

NETTLEWORTH INFANT AND NURSERY SCHOOL

BEHAVIOUR POLICY



We nurture, we flourish, we achieve



Author / Contact:	D. Hyslop
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Related Policies/documents:	<p>Related Policies: Touch, Anti-Bullying, Special Educational Needs, Inclusion / Exclusion Policy, Coping with Risky Behaviour (CRB), RSE, Equal Opportunities, Allegations of Abuse Against Teachers and Other Staff, Whole School Policy for Child Protection, Whole School Policy for Safeguarding, Attachment and Trauma Audit, Child on Child Abuse Policy</p> <p>Related Documents/Information: KCSIE 2023, Outstanding Safeguarding Practice in Schools (2012), Keeping Classroom Safe for Learning and Teaching (2011), Nottinghamshire Concerning Behaviour Toolkit (2015), 'Creating a Culture: How Schools can Optimise Behaviour' (Tom Bennett March 2017), 'Improving Behaviour in Schools Guidance Report' (EEF June 2019) EEF Behaviour (August 2021), Exclusion from Maintained Schools and Academies and Pupil Referral Units in England (Sept 2017), British Institute for Learning Disabilities (BILD) www.bild.org.uk, Behaviour in Schools Guidance</p>
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Approved/Ratified by:	Staff and Governors at Nettleworth Infant and Nursery School

Our Vision

At Nettleworth Infant School and Nursery, we firmly believe that **'good behaviour is a necessary condition for learning'** (Amanda Spielman Ofsted 2019). Our whole school culture is based on high expectations and a consistent and coherent approach to optimising behaviour. This can be defined as **'the way we do things around here'**. We recognise that **'behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and other aspects of learning'** and **'better behaviour benefits everyone'** (T. Bennett 2017)

Our school is a nurturing and inclusive place where all children, adults, parents and carers respect and support each other. We grow together in order to reach our full potential. Our children love to learn and our adults provide an inspiring environment where all children learn through play. We aim high for academic success and model excellent behaviour to encourage the children to be the best they can be.

'There is a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.' (Sir Kevan Collins EEF 2019) In order for our children to effectively learn and flourish, we recognise that **teaching learning behaviour will reduce the need to manage misbehaviour (EEF 2019)** and our Behaviour Policy is essential to this. This is all within a structured framework which is sensitive to the needs of each individual child. A lot of work is done throughout the school in improving a child's self-image and being sensitive to the feelings of others.

We are especially mindful of pupils with SEND when considering what 'good' behaviour looks like in relation to our behaviour system 'Reach for the Stars' and our Rainbow Rules. All staff recognise that an individualised inclusive approach alongside the notion of educational equity are essential.

Aims

- * To expect everyone to be polite and show respect to each other; treat everyone equally as we would like to be treated, regardless of race, sex, religion or culture.
- * To try to help pupils develop self-control, social skills and take responsibility for their property; thus aiming to keep the school clean and tidy.
- * To develop a sense of pride in our surroundings and ourselves
- * To create a calm and safe environment.
- * To encourage good behaviour through a consistent and positive approach; our aim is to marginalise bad behaviour by promoting good behaviour.
- * To recognise and understand the process of mediation as a means of conflict resolution.
- * To develop a strong moral code and promote personal and academic achievement.
- * To recognise that bullying is persistent intimidation, in any form, and will not be tolerated.
- * To keep parents involved and informed in good and bad behaviour.
- * To create a culture of excellent behaviour using a clear vision of what good behaviour looks like.

Our Expectations

Our Children:

- * Follow our Rainbow Rules.
- * Strive to display our Superhero Learning Powers.

Our Criteria for good behaviour:

1. Pupils walk quietly in school when moving around the building and when entering, during and leaving assembly, thus showing care and consideration for others.
2. Pupils are polite and courteous to other children, all members of staff, parents and any visitors in school. They are equally polite and courteous when on visits, which take them off site.
3. Pupils listen and concentrate in lessons.
4. Pupils show increasing confidence and ability in class, they remain on task and are able to persevere when they encounter difficulties.
5. Pupils are able to work together and support each other both in class and when playing together outside.
6. Pupils use resources appropriately and with care.
7. Pupils should treat all property with respect.
8. Pupils should show a willingness to listen and respect the views of others and should be able to express their own point of view without giving offence.
9. Pupils should develop a sense of responsibility for their own actions and be encouraged to act in an honest way.

