



# Devonshire Infant Academy

## Behaviour Policy

### **Introduction**

The head teacher and SLT will have overall responsibility for the behaviour of children within our school. The day to day implementation of the policy is the responsibility of everyone within our whole school team: teachers, support staff and lunchtime supervisors.

We want to provide a positive image of good relationships between adults who work for the school, and between adults and children. **All adults** have a responsibility for behaviour, and are expected to follow our 'no shouting and no intimidation' culture, and ensure they treat others with respect and kindness. This includes supply staff, volunteers and visitors. A separate concise version of this policy is available for supply staff, students and parents.

### **Aims**

For pupils to develop acceptance of responsibility for their own actions

For school to promote an ethos which promotes positive behaviour and mutual respect

For all staff to treat children fairly and consistently

For pupils to develop emotional language and staff to encourage their emotional development and self-regulation through emotion coaching

### **Emotion Coaching**

As a school, staff have all received training in the use of Emotion Coaching which is a technique that helps children to understand and regulate their feelings and actions. It allows children to learn how their emotions work and how to adapt these feelings in healthy ways.

### **H..E..L..P strategy**

We encourage staff to use emotion coaching language to support children to understand their feelings and identify alternative actions and choices next time:

**H** – Highlight their emotions and label it....

**I can see you are.....**

**E**- Empathise to let them know the feeling is okay

**It's okay that you feel...**

**L** – Limit setting to remember the rules

**But we have rules to keep everyone safe...**

**P**- Problem solve and give advice for next time

**Next time you feel.... You could.....**

## Strategies for promoting positive behaviour

- **Setting clear and consistent rules as a class** – at the start of the year set rules and boundaries with the class based on this policy, giving children ownership and responsibility for their behaviour.
- **Public praise and private criticism** – public acknowledgement of good behaviour can be very powerful. Criticism should be made as private as possible as lowering a child's self-esteem is likely to increase poor behaviour – if not now, then later.
- **Three positives before a negative** – aim to have made three positives about a child/class before a negative. In class, aim to have noted three children displaying positive behaviours before criticising a behaviour.
- **Acknowledge feelings** – children often misbehave because they feel upset or frustrated. Using emotion coaching techniques will support this
- **Give them a choice** – being given choices increases a child's a sense of independence which will increase their self-esteem
- **Being consistent** – Children need the work environment and behaviour management and expectations to be as consistent as possible, this makes the child feel safer and therefore less anxious
- **Model desired behaviour** – model the behaviour you expect – respect, fairness, kindness, how to apologise and resolve difficulties fairly and amicably.
- **Listen to children – don't over-react.** Listen to children and make them feel significant. Make children aware that you recognise their feelings (emotion coaching) and ensure you follow up concerns or complaints, even if you need to say you will follow it up later. A class worry box is a good idea.
- **Maintain frequent contact** – scan the class, pre-empt any behaviours that may occur. Check –in regularly with children who find concentration tricky and give short and achievable targets.
- **Catch them being good** - this can be hard with some children, but usually more important for them than for many others.
- **Think about key points in the day when behaviours can escalate and prevent this** – transitions between parts of the day e.g going out coming in from play, walking to and from lessons/ different areas of school, home times. Keep these times calm and ordered and set clear rules, expectations and boundaries. Be on time, be ready, be consistent.
- **Use of voice** – keep the situation calm and the child open to listen. Be aware of your tone of voice and using it appropriately (no shouting, no intimidation approach)

## Hints and tips for dealing with behaviour issues

- Give appropriate cool down time – for you and the child. It is difficult to think clearly and regulate your reaction if you – or the child's 'lid is flipped'.
- Be assertive but not aggressive.
- De-escalate natural tension using a calmer, slower voice. Use less language and allow processing time.
- Communicate frustration (briefly) on the issue at that point, don't bring up other issues or be reactive to the child based on previous problems.
- Ensure you always engage in repairing and rebuilding a relationship with the child at a later stage that day (or first thing the following day if this is not possible). It is crucial that the staff directly involved in the incident(s) take the initiative at this point – with support from senior staff where necessary.
- If possible, keep criticism private – do not discuss children's behaviour with others in front of the child – or other children.

## **Rewards**

Growth Mindset recognises when a child has worked hard – be it with academic effort or behaviour choices. It is very important that adults repeatedly and consistently label good learning behaviours so that the child knows that it is effort, hard work or careful thinking and good choices that has brought them success and not that they are naturally gifted eg a ‘clever boy’ or ‘good girl’ or even a ‘superstar’.

