



Positive Behaviour & Relationships Policy

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Aims and expectations

Love learning - promote curiosity, resourcefulness and an active, lifelong love of learning

Be your best - enable everyone to be the best they can be

Be welcoming - a school community where everybody feels safe, welcome and part of a friendly team

Be exciting - achieve high quality learning through a stimulating, creative and technological curriculum

Be safe and caring - provide a safe and secure environment where each individual is valued

Be independent - become confident, independent and responsible members of our school and, ultimately, our society

Behave well - value the importance of courtesy, good manners and respect for everyone

In Cunningham Hill Infant School, everyone has a responsibility to uphold these aims and expectations. We treat all children fairly and apply the positive behaviour policy in a consistent way. Expectations of good behaviour are an integral part of our learning. We have a consistent approach within the school to all behavioural matters. We help children develop their social and moral attitudes through discussions, through explanations and by example, taking account of the needs of the individual.

Positive behaviour is expected in every area of school activity and children are helped to recognise examples of good behaviour at all times, through positive praise. We will support children to have good relationships and positive behaviour.

We encourage parental involvement to work with the school in supporting their child in all aspects of their school life. Together parents and school should work to help 'our children' to become responsible citizens of the future. As outlined in the home school agreement which parents/carers sign.

Golden Rules

Across the school, Golden Rules are displayed and followed to promote positive behaviour and develop good relationships. Positive behaviour is linked to following the Golden Rules that govern all behaviour. These Golden Rules (see below) govern how people behave which apply as much to adults, including all staff in the school, as to the pupils themselves.

We provide opportunities to encourage positive attitudes and relationships. 'Positive attitudes' covers not only quality of work, but also effort, attitude and behaviour.

Golden Rules: a whole school approach

Golden Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

Friendship Friday

To develop PSHE and British Values, the whole school cohort are divided up into groups across the 6 classrooms, where the children have time to participate in mindfulness and self-chosen activities with a class teacher. This allows them to form friendships and begin to get to know everybody in the school and learn strategies to self-regulate. Friendship Friday's begin in the second half of the Autumn Term. Prior to that, Friendship Friday's happens in their own class.

Other Achievements

Children's work which shows effort and persistence can be sent to the Headteacher and recorded in the Golden Glittery Book. The children receive a golden sticker and a certificate. They are mentioned in the monthly newsletter. Each week the class teacher gives out a learning power certificate, which shows that a child has demonstrated a characteristic of that power. Another child will receive a leaf for demonstrating the value for that half term.

Discouraging Inappropriate Behaviour

We discourage inappropriate behaviour by using the stages below.

Stage	Action Taken by Teacher	
1	Verbal Warning	First time a golden rule is broken, hold up the index finger and quietly tell the pupil which rule they have broken and issue a warning
2	Verbal Warning	Second time a golden rule is broken; hold up two fingers and quietly tell the pupil which rule they have broken and issue a warning ~ name placed on yellow face warning out of sight.
3	Verbal Warning	Third time a golden rule is broken; hold up three fingers and quietly tell the pupil which rule they have broken and issue a warning ~ name placed on red face warning out of sight and will lose some time on the same day. This will be logged.
4	Informal notification/Call to parents by Class Teacher	If time is lost for 3 consecutive times tell the pupil which rule they have broken, if we have consistent concerns about the behaviours and attitude parents/carers will be informed
5	Visit to Head Teacher Letter to Parents Call to Parents by HT	If the behaviour continues, parents will be invited in to discuss their child's conduct in school. In the case of persistent behaviour the class teacher will liaise with the head and if deemed appropriate will contact the parents/carers. A record will be kept.
6	Fixed term exclusion	Formal exclusion procedures implemented (fixed term and, ultimately permanent) in cases when there is a significant risk of harm to the child or other children (or adults) in the school or that the education of the child or other children in the school is significantly disrupted. Pupils may be given fixed term exclusion for serious breaches of behaviour. When there is a significant risk of harm to the child or other children (or adults) in the school or that the education of the child or other children in the school is significantly disrupted. A fixed term exclusion can be given for up to 45 days in one academic year. When establishing the facts in relation to an exclusion decision the Head Teacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt', which requires proof. Parents or Carers must be informed on the day that the exclusion is imposed. A letter outlining the reasons for the exclusion will be sent to the parents and must comply with the guidance articulated in "Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion" (DFE 2017). Parents are requested to attend a meeting on the pupil's return from fixed term exclusion with Headteacher/SLT member. Where an exclusion exceeds 5 days, alternative provision must be arranged for the 6th day onwards
7	Permanent exclusion	Below outlines the non-exhaustive list of misdemeanours, for which the Head Teacher could merit permanent exclusion, though each case will be reviewed on an individual basis: <ul style="list-style-type: none"> • Racial harassment • Sexual harassment • Persistent bullying and intimidation • Theft by pupil of school property • Malicious damage to school property • Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other pupils • Violent behaviour towards any member of the school staff and

	children
	• Other very serious issues

Severe behaviour

Sometimes staff may have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some other way stopping the entire class from learning, a pupil would not receive a warning. He or she loses the right to proceed through the hierarchy of consequences. Severe misbehaviour calls for an immediate consequence that will deescalate the situation. Support can be sort after from a member of SLT. Verbal aggression will be dealt with similarly taking into consideration the individual needs of the pupil concerned when selecting from the above consequences. If a child leaves the school grounds without permission this should be reported to the Head Teacher/ Person designated in charge. They will attempt to locate the child, notify Parents and in extreme cases inform the Police. There may be exceptional cases which will be taken into consideration by the Head and SLT.