We place the emphasis on encouraging and rewarding good behaviour and acknowledging genuine efforts to *change* behaviour for the better.

Our Parents/Carers:

The role of parents is crucial in helping us to develop and maintain good behaviour.

- * To be aware of, understand and support our behaviour policies and procedures.
- * To encouraged and reinforce the policy at home as appropriate
- * To model the behaviour expected of our children.
- * To support the school in developing their child's learning and social & emotional well-being.
- * To ensure that their children come prepared to learn (with their book bag, in uniform and on time).

Our Senior Leadership team:

- *To monitor and observe the consistency of application of the behaviour policy and procedures
- * To routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- *To model the behaviour expected of our staff and children
- *To work with parents to ensure behaviour is well managed and supported in school
- *To enforce the use of Red Card procedures- working with staff and parents to support a child
- *To lead celebration assemblies weekly- acknowledging that good behaviour is expected and highly regarded at Nettleworth
- *To provide a de-escalation space to support a child in need of supported regulation
- *To provide staff induction, development and support – including regular training for staff on behaviour, our policy and procedures
- *To facilitate pupil transition – including induction and re-induction into behaviour systems, rules, and routines
- * To implement the child-on-child abuse policy, including measures to prevent child-on-child abuse and the response to incidents of such abuse
- * Head Teachers and authorised school staff may use force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Our Staff and Other Adults in School:

- * To develop a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- * To uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy
- *To challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- * To communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- * To be aware of, understand and consistently apply our behaviour policies and procedures.
- * To be aware of and fulfil our duty of care to enforce all safeguarding and behaviour procedures- including logging significant events on CPOMs
- * To ensure that they are aware of the specific needs and requirements of the children in their care.
- * To ensure the 'Rainbow Rules' and 'Reach for the Stars' behaviour system are displayed in the classroom and children are able to physically move their rocket up the display as required.
- * To ensure fair treatment for all through realistic expectations.
- * To ensure courteous and respectful contact with children
- * To value achievement and effort by frequent verbal praise
- * To use a variety of positive behaviour strategies and approaches to encourage improvements in behaviour.
- * To make use of de-escalation skills/techniques and strategies for avoiding and defusing unnecessary confrontational situations.
- * To create a 'safe' and calm space for individual children to retreat to.
- * To help and encourage children make the 'right' choices
- * To support children in recognising the consequences of their behaviour
- * To involve and support parent / carers with their child's behaviour as required.

How to Minimise Inappropriate Behaviour

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. Staff will use a consistent **Emotion Coaching** approach to support children in managing and regulating their feelings and behaviours. The ability of a child to regulate their emotions is promoted through a repetitive, calm, consistent and empathetic approach. **Every moment and interaction can be an intervention.**

Four key strategies used sequentially will support staff in dealing with a child displaying behaviours that need support to be regulated. They are:

1. Recognise the child's feelings and empathise with them. E.g. 'I can see you are feeling really upset, I'm here.'
2. Labelling the feelings and validating them. E.g. 'It sounds like you might be feeling angry about that. I might feel angry if that had happened to me'
3. Setting limits on behaviour. E.g. if needed- 'we can't always get what we want, I know this is difficult'.
4. Problem solving. E.g. with the young pupil 'We can sort this out.'

The **Emotional Coaching approach** (Appendix 1) links strongly to the **THRIVE** (Appendix 2) and **Take Five** (Appendix 3) practice we use in school to develop resilience and strong social, emotional and positive mental health. Class teachers and practitioners in school will screen classes, groups and individual pupils to develop a specific action plan to support their developmental growth.

Conflicts in the classroom are less likely to occur, and can be managed more successfully if emotional coaching strategies are used consistently. Personalisation plans will be used to scaffold and support individual children struggling to self-regulate within the classroom environment.

