



Monkwick Infant and Nursery Behaviour and Relationships Policy

(including support for children with social, emotional and mental health needs)

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School Values

At our school, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and belonging to the whole school community. We use only three rules "**Ready, Respectful, and, Safe**". We believe all expectations can fall within these.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional well-being known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that these values run through all the school policies and practices.

School Ethos

At our school, a core aim is to ensure that every member of the school community feels valued and respected and that each individual is treated fairly and well. We are a caring community built on mutual trust and respect. This Relationships and Behaviour policy supports how all members of the school can live and work together harmoniously.

It aims to foster an environment where everyone feels happy, safe, secure, and ready to learn. We value each child and collaborate with families, the community, and beyond to provide diverse experiences and support in a nurturing and safe environment.

Our goal is to develop confident, lifelong learners who are compassionate and respectful members of their community and the wider world. The safety of our children and young people (CYP) and staff is always our top priority, with all our activities underpinned by robust safeguarding procedures. Strong relationships between staff and pupils are vital. Our staff members are fair and consistent, considering individual needs to ensure pupils always feel safe. They are approachable and available to help, and we emphasise this to our children. We also recognise that some children and young people may require variations in these processes to meet specific social, emotional, learning, or other needs necessitating a personalised approach.

In essence, 'Every interaction counts'.

A Relational Behaviour Model

At our school, we adopt and use the relational behaviour model, which is the approach from TPP. The following table explains how it is applied.

Behaviour is something to	interpret
Children and young people (pupils)	are prone to make mistakes and highly responsive to the environment and the context

Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within the process of restoration and repair

- 'Inappropriate' behaviour is a sign of unmet need, stress (difficulty in coping), lack of understanding and lack of skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child and their needs.
- Practice and policy effectiveness is measured by well-being and the capacity to adapt and make reasonable adjustments to meet the needs of every young person.

General Expectations

We have high expectations for our pupils while recognising that some children and young people have specific needs. The following expectations cover all times of the school day and where pupils are representing the school out of hours or off-site. This means we

- encourage a positive attitude towards learning in a safe, happy environment.
- promote high expectations and enable pupils to become independent, responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to pupils' development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support pupils where these expectations are not met. Equally, it is more important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to supporting a pupil is through their relationship with the adult. At all points, we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the pupil knows we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of the day
- Transition times
- Being in the lunch hall
- Lining up, including assemblies
- Getting dressed and ready for PE

- Reading times where staff change over

What do we do to teach and how do we promote positive behaviour management?

At Monkwick Infant and Nursery School:

- Every class displays the three rules of 'Ready, Respectful and Safe.'
- Children are added to a recognition board' that is in place in every class. This is for behaviours that go over and beyond and is part of the Paul Dix and Pivotal Curriculum approach that all staff are trained in. On a Friday, a child who is on the board is nominated to have hot chocolate with the head teacher.
- We use the 'Motional' system to track children's emotional well-being and behaviours in relation to the PACE model (Dan Hughes) Interventions are put in place degenerated from this assessment to target areas where the child is struggling. We also use the 'core strengths' assessments.
- All children are taught the 'Colour monsters' this story and associated displays help children to articulate their emotions where speech and language, SEMH or EAL could be a barrier.
- Pupils can earn Dojo points, which go towards a whole class reward each half term.
- Praise is specific and tailored to each child.
- Emotionally available adults are ready to support children who need to be supported through a restorative repair when behaviours go wrong.
- Staff are expected to model explicitly to all pupils the behaviours and kindness we expect from them.

Viewing behaviour as a learning process

At our school, we accept and understand behaviour as a learning process. Pupils will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupil so they can learn from their mistakes and improve next time. It is our role, as fully developed adults, to help guide children and young people to make helpful and positive choices when they can by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our pupils' behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction.'

