviour data to target and assess interventions
9. Regularly review provision for learners who fall beyond the range of written policies
10. Regularly review behaviour incidents across the school and identify children who require individual Thrive Plans and referral to the Bath Behaviour and Attendance Panel.

7. Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are missing out on learning (although they are hopefully learning to regulate their emotions and reflect on their behaviour).

Creating a classroom environment that is optimal for children to learn alongside their peers requires the class teaching team (teacher and TAs) to build a strong culture of collaboration, motivation, responsibility and mutual respect. These foundations of excellence are effectively illustrated by the "Incredible Years Teaching Pyramid" (see below).

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Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Teachers will continually reinforce the foundations of cooperation and motivation by developing empathy, listening skills, providing praise and encouragement, using incentives and recognition to celebrate children's achievements and their exemplary conduct.
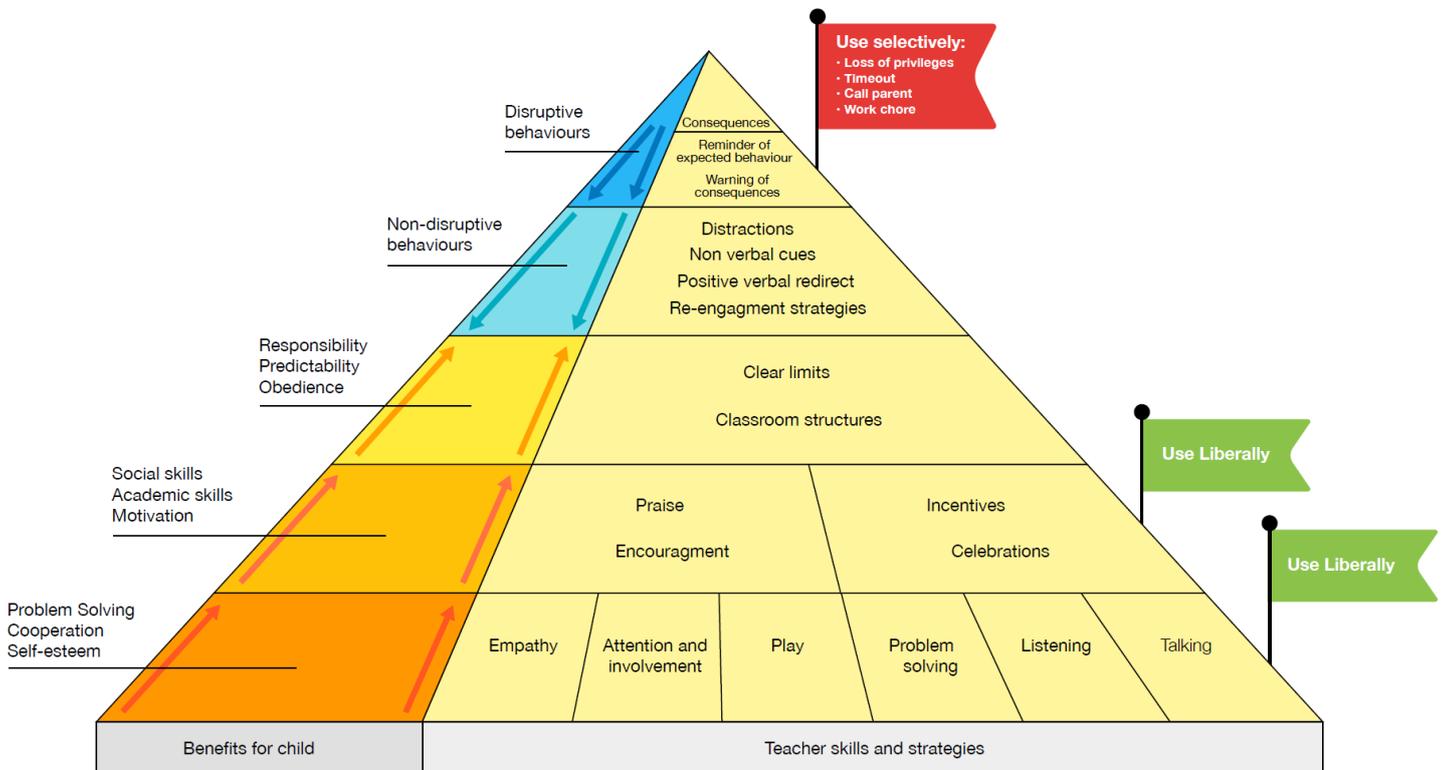
The Incredible Years Teaching Pyramid