Dangerous behaviour

Breaches of health and safety rules or behaviour which endangers any of our community will be dealt with on an individual basis as and when they occur. All staff receive Step On training from our team of trainers and are skilled at de-escalation and behaviour management. If the need arises and an individual's risk management plan deems it necessary, the relevant staff will receive Step Up training. As allowed under Section 93 of the Education and Inspections Act 2006 staff may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Monitoring and evaluation

Much of this is continual and ongoing through observation in the classroom, playground and around the school by all members of staff. Children are observed in lessons, at school assembly, at lunch, at playtime, and entering and leaving the school, which gives a picture of the overall level of behaviour within the school. This enables us to take appropriate action immediately if there are any causes for concern, e.g. bringing the whole school together to talk about things that might have happened at lunchtime.

Children who have specific behavioural difficulties are known to the whole staff so that they can be carefully monitored and special help and guidance applied, with the help of the SEN co-ordinator and outside agencies as appropriate. Our aim is a positive one to help children develop to the point where they no longer need such detailed special attention. Incidents of poor behaviour are reported to the governing body.

Governors are kept informed of any major incidents or concerns including bullying and/or racially motivated incidents. Staff use the de-escalation script when emotions are extreme. All staff are trained on the "STEPS" approach for removing children from dangerous behaviour and received the annual refresher.

Pupils behaviour, both pro social and anti-social, should be managed with sensitivity and professionalism consistent with Hertfordshire Steps. Staff need to constantly re-examine their responses, attitudes and behaviours in order to appreciate the messages that they are giving children. They will be familiar with clear guidelines and strategies, through knowledge of the principles of Hertfordshire Steps to help maintain positive behaviour and discourage and understand 'anti-social' behaviour when it occurs. All Staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Home school partnership

We aim to establish a positive working partnership with parents before their children start school in order that we work together to support each individual child. Throughout the school year there are two consultation evenings and curriculum evenings where we can explain our whole approach to education. Parents are welcome to come and speak to the class teacher at the end of the day or by prior appointment with the Head Teacher. Concerns about children's behaviour are shared with parents as soon as possible. Likewise, if parents are concerned about their child's behaviour at home or if they are worried (for example) that their child is unhappy at school for whatever reason we expect to see them as soon as possible in order to agree a common approach. All complaints and concerns are taken seriously and investigated (See complaints policy)

A quick guide to developing a positive learning environment

Do's

- Consistently deliver good or better lessons which are engaging and appropriately differentiated.
- Develop positive relationships with the children as quickly as possible

- Enjoy regular circle times with your class
- Establish class/group rules with your children on the first day that you work with them. Review and refer to these rules regularly. Tell children that you mean what you say (and make sure that you do!). Consistently follow through the verbal warning systems
 - Use collaborative rewards. Rewards should be short and achieved regularly.
 - Use the discreet red and yellow face system
 - Give genuine and specific praise when it is due
 - Remember that what you pay attention to, you get more of. Focus on the positives as much as possible.
 - Be firm when necessary! Sometimes it is appropriate to give an instruction using a firm tone of voice.
 - It is much more effective to predict and prevent behaviours, rather than finding and fixing them.
 - Use a range of strategies to manage behaviour positively.
 - Use mindfulness
 - Deal with situations yourself how you deem appropriate. Call for a designated adult if a child is being unsafe. Move your class to another safe area if a child is deemed unsafe
 - Be consistent with your approaches to managing behaviour.
 - Persevere with strategies for managing behaviour. Negative behaviours will rarely change over-night. It takes time to help a child to manage their behaviour better- be consistent and you will get there (but be aware that you are likely to have your ups and downs on the way!).
 - Think carefully about the consequences you give children. They will need 'take up time' (to make their choice) and you need to be able to follow through with the consequences you give and given a fresh start.
 - Keep your transitions between carpet time/table time, lesson/lesson, break/lesson etc calm and organised. Provide clear instructions and expectations. Set voice levels. Give key children tasks during transitions.
 - Use carefully thought out seating plans for table groups and carpet spaces, and lining up orders if necessary.
 - Remember that you are a role model for the children. They will be observing how you manage every situation.
 - Reflect on your practice regularly to ensure that you are the best that you can be!
 - Nurture yourself and other adults that you work with.
 - Support other adults when a child is presenting challenging behaviour. Ask if they would like any help and remember to move away if they say that help is not needed.
 - Remember that every child is an individual. Ensure that you are being consistent with how you manage each child's behaviour and make sure that you have all of the facts before making decisions about negative consequences.
 - Take time to hear both sides of the story. Often, children who regularly find it difficult to manage their own behaviour can get labelled as being 'the child who mis-behaves'. Don't jump to conclusions-hear the facts!
 - Use the discreet traffic light system

Don't

- Don't humiliate children or adults. If you need to tell another adult about a child's behaviour, then do so discreetly.
- Create an audience for a child to misbehave to. Instead, remove their audience by setting the rest of the children on with something else.
- Use individual reward charts unless it is part of an agreed behaviour support plan that you have established with your SLT and the reward feeds into the whole class reward.
- Handle children unless you have been trained to do so.
- Send children who have not been following the class rules to another class/to stand in the corridor etc.
- Use a confrontational manner with the children.
- Use personal criticism or humiliation of a child to manage or respond to their behaviour.
- Shout