



Monkwick Infant School and Nursery Behaviour Policy

June 2022

“At Monkwick Infant School and Nursery we aim to create a happy, secure and caring environment where all children are valued and encouraged to achieve their full potential.”

AIMS

At Monkwick Infant School and Nursery we aim to give every child:

- The right to learn
- The right to be respected
- The right to feel and be safe

To fulfil this, we encourage each child to accept responsibility for their actions and behaviour. We believe that a positive partnership between home and school is the best way to support this.

We ask that mutual respect be shown by all children, parents/carers and adults involved in the school.

A Positive Environment

We recognise that the overall climate and ethos of our school is the most important contributory factor in promoting behaviour. Our ethos of providing a secure, happy, caring environment where individual need and worth is recognised should be maintained. This can be seen through:

- The belief that all behaviour is a form of communication, we need to see children through this lens and support them to learn.
- A positive environment that relies upon and promotes nurture, reward and praise rather than criticism and sanction
- The example set by members of all staff in their relationships and communications with the children. We have trained our staff extensively to be ‘emotionally available adults’ who can provide the care and support our very young children often need. Staff have been trained to understand that for some children their adverse childhood experiences will have impacted on their development and ability to regulate. They need a curriculum that supports the repair of this.
- The support and relationships that all staff have with each other.
- The sense of community within the school and that all children are ambassadors for us.



- First class quality teaching that is interesting, exciting, and well prepared and that caters for all pupils whatever their need.
- A colourful and stimulating environment in and around the school building which is cared for.
- Varied opportunities for children with different gifts and talents to see these celebrated.
- A recognition that we are all different and that there is no “best fit” model for a human being.

Strategies

We celebrate and recognise achievement in a variety of ways including:

- Directed and specific positive reinforcement of all good behaviour with every class having a ‘Recognition board’ where pupils are recognised for behaviour that goes ‘over and beyond’ what is expected. This way **all** pupils get to know what high expectations we hold. Children are selected from this board on a Friday to have ‘hot chocolate and biscuits’ with the Head teacher where we talk about their actions.
- Classes work together to collect Dojo points for specific behaviours that their teachers are looking for. This is changed regularly and provides the explicit modelling opportunity for teaching expected behaviours.
- Certificates and stickers etc. to take home where pupils like these and respond to a visual. We also send home a weekly postcard to one child from the teacher celebrating their behaviour each week. This helps parents to see how well their child is doing.
- One-one support and group activities to help children to manage their feelings and develop the social skills needed for positive behaviour.
- Sharing success with others in school and using collective praise when appropriate
- Assemblies celebrate positive learning behaviours and achievements including out of school achievements. These are linked to our growth mind-set animals.
- Opportunities to celebrate in shared events such as school performances, assemblies etc enabling - pupils to demonstrate their talents
- Strategies used will take account of pupils’ cultural background, linguistic needs, SEN and different learning styles and will be supported by books and resources which reflect ethnic and cultural diversity.

We believe in and operate a system of positive behaviour management

- A whole school agreed behaviour management system by using the ‘**Pivotal Curriculum**’ based on the work of ‘Paul Dix’ and ‘**Do Jo**’ strategies that can be seen in every class. All staff have agreed to this being a school ‘non-negotiable’. This works through the positive reinforcement of good behaviour for all pupils and has a set of three rules that are simple and easily understood by even our youngest pupils. They are taught that our three rules are:



Ready Respectful and Safe

All instruction, discussion and modelling is done using this language so that children know what is expected.

➤ 'Do Jo' Points



Each class has a Do Jo profile. As a class, the children decided on how many points they are aiming for together by the end of the half term and what they would like their reward to be if they reach this total. For example, this may include some extra playtime or special toys for their golden time. Points are never deducted from a child's total number of points to reinforce 'rewards for positive behaviour'.