8. Practical Steps in Managing Poor Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct:

Steps	Actions
(1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness

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Steps	Actions
(2) Reminder	A reminder of the expectations **Safe**, **Respectful**, **Ready** delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
(3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
(4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
(5) Internal referral	At this point the learner will be referred internally to another classroom for 10 minutes, or the remainder of the lesson, to allow the learner to demonstrate that they can be Safe, Respectful and Ready to learn before returning to their own class. Record on CPOMS (Stage 3).
(6) Imposition	An Imposition may be given whereby a specific learning task must be completed by the learner prior to them returning to class the following the day. This is to reinforce the importance of learning and to compensate for learning activities that were missed due to poor conduct. It is a consequence of poor conduct but it is not a punishment. An Imposition letter should be given to the child's parent and the Imposition should be logged on CPOMS.
(7) SLT Support	If a Stage 4 behaviour incident (see below) has taken place, a member of the school's SLT will be called to attend.
(8) Reparation	A brief restorative meeting should take place when the child returns to the class.
(9) Formal Meeting	For continued poor conduct, a meeting with the teacher, learner and member of SLT recorded on CPOMS (Stage 4) with agreed targets that will be monitored over the course of two weeks.
(10) Referral to Behaviour and Attendance Panel	For children with repeated Stage 4 behaviour incidents a referral to the Bath Behaviour and Attendance Panel will be made with consent of the parent. Evidence of two rounds of Thrive intervention is required for a referral to be accepted.
(11) Alternative Provision	For children who are at Risk of Permanent Exclusion a Preventative Placement in Primary Alternative Provision will be considered.

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A Serious Breach is an incident that may lead to fixed-term exclusion. Alternatives to exclusion, where appropriate, include community service and payback (e.g. tidying the library, sweeping the playgrounds).

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Pupil's Responsibilities

- ✓ To treat all children and adults with respect
- ✓ To follow instructions given by staff in an appropriate way
- ✓ To follow the rules Safe, Respectful and Reading to Learn
- ✓ To be aware of the consequences of their behaviour
- ✓ To be a good role model both in and out of school
- ✓ To be aware of the part they can play in solving problems
- ✓ To sign and abide by the Home-School Agreement

Parent's Responsibilities

- ✓ To treat all children and adults fairly and with respect
- ✓ To support the school in the implementation of our behaviour policy, including signing and returning the Home-School Agreement (on joining the school)
- ✓ To be aware of school rules and expectations
- ✓ To encourage independence and self-discipline
- ✓ To make children aware of appropriate behaviour in all situations
- ✓ To be a good role model
- ✓ To attend meetings concerning their child
- ✓ To make school staff aware of any information, if their child displays behaviours outside of the norm.
- ✓ To ensure that Impositions are completed before their child returns to the school.

9. First Attention to Best Conduct
- Verbal praise used by teachers and teaching assistants
- "Star of the Day", and daily "Shout Outs" sent home using Marvellous Me
- Class Reward Points and Incentives (e.g. raffle tickets)
- Leaves in assembly
- Recognition Boards: teachers choosing a positive learning behaviour for children to focus on, writing on the whiteboard and adding children's name to the board when they demonstrate the learning behaviour. The aim is to get every child's name on the board.
- Hot Chocolate Fridays (or Milkshake) with Headteacher (or other member of SLT) every week, with photograph added to the "Excellence Board".

We encourage the following:
- To try to understand other people's point of view

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- To listen to other people and to respect their ideas
- To show politeness to others
- To be prepared to share and take turns
- To allow people their own space and time to reflect
- To only use acceptable language

This policy has been produced using the 'Statement of Principles for Promoting Good Behaviour' by the school's Governing Body.

APPENDIX 1 – Stages showing Sanctions for inappropriate behaviour

Stage	Examples of Behaviour	Response and Possible Sanctions	Comments
Stage 1	All children start at Stage 1.		
Stage 2	- Swinging on chair. - Interrupting/calling out. - Distracting others. - Running inside the school building. - Being in the wrong place at the wrong time. (E.g. In classrooms during lunch break). - Ignoring instructions. - Silly or inappropriate noises. - Pushing in line.	(1) Redirection (2) Reminder (3) Caution - Non-verbal signals (e.g. eye contact, Rule reminder, signalling) - Change of seating - Child may spend 5 minutes of playtime holding the hand of a member of staff on duty.	*Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.* *Praise in public Correct in private.*
Stage 3	**Persistent Stage 2 behaviour** <u>AND/OR</u>: - Rudeness. - Negatively affecting other pupil's learning or playtime. - Inappropriate remark to other pupils. - Minor challenge to authority. - Damaging school's/pupil's property. - Refusal to do set task - Stealing school property and other children's property. - Leaving class without permission - Harmful/offensive name calling - Inappropriate, or rough, play (e.g. play fighting)	(1) Redirection (2) Reminder (3) Caution (4) Time Out (5) Internal Referral (6) Imposition (8) Reparation Child will hold the hand of an SMSA for 5 minutes or sit on a wall. *Teachers/TAs/SMSAs to use Emotion Coaching. (Appendix 3)*	*Teachers to log Stage 3 behaviour incidents using CPOMS.* *If lunchtime incident, SMSA to complete Lunchtime Incident Sheet which is collect by senior SMSA and given to Office Team to log on CPOMS and distribute to class teacher.* *Teachers to inform parents at the end of day and explain Imposition tasks and accompanying letter.*

