



Herne CE Infant and Nursery School

Whole School Policy for maintaining positive relationships, co-regulation and behaviour

‘Our school family: learning, loving and growing together rooted in God’s love’

Values

At Herne CE Infant and Nursery School, we believe that every child has the right to love and be loved. Our School value of Love underpins all that we do and every interaction that we make. We feel that it is our overarching responsibility to see the good in children, acknowledge their strengths and achievements and give them an understanding of their worth and the contribution they can make.

Rationale

At Herne CE Infant and Windmill Nursery School, all stakeholders commit to creating an environment where productive teaching and learning stems from having exemplary behaviour at the heart of everything we do. We expect all staff and children to maintain the highest standards of personal conduct, demonstrating that they can accept responsibility for their choices and behaviours and encourage others to do the same.

As a school community we adhere to the values of being caring, kind and responsible citizens. This policy has been written with and is for all members of the school community ensuring that there is a shared understanding of our expectations and that these are maintained in a consistent and fair manner. Wherever possible, staff will use restorative approaches rather than punishments.

Children learn best and feel safe and secure in a calm environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

We recognise that every child is unique and at different stages of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Aims

- To encourage a love for one another
- To ensure a safe, comfortable, caring and happy school where there is mutual trust and respect
- To promote good citizenship, self-discipline, forgiveness and tolerance of each other
- To promote self-respect, a respect for others and a respect for individual difference
- To be aware of the need for rules and promote an acceptance of them
- To encourage and praise appropriate behaviour and language throughout the school
- To create an environment where great learning can take place.
- To support pupils to ensure that they are ready for learning
- To ensure a consistent and calm whole school approach which is used and approved by all staff and visitors to the school.
- To ensure that parents or carers are informed and are aware of the disciplinary procedures
- To provide an environment that encourage good behaviour and swiftly aid the adaptation of inappropriate behaviour
- To ensure the children are aware of what constitutes 'good manners', and to encourage these at every opportunity
- To ensure adults are using consistent language to promote positive behaviour.
- To use preventative or restorative approaches.

Principles

At Herne Infant and Nursery School we fundamentally believe that behaviour must be separated from the child. We actively encourage children to recognise that they can and should make 'good' choices. We teach appropriate behaviour through positive intervention and the reinforcement of self-esteem and self-discipline. We believe that every child has the right to learn and no child has the right to disrupt the learning of others. Establishing a sound, positive and caring ethos is an essential prerequisite for learning. This depends upon the building and reinforcement of trusting and positive relationships between all members of the school community.

We also understand that for some children; consistently following our behavioural expectations may be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

This policy is designed to address the following:

1. To improve and develop children's standards of behaviour and social interaction with regard to-
 - Relationships with each other
 - Respect for others including all adults
 - Respect for property
2. Children's attitudes to school, their learning, their peers, adults and property.

3. The achievement of a consistent approach to managing challenging situations for all staff.
4. Expectations in relation to children's manners and courtesy.
5. Action to be taken against any child struggling to adhere to the behavioural expectations of the school.

It is important that all staff within the school community are aware of what is expected from the children in terms of their behaviour and that there is a consistent approach. We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised in public and reminded in private.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, carers, pupils, visitors and governors, work towards the school aims by:

- providing a consistent environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- investment in, fostering and promoting good relationships and a sense of belonging to the school family.
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and learning
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour throughout the school, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

Anti-Bullying

The definition of Bullying as stated by the Anti Bullying Alliance:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.”

Bullying has no place in our school. Every child deserves to learn in an environment where they are loved, supported and respected. Our Christian vision ensures that we will provide the right environment where all children can flourish.

Very young children will have times and situations where they experience challenge, negative behaviours and actions. This is part of growing and learning alongside others.

We recognise that this is very different from bullying which is personal, sustained and pre meditated. Part of our ethos and curriculum is to ensure that children at Herne know they are unique and able to “live life in all its fullness”.

Dealing with an Incident

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved. Safeguarding procedures will be followed when child protection concerns arise. If an incident of bullying outside the school premises or online is reported to the school, it will be investigated and appropriate action taken.

The school will talk the incident(s) through with the parents of the child raising the concern. The school will work with all involved by doing some or all of the following as appropriate.

- Informing staff so that support and monitoring can be put into place.
- Empowering and supporting the child who has been bullied to express their feelings and worries.
- Supporting the child displaying the bullying behaviour to understand their feelings.
- Working with the child to ensure they understand and can follow our “Ready, Respectful, Safe” strategies as outlined in his policy.
- Discuss strategies for making amends and moving forwards.