Teachers are encouraged to develop their own in-class behaviour and reward systems in discussion with the class – these may include stickers, points systems or other positive approaches to recognise expected behaviour.

Weekly ‘Star of the Week’ certificates are awarded in praise assembly for two children in each class who have stood out during the week for behaviour, progress or effort.

Our Go for Gold Award system recognises standout effort or achievement. Children are rewarded with a ‘gold bar’ on the hall chart for every 5 they achieve, with termly prizes for the top class in KS1 and EYfs. A child will receive an individual Go for Gold Award when they reach a total of 25.

## **Sanctions – based on the Behaviour Recovery Model & John Gottman Emotion Coaching**

Visual displays in each class/work area will remind children of the five stages of behaviour recovery.

All children will follow the same model throughout school. When a child does not follow the rules, they receive a warning and progress through the stages until their behaviour improves. There are certain circumstances in which children will be moved straight to particular stages or sent immediately to a member of SLT.

We adopt a ‘new session, new start’ approach – behaviour stages do not continue from one session to another. Each new session will start at stage 1.



### **Stage 1 – Initial response to behaviour:**

Children will be given an initial response. This will be a clear response that shows the child that their current behaviour is not appropriate. This can include a non-verbal reminder such as eye contact, hand signal (thumb up and point to ear, sign good sitting), a point to prompt a child to move to a better spot, giving a sticker to the child near them who is listening well.

It can also be a quiet verbal reminder, this is a basic response that acts as a gentle reminder about behaviour.



### **Stage 2 – Limit setting:**

Verbally tell the child what you expect or why their behaviour is not acceptable (label the behaviour). Be clear on what we want (show me good sitting, kind hands, walking feet). This can be a firm voice.

In the second verbal warning give a choice (and use hands to illustrate) walking feet OR practise with me in your time, kind hands OR sit on your own. These choices can be anything that show the children the right choice and the wrong choice. If they choose well, reward them. They should be informed that if they continue to make the wrong choice, they will need thinking time and will then need to do their work in their own time.

Examples of behaviours that warrant limit setting:

- Not following adult instruction
- Not following class or school rules
- Uncooperative behaviour during group work (refusing to share, take turns, listen to others)
- Deliberately distracting or provoking others
- Failing to complete work through lack of effort
- Inappropriate comments



### **Stage 3 – Thinking time** (Highlight Emotion/Action – time out for reflection):

If behaviour still continues, children receive a further sanction, which means that they are isolated within the classroom **‘Thinking Area’ – this will be for no longer than 5 minutes.**

This allows children to **calm down** and **think** about their behaviour and why they have been moved to the thinking area. Children will reflect on the ‘toolkit’ and think about which tool they should have used, and OR look at a reflection book which has pictures of children modelling good behaviour, and **think** about which behaviour they need to show. What did they do? What should they do? If the children can not yet access the book, then ask them to sit quietly and think about their behaviour.

After thinking time, an adult will ask why where you moved to the thinking area? What should you do? To help children start to think about HOW they can improve their behaviour you can ask some of the following questions: How can I help you do that? What do we need to change? How can you make sure you do the right thing next time?

If children do not complete class work due to spending time in the ‘Thinking Area’ they should do this at the beginning of playtime or lunchtime of the same day that they received the reprimand so that the action makes sense to the child.

If a child has more than two Stage 3 sanctions in a week, parents should be informed by the teacher, along with the reflection choices they have made. If a child has thinking time day after day, week after week, parents should also be informed **so that we can look at alternative strategies to support the child**, and also to involve parent’s in our concerns about ongoing behaviour which is not in line with policy. It is the teacher’s responsibility to liaise with parents at this stage, but SLT will help support class teachers with alternative strategies to help the child make good behavioural choices.

More severe disruption, or if a child hurts another, can be fast-tracked to Stages 4 or 5

Examples of behaviours that warrant reflection time are:

- Ignoring earlier verbal warnings and continuing with the same inappropriate behaviour
- Not following adult instruction AND causing considerable teaching time to be lost
- Maliciously disrupting or provoking others so that learning time is lost
- Inappropriate comments or actions to adults – causing disruption to learning time

These are just a few examples. Use your professional judgement.



## Stage 4 – Parking Zone

Classroom exclusion (or an 'internal exclusion') is seen as a serious offence and is not used lightly.

Children will have Parking Time in a partner class within their year group. They are expected to complete their work (sitting alone) and return at the end of the lesson to their own class teacher who will go through the behaviour choices, using emotion coaching to talk about how this can be avoided in the future.