Our general responses to mistakes and incidents

Our school believes in the power of restorative approaches. These methods do not shy away from implementing consequences, such as the loss of privileges, when appropriate. However, they also emphasise the importance of taking responsibility and finding constructive solutions for all parties involved, e.g., a sincere apology followed by an act of kindness, such as making a card. These approaches encourage our children and pupils to consider not only the consequences of their behaviour on themselves but also the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, pupils have the opportunity to reflect on their actions and the impact they may have had on others. They are given a chance to show the person affected by their actions that they are sorry,

which can be expressed verbally, in writing, through a drawing, or a kind gesture.

Where possible, a logical consequence (natural reparation) is used, such as cleaning graffiti off a door, tidying up a mess, or paying for a damaged item. When this isn't feasible, a close alternative should be implemented. At our school, staff work with all our pupils to ensure they learn from incidents and are better prepared for future situations. Teaching the necessary social skills may be required to enable different outcomes next time. We have many interventions to support our young children in this process. The impact of our approach is evident in the strong relationships forged throughout the school. Strategies such as active listening, respectful discussion, and taking ownership of issues contribute to a positive school ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help pupils learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep all our pupils safe. At our school, this may include:

- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted and supported in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans, identify needs and use other appropriate interventions to support the child or young person upon return).
- Involving parents, carers and safe adults to come in and provide support if needed.

Educational consequences: at our school, we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding.

Examples include:

- ensuring the pupils complete the task they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours, providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

At Monkwick Infants, this could look like:

<p>Low impact behaviours</p>	<p>verbal interactions - class teachers / LSA / other staff</p>
<p>Level 1 behaviours calling out verbal distractions refusal to complete activities disrespectful comments not being ready to learn leaving or refusing to come to class</p>	<ul style="list-style-type: none"> ● I know that you can behave better than this, and I'd like to see you try ● Reflection support during playtime or lunchtime with a trusted adult. ● <i>I can see there's something wrong</i> (acknowledging their right to their feelings). ● <i>Talk and I'll listen</i> (it may be possible for staff to find out how the situation has developed, or how it may be resolved). ● In our school, we always use our kind words...
<p>Higher impact behaviours</p>	<p>Actions - SLT notified for all levels 2 and 3</p>
<p>Level 3 behaviours</p> <ul style="list-style-type: none"> ● Bullying ● Harmful behaviour - adult or peer ● Any discriminatory language sexist/ racist/homophobic ● Causing significant, deliberate damage to school property ● inappropriate language - swearing or sexualised language <p>Level 2 behaviours</p> <ul style="list-style-type: none"> ● harmful physical behaviour peer-on-peer ● harmful verbal behaviour peer-on-peer ● damaging/ defacing property ● deliberately hurting another child ● inappropriate action e.g spitting ● unkind words to an adult 	<ul style="list-style-type: none"> ● pupils are given time to reflect. ● restorative approach ● circle of friends ● safeguard logged/updated ● Parents/carers are informed by SLT, either by phone or face to face, and asked to come and talk with the child or resettle. ● If a response leads to Fixed-term suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. At MIS, we believe that behaviour is about communication and often links directly to safeguarding. Therefore, we record behaviour incidents of monitored children onto the smooth wall/safeguard electronic system and the remaining children on MIS behaviour tracking on Arbor. This way all DSLs and SLTs can view and a 'picture' is built linked to any safeguarding concerns over time.

How we support children and young people with additional social, Emotional and mental health needs

At our school, we acknowledge that some pupils will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, and mental health needs that present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

For this reason, we can support children in our own 'SEMH' class base 'Owls'. Here, the focus is on learning social and emotional regulation alongside class-based learning.

We will always endeavour to understand behaviour, support emotional well-being and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the CYP's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour most likely come from a place of stress, which may come from anxiety, fear or as a result of a barrier to learning. We must strive to help pupils to return to a place of regulation, within their 'Window of Tolerance', as only then will pupils be in a place to learn, connect and thrive.

Our Principles - What we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a pupil's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all CYP feel safe and secure

Our Responsibilities - All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupils to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupil
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.