Other strategies used successfully in school include:

- * giving a child responsibility for certain tasks
- * using a group (or member of a group) as a potential ally in a confrontation with a child
- * avoiding publicly denigrating a child; avoid reacting to those provocations that can be ignored; avoid making constant negative evaluating comment on children; avoid unnecessary confrontations (manage situations, don't make them); avoid getting on the escalation spiral or if on it, get off it as soon as possible; avoid physical encounters with children whenever possible.
- * Awareness of issues, which may be giving rise to stress and bad behaviour: e.g.: neglect, physical signs, lack of concentration or radical changes in behaviour.

Avoiding Confrontation

DO	DON'T
Intervene – non verbally early	Shout
Get close and talk quietly	Appear angry
Appear calm and confident	Ask open questions (why.... or, are you...)
Avoid an audience	Make promises you cannot fulfil
Restate expectations	Make personal comments
Offer choices	Back the pupil into a corner (literally or metaphorically)
Get someone else to take over if you think it's personal or more than you can manage	

Help to de-escalate conflict

DO	DON'T
Sit down	Take angry comments personally
Break eye contact	Invade personal space
Divert focus (humour not sarcasm) by suggesting a different activity – even work!	Insist on getting your own way
Encourage talk and be prepared to listen	
Request rather than demand “will you...”	

The Curriculum and Learning

Throughout Nettleworth Infant and Nursery School we promote positive behaviour through direct teaching of PSHE using SCARF (Safety, Caring, Achievement, Resilience, Friendship), through THRIVE in our teaching and learning approach and by encouraging a growth mindset. Together these flexible resources include an online planning and assessment tools, which can be used to promote positive behaviour, mental health, wellbeing, resilience and achievement. They provide a framework for building the essential foundations of effective Relationships Education and Health Education statutory requirements. It also provides a whole school approach to building the essential foundations for Personal, Social, Health and Economic education (PSHE) - crucial for children to achieve their best academically and socially.

The SCARF curriculum materials are closely linked to our school THRIVE Programme and our British Values and consist of themes, which are designed to fit within the pattern of the school year and with planning across the curriculum.

These are:

Me and My Relationships:

Valuing Difference

Keeping Myself Safe

Rights and responsibilities

Being my best

Growing and changing

SCARF reinforces our belief that children’s emotional wellbeing and resilience is of vital importance and must be valued and nurtured.

Our Superhero Learning Powers

We encourage our children to develop positive learning behaviours. These are introduced through our Superhero Learning Powers, which incorporate the Characteristics of Effective Learning (EYFS) and Building Learning Power (BLP), an approach created by Professor Guy Claxton.

Key Principles of our Superhero Learning Powers

- It is a learning culture that encourages children and teachers to become resilient learners
- It allows children to take risks and approach difficulties in learning without fear of failure
- It allows the children to take small steps within learning
- It develops confidence
- It is not additional to teaching but should be grounded within everyday teaching and learning
- It gives clear labels for the children to use to develop an understanding of learning behaviours.

 <p>Team Work Ninjas They remind us that we can learn from each other as well as our teachers. They help us to think about when it might be better to work in a group or to work independently. They encourage us to respect others by listening carefully and empathising with them.</p>	 <p>Professor Thinker She encourages us to be curious, to use our imagination, to ask lots of questions, and to make links in our learning. She also reminds us to make choices and to select the best methods we need to use and to explain our thinking about how we have worked things out.</p>
 <p>Captain Victory He reminds us that it is okay to make mistakes. He helps us to be resilient and to persevere with trying, no matter how long it takes! He encourages us to know what distracts us and to think carefully about how to avoid these.</p>	 <p>Agent Reflective He reminds us to plan how to tackle each task using resources. He also encourages us to look back and reflect upon our learning and to think about what went well and how we could improve and change our plans if needed.</p>



Commander Courageous
She reminds us that sometimes learning can be hard, especially when we are learning something new. She wants us to know that being 'stuck' in the Learning Pit is all part of the learning process and we must be brave, have a go and take risks in our learning.