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Stage	Examples of Behaviour	Response and Possible Sanctions	Comments
Stage 4	**Persistent stage 3 behaviour** <u>AND/OR</u>: • Persistent swearing. • Throwing objects with intent to harm. • Intentionally harming someone. • Continued or more serious rudeness and challenge to authority. • Repeated refusal to do set task. • Highly offensive remarks to children. • Bullying (including Homophobic, Sexist, Racist, Disablist)	(6) Imposition (7) SLT Support (8) Reparation (9) Formal Meeting (10) Referral to Behaviour Panel • Class teacher will request a member of the SLT attend. • Class teacher will quietly inform member of SLT of situation and clarify the support and desired outcome. • Inform parents at the end of the school day or by telephone. *Teachers/TAs/SMSAs to use Emotion Coaching.*	*Member of SLT to log Stage 4 behaviour incidents using CPOMS.* *If lunchtime incident, SMSA to complete Lunchtime Incident Sheet which is collect by senior SMSA and given to Office Team to log on CPOMS and distribute to class teacher.* *Member of SLT to inform parents at the end of day, whenever possible.*
Stage 5	**Persistent stage 4 behaviour** <u>AND/OR</u>: • Fighting. • Violence. • Bullying (including Homophobic, Sexist, Racist, Disablist)* • Very serious challenge to authority. • Persistent verbal abuse to a member of staff. • Physical abuse to any member of staff/adult. • Malicious physical assault on another pupil.	(6) Imposition (7) SLT Support (8) Reparation (9) Formal Meeting (10) Referral to Behaviour Panel (11) Preventative Placement at Alternative Provision. • Internal Exclusion • Exclusion for morning or afternoon to include lunchtime – fixed period. • Exclusion for a fixed term.	***Parents telephoned for FTE. Letter given and re-integration meeting arranged.*** *Headteacher or member of SLT to meet parents at the end of day.* *Situation to be closely monitored by teachers and Headteacher.* **Record details of incident in the Behaviourist, Racist, and Homophobic Incident Log and report to LA.*
Stage 6	**Repeated stage 5 behaviour**	• Internal Exclusion • Exclusion for morning or afternoon to include lunchtime – fixed period. • Exclusion for a fixed term. • Permanent exclusion from school. Governor disciplinary sub-committee convened.	

APPENDIX 2 – SMSA Behaviour Log

SMSAs record any Stage 3 and Stage 4 incidents that take place at lunchtime and return the completed form to the Office at the start of the end of lunchtime. Office Team update CPOMS and pass Lunchtime Behaviour Incident Slips on to class teachers during the afternoon so class team are aware of incidents and can inform parents.

SMSA: CHILD: CLASS: DATE:

Stage 3								Stage 4							First Aid	
Rudeness to adult	Negatively affecting others' lunchtime	Inappropriate remark	Challenge to authority (e.g. ignoring instructions)	Damaging equipment	Stealing property	Harmful or offensive name calling	Inappropriate or rough play	Persistent swearing	Throwing objects to harm	Intentionally harming	Continued rudeness	Continued Challenge to authority	Highly offensive remarks	Bullying	Received First Aid	Head Injury

Notes:

APPENDIX 3 – Emotion Coaching

Emotion coaching is a specific way of adults interacting with all pupils in school. Pupils' ability to regulate their emotions continues to develop as they mature. A range of feelings is inevitable, but being able to manage them is not a given. Often pupils need support to be able to understand what they are feeling and how to manage it.

As part of emotion coaching, all adults in a school are encouraged to look for indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feeling) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

- Empathy
- Labelling and validation,
- Limit-setting (if needed)
- Support with problem-solving.

5 Steps of emotion coaching

1. Be aware of child's responses
2. Recognize emotional times as opportunities for intimacy and teaching
3. Listen empathetically and validate child's feelings
4. Help child to verbally label emotions – helps sooth the nervous system and recovery rate
5. Set limits while helping child to problem-solve

What this means in practice

STEP 1

Recognising, empathising, validating the feelings and labelling them

STEP 2 (if needed)

Setting limits on behaviour

STEP 3

Problem-solving with the child/young person

Step 1- Empathise, validate and label

- Recognise all emotions as being *natural and normal* and not always a matter of choice
- Recognise behaviour as communication (relational vs behavioural model)
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (mentalising/mind-mindedness)
- Use words to reflect back child's emotion and help child/young person to label emotion
- Affirm and empathise, allowing to calm down
- Provide a narrative/translation for the emotional experience (creating cognitive links)

Emotion Coaching Scripts

Step 1: Examples

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that'
- 'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something'
- 'I noticed you looking around at the other who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'

Step 2 : Setting Limits (if needed)

- State the boundary limits of acceptable behaviour
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity *(crucial for responsive behaviour and well-being)*

Emotion Coaching Scripts
Step 2: Examples

- *'These are the rules that we have to follow. Doing that is not ok'*
- *'We can't behave like that even though you are feeling annoyed because it is not safe'*
- *'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop now'*

Step 3: Problem solving with the child

- When the child is **calm** and in a relaxed, rational state:
- **Explore** the feelings that give rise to the behavior/problem/incident
- **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- **Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour

Emotion Coaching Scripts
Step 3: Examples

- *'This is not a safe place to be angry. Let's go to a safe place and then we can talk'*
- *'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again'*
- *'You need to sit either by Ruth or sit by your key adult in front of me – which do you want to do?'*