Measures will be in line with the school's behaviour policy, and may include:

- Emotional wellbeing support
- Explanation why the inappropriate behaviour is unacceptable
- Time out from the playground
- Removal from attendance at after school clubs or sporting events
- Formal letter, email or phone call home from the senior staff member
- Behaviour support plan
- Involvement with external agencies to provide further or specialist advice and guidance

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.

- Providing ongoing support; this may include: working and speaking with staff, offering wellbeing support, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or referral to Child and Adolescent Mental Health Services (CAMHS).

After the incident / incidents have been investigated and dealt with, each case will be monitored by a senior staff member to ensure repeated bullying does not take place. Parents will be kept updated.

Our approach is influenced by the document Flourishing for All: Anti Bullying Guidance for Church of England Schools September 2024

Our expectations for behaviour

As members of our school community, we adhere to three simple rules. "Ready, Respectful, Safe" which can be applied to a variety of different situations and are taught and modelled explicitly.

These are discussed with the children, and form rights and responsibilities relevant to the age and stage of each child. Expectations are shared with the children to ensure clarity in understanding and to help them to take ownership of their shared responsibility.

Guidelines for specific situations and safety should be established and reinforced consistently. E.g. Arrangements for moving around the building, use of cloakroom, and expectations for behaviour during whole school worship or assemblies and lunchtimes. Each time, adults will remind the children which rule they are related to: "Lining up quietly, shows me you are ready to go to the hall for lunch." "Walking in the corridor shows me that you are keeping yourself and others safe."

All staff will:

- Take the time to welcome children at the start of the day
- Be at the door of their classrooms at the beginning and end of each day
- Model positive behaviours and build trusting, strong relationships
- Plan/ deliver lessons that engage, challenge and meet the needs of all learners
- Be calm and give "take up time" when going through the steps.
- Remember that prevention is better than sanctions.
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to '**Ready, Respectful, Safe**'
- Consistently follow up incidents, retaining ownership and engaging in reflective dialogue.

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and respond appropriately
- Demonstrate unconditional care and compassion
- Give pupils a 'fresh start' every lesson
- Help pupils learn and feel confident

The Senior Leadership Team will:

- Be a visible presence around the school
- Take time to greet children and families at the start of every day
- Regularly share and celebrate good practice
- Encourage and model the use of positive praise
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Regularly review provision for all learners
- Support teachers in managing pupils with more complex or challenging behaviours

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Our rules	Visible consistencies	Above and beyond recognition	Relentless Routines
1. Ready 2. Respectful 3. Safe	1. Daily Meet and Greet 2. Lovely lines 3. Wonderful walking 4. Consistent recognition systems in classes e.g. dojo/stickers	1. Messages home 2. Class dojo/stickers 3. SLT Praise 4. Class rewards 5. Herne Hero Award 6. Pixie treat	1. Praise in public, Remind in private 2. Consistent language 3. Time in NOT Time out

Five Steps to Success		
1	Reminder	I noticed that you chose to... This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. Remember our school rule of being safe. Please walk. Thank you for listening.'</i>
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the expectations and consequences should they continue. <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. <i>Example - 'I have noticed you chose to use rude words. This is breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> *DO NOT describe child's behaviour to other adults in front of the child*
4	Time out	Time out might be a short time outside the room, on the thinking spot or on the bench at playtime. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at break time in the playground or a more formal meeting as appropriate. Any formal meeting will follow a restorative approach (see Appendix) *Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Behaviour and Reward Systems

We aim for pupils to strive towards both good personal behaviour and collective group behaviour. We reward and reinforce positive behaviours in the following ways:

Message home

We recognise and reward children who go “above and beyond” our expected standards. These children will get a message home, communicating to their parents how they have achieved this recognition. This message will take the form of a face-to-face conversation in front of the child where possible, or a written message or phone call where appropriate e.g. for working parents.

Children are recognised for demonstrating the Herne CE Infant School Values: Love, Respect, Forgiveness, Trust and Honesty.

The children are recognised for demonstrating our school values during Celebration Worship at the end of each week. The value is named so that the children understand why they have achieved the sticker.

Celebration Worship and Awards

Certificates are awarded for social and moral achievements as well as academic ones, reinforcing our commitment to celebrating the whole child. The children are awarded stickers reflecting the Characteristics of Effective Learning throughout the week when they have demonstrated achievements in these areas. Individual children will be nominated by their teachers and this achievement is celebrated during a weekly celebration worship.