Our Superhero Learning Powers enable us to develop a common language and high expectations for learning across the school. The language is used in all classrooms, with all children. This helps everyone's understanding about learning to learn.

Once a week each class teacher nominates a child(ren) who has displayed our Superhero Learning Powers to receive a certificate and prize in our Friday Celebration Assembly.

Nursery

Nursery (F1) will also nominate a Learning Superhero(es) from each Key Worker group to receive a certificate and prize at the end of each Friday Celebration session, as they do not yet attend assembly.

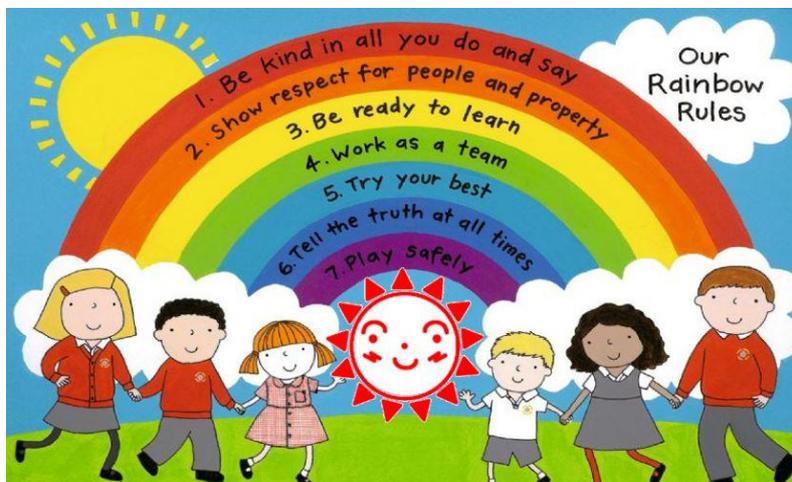
School Behaviour Curriculum

'Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture'. (Behaviour in Schools Guidance 2022) Our routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the

consequences of unacceptable behaviour. Our emphasis is on positive behaviour management i.e. praise, encouragement, certificates and rewards to reinforce good behaviour.

Our Rainbow Rules

The Rainbow Rules are made high profile through frequent reference in all aspects of school life and are linked to our 'Reach for the Stars' behaviour system, which is displayed in all classrooms and dining rooms. This is to ensure clarity of our expectations and a **CONSISTENT** approach to behaviour management is applied across school.



Our 'Reach for the Stars' behaviour system

In all classrooms there is a 'Reach for the Stars' display. Each day when the children come to school, they will start on the green star, regardless of where they were the day before – everyday is a fresh new day. Children will have the opportunity to demonstrate that they are following our Rainbow Rules and displaying our Superhero Learning Powers. Each time the staff and other children see this happening, they will ask the child to move themselves up the stars. They can work their way up to **BRONZE**, then to **SILVER** and finally to **GOLD**. If the children make it onto the gold star, they will receive a certificate at the end of the day.

We recognise as a school that universal behaviour systems are unlikely to meet the needs of all of our pupils. For pupils with more challenging behaviour, the approach is tailored in consideration of individual effort and needs (EEF).

Each Friday, at least one child from each class will be chosen to have their names written in the **Golden Book** and their names will be read out in our Celebration Assembly. These children will also receive a certificate and small prize of their choice.



Sanctions

Although our emphasis is on positive behaviour management and rewards, we also encourage the children to take responsibility for their own choices and actions. We do this through the sanctions outlined below.