- A 'golden time' reward is used to motivate pupils. Pupils are taught high expectations and given support to achieve them. Photographs illustrate what 'good' behaviour might look like.
- Class expectations are agreed upon by the children in each class, displayed and discussed at the beginning of each year related to the above rules. E.g. what does ready look like in my classroom?
- Additional sports support is employed at lunchtimes to upskill MDAs and teach pupils about 'positive play'. We buy in a 'play pod' full of scrap resources and staff are trained to support positive and creative resilient play through this scheme.
- Involvement of parents/carers promptly so that they can share in their child's difficulties and successes.
- Spending time with individual children in order to help them devise ways to regulate and manage behaviour that may not be appropriate in the classroom. This may involve observations in and out of the class room, talking feelings through, exploring various strategies to improve social skills and attachment disorders such as participation in a small nurturing group and therapeutic play. Our small group work will support pupils for whom a focus on social skills, positive behaviour, and relationships are appropriate. This is supported by our enhanced provision staff.
- Children are all taught the hand sign 'stop I don't like it' they are encouraged to use this on the playground to communicate both verbally and visually when they do not like the play or action of another child.
- Children are taught about 'restorative justice' how to put their actions right. The focus is on teaching small children how we behave towards each other. Some children need more teaching of these skills.

By using consistent strategies such as these we endeavour to help our children to acquire the social skills necessary to maintain a calm, supportive atmosphere in the school which should enable them to learn more easily and make a positive contribution to society throughout their lives. We have a very strong 'wellbeing' curriculum that underpins our



work on behaviour. It gives children the vocabulary to express themselves and to understand how they are feeling.

We feel that the way we speak to the children is vitally important in reinforcing good behaviour. In addition, we try to diffuse situations to make them none-confrontational. We have a 'stepped' approach to de-escalating a challenging situation. Children are never left unsupervised to ensure their safety at all times.

Incidents are sometimes recorded on an ABC chart to enable analysis of behaviour to identify triggers and patterns.

Staff have received training in 'positive management of behaviour' and expectations are clear. We adhere to the Essex guidance for schools '**Understanding and Supporting Behaviour-Safe Practice for Schools and Educational Settings**'. Key staff have been trained in 'safe holding' if a child needs support for their own or others safety.

Sanctions

When children break the agreed rules, they face consequences which are known in advance, used consistently and fairly e.g. related to the action. We acknowledge that on occasions such consequences have to be used. These include:

- time out either in another class or with another member of staff
- alternative break time and lunchtime provision
- withdrawal of equipment for safety reasons
- contacting a parent/carer to come into school

We work closely with our MDAs to support them with our whole school system at lunchtimes. They also have a recognition board with paper chains to show visually they have 'seen' expected behaviours.

The school values the advice and support of the Local Authority Inclusion Partners and refers children when the school considers it necessary. They also advise on whole school strategies and support staff through training. The importance of taking a multi agency approach to behaviour management is central. We, as a school, recognise the lead we may be required to take in consulting and communicating with other agencies. There are a number of assessment processes that enable us to escalate and seek support for a pupil with behaviour that causes concern. This may be through support for a special educational need through to a mental health need. They can be used with families to identify specific needs and identify interventions and support. We also have a 'Family Support Worker' to give 'parenting' advice and strategies both at home and at school.





We place a high priority on a safe and inclusive school. For this reason, we employ many additional adults to support the development of inclusive practice. We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with behaviour and other programmes of intervention and support may be used in conjunction with other agencies. An example of this might be the implementation of a pastoral support programme where a pupil attends school part time for a period of time.

We have our own internal enhanced provision room to support children who may need specialised care and individualised programmes of behaviour management. The aim is always for these children to be included with their main classes for as much of the curriculum as is possible.

We always endeavour to have pupils' additional needs recognised through the implementation of the SEN code of practice.

However, we do acknowledge that on occasions if all positive strategies fail and behaviours could be dangerous to others, or to her/himself or persistently disrupt the learning of others fixed term exclusions are considered and have been implemented.