EYFS

Characteristics of Effective Learning.

Our children receive a sticker when they show the Characteristics of Effective Learning during Child Initiated times.

Stickers

Our youngest children receive a sticker as a reward when they have achieved something, this is not specific to an academic achievement, it could be for being a kind friend, being helpful, being a good role model and so on.

KS1

Dojos

Individual children are rewarded for specific achievements during day, classes follow their own systems when 5 or more dojos have been achieved. As with EYFS, these are not specific to academic achievements.

Herne Hero

A Herne Hero is awarded by a member of SLT. Children are identified as going over and above, this could be for any reason; consistently being a kind friend, consistently making good choices, achieving academically (at an individual level) or for any other reason identified by a member of staff.

Sanctions:

Sanctions should

1. Make it clear that unacceptable behaviour affects others.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence and taking into account individual children age and stage of development.

Adults will be very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Initial intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine has been broken.
3. Tell the child what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the child; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning children to their learning.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Staff will remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher where appropriate SLT will become involved.

Significant incidents are recorded and logged on CPOMS, at the staff member's discretion, if there is any doubt SLT to be consulted.

ABC / behaviour logs are used to attempt to identify triggers, particularly for individuals.

Restorative Approaches

Restorative meetings are a core part of repairing damage to trust between staff and children. Our Restorative meetings are structured and consistent:

Restorative meetings will be held in private and without interruption. They will include discussion around some of the following questions. These will be tailored to the age and stage of the child.

1. What happened?
2. How did this make people feel?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?
6. I wonder if...

Adults will reaffirm their commitment to building a trusting relationship. Restorative meetings will be held between class-based staff and children. Senior Staff will support these meetings where required.

When incidents that occur between children, both the alleged victim and the alleged perpetrator (if there is one) will be offered a restorative conversation to enable dialogue and a positive resolution to be sought. The nature of the incident will be taken into account when deciding if this conversation occurs separately or with the children together.

Individual Behaviour Support Plans

Our tracking systems allow us to promptly identify the needs of pupils who require additional support and this is given via interventions within the class provision map. Individual behaviour plans will be used when behaviour is persistent and would be written collaboratively with the inclusion leader, class teacher, wellbeing mentor, child and parent together setting smart solution-focussed targets with an inbuilt reward system for success. These plans will be reviewed regularly to ensure they are successful and are meeting the needs of the child.

Pen Portraits

Pen Portraits are in place for individual children as a quick way to understand triggers or significant behaviours for individual children, incorporated within these are strategies for calming and ways to support individual children appropriately. They are supportive for adults who do not regularly work with specific individuals as well as for example MDMS.

Individual Pastoral Support Programmes

It is very rare for pupils to need a pastoral support programme, but this would be implemented for children who need additional support to a behaviour support plan which may include significant timetable changes and support from external agencies. In such a case, there would be a referral to external agencies such as the Specialist Teaching and Learning Service (STLS) and parents would be heavily involved in supporting the process.

Liaison with Parents and Carers

All parents have access to the school policy. Parents will be directly involved in both celebrating success and reinforcing expectations.

Monitoring

A copy of this policy will be shared with all staff and a brief working summary will be available in the staff handbook for pupils, volunteers and visitors to the school.

The class teacher is responsible for overseeing the operation of this policy for all children in their class.

The Senior Leadership Team will continually monitor the behaviour throughout the school and will be held to account by the Governing body. Governors will undertake routine monitoring visits and will report back to the Full Governing Body.

Behaviour and individual cases will be discussed at regular triage meetings with the Inclusion Leader, Wellbeing and Learning Mentor and support for individual pupils or families will be allocated on a weekly basis following the meeting.

This policy will be evaluated annually through consultation with all the parties involved, i.e. children, parents, carers, staff and governors. Agreed changes to this policy will then be incorporated as necessary.

Extreme Behaviours

We are aware that some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they are able to manage their own behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans', behaviour plans and on occasion a Pastoral Support Plan as outlined above. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort by staff who will be following de-escalation strategies. Procedures for this can be found in the Positive Handling policy which should be read alongside this policy. Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

Wellbeing of adults

We understand that significant /extreme behaviours can impact on staff. Following such situations there will be a follow up meeting with a member of SLT so that we can reflect and offer support when appropriate.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, school trips but the same principles of promoting good behaviour through the policy will always apply.

Reviewed September 24

Next review Sept 25

Signed Date
(Chair of Governors)

Signed Date
(Head of School)