Rainbow Rules	Rewards	Sanctions
Be kind in all you do and say	<ul style="list-style-type: none"> • Visual recognition- e.g: smile, thumbs up • Verbal recognition/Praise • Personal rocket moves up the stars-Bronze, silver and gold • Certificate on reaching gold • Recognition in 'Feel Good Friday' assembly • Enjoy 'feel good Friday' activities • Each class may also use own recognition system to support cohort needs e.g. table team-work points 	<ul style="list-style-type: none"> • Visual warning (Look, shake of head, achieve joint attention) to refocus • Verbal reminder of the rainbow rule(s) • Name discretely written in class behaviour book and informal discussion with parents • Complete class task in another classroom (SLT) • Red Card is given and child takes to show the Head Teacher • Parents are notified.
Show respect for people and property		
Be ready to learn		
Work as a team		
Try your best		
Tell the truth at all times		
Play Safely		

* If staff observe undesirable behaviour, the child will be given a visual warning to help to re-focus their attention, then if needed a **verbal reminder**. This is to allow the child to self-regulate and to correct their behaviour.

*If the undesirable behaviour continues, they will have their name added to the **class behaviour book** following a preliminary warning. This is shared with the parents/guardians.

* If a child continues with behaviour which breaks our rainbow rules, they may spend **'Time Out'** out of the classroom. Removal should be used to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption or to enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Removing the pupil temporarily allows the pupil to regain calm in a safe space and to reflect upon their behaviour. They may complete their classroom task in there or back in their class. This may include working in another classroom led by a member of the senior leadership team.

* If undesirable behaviour continues following the previous sanctions, the child will be given a **Red Card** showing which rainbow rules have been broken and they will be sent to the Head Teacher to discuss this. A **red card** will also result in the class teacher discussing this with the parent/carer at the end of the day. This ensures that our parents/carers are aware and involved in supporting their child to manage their behaviour and in encouraging them to make the right choices. The name of the child who receives a **red card** will also be recorded on the school behaviour logging system (EXCEL spreadsheet) in the Head Teachers office and may also be recorded on CPOMS (dependent on the level of any verbal and / or physical aggression).

There are some behaviours, such as deliberately hurting other children or staff, which may result in an **instant red card**.

 RED CARD 			
An instant Red Card has been given as a result of:			A Red Card has been given after 3 reminders about breaking our Rainbow Rules:
Behaviour	Comments	✓	
Bad language			
Spitting			
Physical aggression			
Deliberate damage			
Disrespectful behaviour			
Other (please specify)			
Rainbow Rule		Comments	✓
1. Be kind in all you do and say			
2. Show respect for people and property			
3. Be ready to learn			
4. Work as a team			
5. Try your best			
6. Tell the truth			
7. Play safely			
Child's Name:	Year FS2 - Y1 – Y2	Date:	
Signed:			

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. It is essential that staff 'restore and repair' following a sanction to ensure a child learns from their behaviour and is able to move forward positively and to avoid a sense of shame. These might include:

- a targeted discussion with the pupil, including explaining what was wrong, the impact of their actions and how they can avoid this in the future. This may also include advising them to apologise to the relevant person, if appropriate
- a phone call or face to face meeting with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's wider conduct with other school staff involved in supporting or supervising them- looking at preventative measures that can be put in place
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
 - considering whether the support for behaviour management being provided remains appropriate-looking at ways to strengthen support for the pupils with key adults in school and home

Nursery

In Nursery (F1) the behaviour systems operates in a similar way to F2 / KS1 with the exception of a few minor adjustments. Every day, each child begins with their rocket name on a green star. If children follow our school Rainbow Rules and 'shine' in Nursery, their name is moved up to the **GOLD** star. If a child reaches the **gold star** the teachers reward them with a '**STAR OF THE DAY**' certificate at end of the session.

Each Friday, staff in Nursery will also celebrate a '**STAR OF THE WEEK**' from each group and present a certificate at the end of each **FRIDAY** Celebration session, alongside presenting a certificate for one child from each group for **Superhero Learner of the Week**.

Coping With Risky Behaviour (CRB)

It is anticipated at Nettleworth School that all the above measures will ensure the behaviour of our children is safe and acceptable. However, there may be occasions when despite all the best efforts of staff there is no alternative than to intervene to ensure the safety of the child involved and the safety of others.

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise those members of his/her staff to use reasonable force, In line with the British Institute for Learning Disability (BILD) expectations, schools are required to have a Behaviour Policy in place that references the possible use of physical interventions (for more detail see Nettleworth School Coping with Risky Behaviour Policy)

Coping with any risky behaviour at Nettleworth School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in risky behaviour.