## Stage 5 – Time Out

SLT will be involved to help and support staff to find out what happened or to intervene in the cases such as: violent/aggressive behaviour, stealing, racist or sexist comments or bullying. SLT or teacher will spend time with the child using emotion coaching techniques to discuss next steps. An adult (SLT or class teacher, depending on severity of behaviour) will inform parents of the incident. The behaviour incident book will be completed if deemed necessary.

## Stage 6

Serious incidents will result in the child being taken to a member of SLT. As this is the final stage of the Sanctions Process, behaviour will be extreme and so children MUST be escorted by an adult. Children will not return to class until calm, quiet and ready to learn. Children should complete their class work and the behaviour incident book will be completed by SLT. SLT will contact parents and explain the severity of their child's behaviour choices.

Incidents of a stage 5 nature, can lead to fixed term or permanent exclusion

**Examples where an incident is so severe as to go straight to Stage 6 include:**

**Assault (Verbal or physical) on an adult**

**Assault (verbal or physical) on a child**

**Racist, sexualised or homophobic actions or language**

**Drugs, weapons or other inappropriate objects on site**

**Serious damage to property (or intent, e.g. throwing furniture)**

### **Lunchtime:**

We recognise the role of our lunchtime supervisors, and they have been trained, and are expected to use emotion coaching techniques to defuse any playground issues. The **H.E.L.P** approach is very effective in these situations.

Thinking Time: Children who have found lunchtime difficult or have ongoing problems with making good decisions at lunchtime will be asked to think their behaviour at the Reflection Bench using the same toolkit tools and photographs used in class. They will identify the behaviour that caused a problem, and reflect on how the situation could have been avoided, and what choice they will make next time. The child will be responsible to present the solution to the Senior Supervisor at the end of their reflection time. Dinner

supervisors who are on playground duty should monitor the reflection bench as part of their routine supervision in the playground.

In situations of persistent or serious behaviour, a child may be asked to miss their play at lunchtime and have an internal isolation period, and parents will be spoken to regarding ongoing concerns about lunchtime behaviour. Fixed term exclusions for lunchtimes are a last resort but used when all other alternatives have been explored, or for a one off serious incident.

### **Children with SEND or specific needs:**

Children with SEND or specific needs may need a different, more individualised approach, staff making relevant 'reasonable adjustments' for individual needs. It is expected that staff will be fully aware of their pupils' learning and/or social, mental, emotional needs and will plan their lessons accordingly. In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND pupils. In exceptional circumstances, staff may feel that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty. Staff must seek advice from the SEN team or Senior Leadership team. In response to pupils who present significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support.

### **Parental Concerns:**

Parents' first point of contact is the class teacher, who is usually best placed to comment on their child's behaviour.

If an issue is not resolved then they should see the Senior Leader responsible for the phase.

On occasions, the class teacher or phase leader may refer the parent to the Head Teacher or Deputy Head Teacher if an issue raised is outside of their experience or is of a sensitive nature.

Parents should avoid taking concerns directly to the Head or Deputy out of courtesy to the class teacher, who must be informed of issues surrounding the specific children in their care.

### **Exclusions:**

Incidents of extreme behaviour and severe breaches of the behaviour policy can lead to a fixed term or permanent exclusion.

Examples include:

**Intended assault (Verbal or physical) on an adult**

**Intended assault (verbal or physical) on a child**

**Racist, sexualised or homophobic actions or language**

**Bringing drugs, weapons or other inappropriate objects on site**

**Intended serious damage to property**

There are three types of exclusion that a school can sanction: Lunchtime Exclusion, Fixed term Exclusions and Permanent Exclusions

**Lunchtime Exclusion:** Pupils whose behaviour at lunchtime is disruptive may be excluded from the school site for the duration of the lunchtime period for a fixed length of time. They should be collected, supervised at returned to school for the afternoon session by an adult.

**Fixed Term Exclusion:** For continued disruptive behaviour, or a serious breach of policy (which are not serious enough to warrant a permanent exclusion), an exclusion of a fixed number of days, for the shortest time necessary will be given.

**Permanent Exclusion:** This decision can only be taken by the Head Teacher (with agreement of the Executive Head Teacher). A decision to permanently exclude will only be taken:

- (i) In response to a serious breach of the school behaviour policy  
and
- (ii) If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school

A reduced timetable can be negotiated with parents to try to avoid a permanent exclusion.

Physical intervention will only be used in line with our physical intervention policy if a child could cause harm to themselves or others. All members of staff physically intervening with a child will have undertaken the necessary MAPPA training.