It is important to remember that for some children: -

- Friendships and relationships are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child.
- A chaotic home life is experienced – especially those with attachment disorders, looked after children [LAC] and those defined as 'at risk'. Their behaviour at school might be directly linked to events at home and awareness of these issues [whilst acknowledging confidentiality] can help those supporting them to understand where their actions might originate from.
- They find it difficult to be praised. For some children praise is not part of their normal expectation and as such they can almost find it a threat. Quickly administered incentives very closely linked to the desired behaviour should be considered.

There are no quick fixes and time and patience are required. This can be draining on staff most directly in contact with children with social, emotional, behaviour difficulties. Dealing with children with such difficulties is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class

All staff will have regular training and opportunities for support to help them manage the needs of pupils with social, emotional, mental health and behavioural needs.



We have a strong team who work around the behavioural, social and emotional needs of the children. We have a family support worker, a SENCo, and many staff who have additional training in 'nurture' and 'wellbeing'. We are an 'Attachment aware' accredited school and also have extensive training in 'Trauma Perceptive Practice'.

Regular meetings take place called student and family meetings where the needs of all children some with challenging behaviours can be discussed and a team approach implemented.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving children in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

Such children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

Bullying

This is defined as more than one incident – premeditated and persistent; any behaviour that harms others who do not have the skills or resources to counter the behaviour.

It can be:

- physical
- verbal
- emotional
- threatening
- extortion
- exclusion
- racial

Incidents are always investigated, talked through carefully and action is taken following this. Racial incidents are logged according to guidelines. All staff are informed by the head teacher or class teacher about any child who needs extra vigilance for whatever reason. Parents are informed if appropriate and action is taken as necessary.

Staff have been trained in delivering a 'support group' approach around a pupil who perceives they have been bullied or may have difficulties with other children.

We always take any worries a child may have seriously and deal with any issue promptly. We never want any child to go home feeling worried or upset. We know that for many children we need to 'teach' safe play and how to treat others.



Confidentiality

In the context of behaviour management children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue.

- A statement about confidentiality provides guidance about who needs to know in particular instances. Information about pupils should not be passed on indiscriminately. The head teacher would wish to be informed in all circumstances; staff have a contractual obligation to comply.
- Teachers should never offer pupils or their parents unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others must be passed to the appropriate agency.
- Teachers should make it clear to pupils that although most information can be kept confidential, some may need to be passed on in the young person's best interest. However, the pupil will know when this has to happen, what will be done with the information and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the pupil or family.
- Where outside agencies and others provide support, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to pupils.
- In lessons/circle time ground rules should be discussed in a way that ensures everybody is aware of them. Ground rules should ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Review July 2023



Good to be Green

Green Behaviour

Decided by class and written as positives.

Bronze, Silver, Gold Behaviour

I can get a bronze, silver or gold award if I do something better than green! - Linked to learning behaviours and growth mindset.

Blue, Yellow and Red Behaviour

1. If I am not making good choices the adults in my class will give me up to two reminders about what I should be doing.

2. If I make the wrong choice again I will be given a blue card on the behaviour chart. This will remind me that I need to do the right thing to get back onto green.

3. If I continue to make the wrong choice I will be given a yellow card and have some thinking time in class.

(5 minutes thinking space and complete thinking sheet. May need adult support with this).

4. If I continue to make the wrong choice then I will have a thinking time in another class.

(5 minutes thinking space, adult from class to complete behaviour sheet and give to other teacher.)

5. In extreme cases: I will go to a member of SLT or Mrs Pepin for some red thinking time. I will complete a red think sheet. *(Adult from class to explain what has happened).*

After a thinking time (5 minutes) I am to join in with my class. My name gets moved back to green for a fresh start.

If I have to complete a thinking sheet my teacher will keep this in a folder in the classroom.

If I am on green, bronze, silver or gold at the end of the day I will earn 5 minutes golden time for Friday afternoon. If I have had a red or two yellows during the day (in separate sessions – am/pm) or I am on blue at the very end of the day, I will not be able to earn my 5 minutes.