Staff Training on coping with risky (CRB) behaviour will be delivered annually by a specialist(s) such as Jon Glover from Nottinghamshire County Council.

Behaviour Management Programmes

Class teachers may initiate Behaviour Management Programmes when concern is expressed over individual pupils. The objective is to achieve a change of behaviour emphasising the positive by pupil negotiated targets, rewards and a system of recording progress over a fixed period. Recording incidents that cause concern may help in this process. All this information should be communicated to both pupil and parent.

For children whose behaviour is a cause for serious concern, time will be allocated with a specially trained THRIVE Teaching Assistant. This will help support the child, build self-esteem, use strategies to help modify their behaviour and try to overcome any underlying difficulties. These children will have been referred to the SENDCO, who may then refer them to the School Psychologist or other agencies. These children may also be placed on the Special Needs Register, have a Support Plan or Behaviour Management Plan, or both. We will work closely with parents to tailor support for them.

EMOTION COACHING

The ability of a child to regulate their emotions is promoted through a repetitive, calm, consistent and empathetic approach.

**EVERY MOMENT &
INTERACTION CAN BE
AN INTERVENTION**

1. Recognise the child's feelings and empathise with them

- Recognising, empathising, soothing to calm
- e.g. 'I can see you are upset; I'm here'.

2. Labelling feelings and validating them

- e.g. 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'

3. Setting limits on behaviour

- If needed
- e.g. 'We can't always get what we want'.

4. Problem-Solving

- With the young person 'We can sort this out'.
- e.g. 'We can sort this out'.

What is the Thrive Approach?

The Thrive Approach is a dynamic developmental approach to working with children and young people that supports their emotional and social wellbeing as the foundation to improve learning.

- The Thrive Approach is based on four areas of research: neuroscience, attachment, child development and creative play.
- Thrive was developed in 1994 by a multi-agency team of teacher, former Ofsted inspectors, social workers and therapists.
- Thrive is used in a variety of settings by many professionals around the world, supporting more than 330,000 children.

What is Thrive based on?

Current research in neuroscience

Attachment research

Child development theory

Research into role of creativity and play



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ABOUT TAKE FIVE AT SCHOOL WHOLE SCHOOL RESILIENCE BUILDING PROGRAMME

Take Five at School is a trauma-smart, universal, strength based, skill-set based in a range of resilience building skills and pedagogies including, breathing, grounding and awareness.



Our whole school resilience building is a carefully crafted, needs-based Programme. Over a period of 12 to 18 months, we train and support schools to sustainably embed the impactful Take Five practices, in both universal and targeted settings within every school.

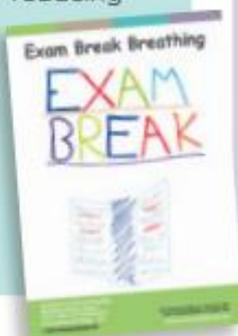
Our approach is suitable for Primary, Secondary, and Special Schools, and where developmentally appropriate, we empower the children to play a proactive part in leading practices and sustaining the programme.

Achieving Academically

Helps create an environment in which pupils are able to **focus on learning** by reducing disruptive classroom behaviour

Helps pupils **concentrate more, and be more committed to their learning**

Provides a practical tools pupils can use **independently to manage exam stress**



Resilience and Emotional Health and Wellbeing

Cultivates pupils' ability to be **resilient to setbacks, challenges and change** in their daily lives

Pupils feel **safer and more in control of themselves** through developing the capacity to **manage strong emotions**

Supports **emotional health and positive wellbeing**



Behaviour and Attitudes

Supports pupils to **reflect** on their own behaviour

Provides practical **de-escalation and self-soothing tools**

Cultivates the ability to **respond** rather than react, which aids **better choice making and respect of others**



Personal Development

Fosters pupils' personal capacity to be **resilient, responsible, confident and independent**

Supports broader development through **self and peer leadership**

Provides practical tools to help pupils have a **success-focused mind-set**