- Follow the principle of 'connection before correction'

Headteacher
<ul style="list-style-type: none"> • Leads on all aspects of this policy
<ul style="list-style-type: none"> • Is the only person authorised to suspend a pupil (or the deputy headteacher in their absence)
<ul style="list-style-type: none"> • Ensures that risk assessments/distress management plans are carried out when required and that appropriate measures are implemented – our SENCO will work with parents and carers on this.
<ul style="list-style-type: none"> • Ensures that all staff receive regular purposeful training to support relationships and minimise risk
<ul style="list-style-type: none"> • Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
<ul style="list-style-type: none"> • Offers and provides appropriate support to staff following a stressful incident - supervision is offered where needed.

Other Senior Leaders
<ul style="list-style-type: none"> • Lead on all aspects of this policy
<ul style="list-style-type: none"> • Ensure the policy is implemented effectively
<ul style="list-style-type: none"> • Ensure all staff are appropriately trained
<ul style="list-style-type: none"> • Oversee the specific needs of all pupils across the school
<ul style="list-style-type: none"> • Provide support to staff, pupils and parents as necessary
<ul style="list-style-type: none"> • Link with outside agencies to access additional services
<ul style="list-style-type: none"> • Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom staff
Include parents/carers in personalised planning for their child
plan all work for pupils
Communicate regularly with parents/carers about their child's needs
Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a pupil may be having.

Family
Inform the school of any concerns about changes in their child's behaviour, emotional well-being or mental health
Have open conversations with the school
Engage with the support provided by, the school and other agencies to better address their child's needs.

Governors
<ul style="list-style-type: none"> • Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
<ul style="list-style-type: none"> • Consider families' representations of an exclusion
<ul style="list-style-type: none"> • Undertake their statutory role around exclusion
<ul style="list-style-type: none"> • Ensure that all staff receive purposeful training so that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and CYP, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) that compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the well-being of someone else, causing harm. Occasionally, there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or pupil) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?
- Ensure they have the opportunity to talk about the incident either with a trusted person or service
- Give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school, we use a risk assessment process as the starting point for preventing harm for identified vulnerable pupils. It identifies what is likely to cause stress for them, using all the information known about the pupil. Once all this information is in hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Physical intervention (control and restraint) - the use of reasonable force

At our school, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)**' It can be found here: [Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has

been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the details of this should be accurately recorded on our safeguard system and the incident should be communicated to parents. Parents should be informed of the incident initially by phone and followed up face to face.

Screening and searching pupils

At our school, we are all aware that two sets of legal provisions enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/531112/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff-final-draft.docx)

From this guidance, our staff understands that they may confiscate items that are of high value, deemed inappropriate, against school policies, or cause concern. If there is no specific policy about the item, the teacher should use their discretion to decide whether the item is returned to the child or their parent/guardian. Items will be returned to the pupil at the end of the school day. If any item needs to be collected by a parent/guardian, the teacher will inform the parent/guardian about the confiscation via a phone call. For items of high value or those deemed inappropriate, direct contact should be made with the parent/guardian.

Staff do have the power to search without consent for "prohibited items," including: stolen items, cigarettes, drugs or alcohol, weapons, and inappropriate images. (Whilst this is unlikely given the age of our school population, they may have inadvertently brought things into school). Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item that may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Further Guidance

1. [Keeping Children Safe \(DfE, 2021\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2017\)](#)
6. [Searching, screening and confiscation \(DfE, 2018\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Templates for supporting and understanding behaviour are useful for different children undergoing assessment or analysis. The SENCO may record or ask a teacher to record behaviour incidents on the following documents 7g gyi(depending on the pupil).

1: Behaviour Record for Assessment Records. Most will be added to safeguard.

2: STAR Analysis

3: Three Stages to Supporting the Understanding of Behaviour – A TPP guide

4: Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

5: A Tool for Understanding and Reframing Behaviour

6: A distress management plan (Risk assessment)

