

**ST ANNE'S INFANTS' SCHOOL**  
**POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY**



### **AIMS, BELIEFS AND EXPECTATIONS**

This policy is intended to ensure **shared understanding and consistency of practice across the school** in relation to supporting children in developing the skills and knowledge necessary to make positive and appropriate behaviour choices which assist them and others in forming positive relationships and learning effectively.

#### **This policy should enhance learning by**

- clarifying the school's aims and expectations with regard to promoting and establishing positive relationships
- ensuring all stakeholders understand the way in which the school seeks to create a nurturing environment for children to learn in where staff interact positively with children, respecting their rights
- ensuring appropriate provision and inclusion within school for those children who require support in being able to 'settle to learn' and / or developing appropriate emotional and social responses
- clarifying how staff, families and external agencies can work inclusively and collaboratively to enable positive relationships to be built between all stakeholders

#### **Beliefs and Attitudes**

At St Anne's Infants' School, we recognise our role in enabling children to become responsible, respectful and empowered members of their community. We strive to enable children to 'Reach for the Stars' by creating a safe, nurturing environment in which they can develop resilience, self-esteem and self-belief. In doing so, we aim for our children to maximise their learning opportunities, be well-prepared for the next stage of their lives and make a positive contribution to society.

The staff at St Anne's Infants' School believe:

- every child has the right to feel valued and respected
- it is everyone's right to feel safe and secure within school
- behaviour is communication and is often a person's response to their emotional being
- children respond well to positive reinforcement
- children learn best in an ordered environment where boundaries are clear and consistent
- everyone needs help to manage emotions and behaviour at some point
- poor behaviour choices may require support effective behaviour management should draw on a range of strategies to support children in making appropriate choices
- in the importance of reflection to continually improve practice in the best interests of every child

#### **Expectations**

We expect children, staff, governors, volunteers and visitors to behave in a safe, positive and respectful manner in line with our Equalities and Safeguarding Policies. Any incident that arises will be responded to swiftly according to school procedures.

### **ROLES AND RESPONSIBILITIES**

#### **Governors**

- support the Headteacher in setting down guidelines of the standards of behaviour within the school
- monitor the effectiveness of the school policy and review the need for its development
- advise the Headteacher about particular matters regarding behaviour e.g. suspension

**Headteacher**

- issues fixed-term suspensions for serious / repeated incidences of unacceptable behaviour or very serious acts of anti-social behaviour
- may permanently exclude a child if it is deemed to be in the child's best interests (see Exclusions)

**Headteacher or, by agreement, Deputy Headteacher**

- supports staff by implementing the policy consistently throughout the school and setting the standards of behaviour
- reports to governors at regular intervals on the effectiveness of the policy
- ensures the health, safety and welfare of all children and adults in the school
- maintains a record of all reported serious incidences of unacceptable behaviour

**All staff**

- work together to create a positive learning environment where children can flourish
- will interact positively with children both verbally and non-verbally, including tone of voice
- have consistently high expectations of the children's interactions and relationships with others and explicitly teach and revisit what these look like
- have consistently high expectations of the children's behaviour choices and explicitly teach and revisit what these look like
- encourage good behaviour choices in all aspects of the school and promote self-esteem in each child
- model respect and consideration to all individuals regardless of their culture, beliefs or additional needs
- are proactive in noticing children making good behaviour choices and are explicit when praising them
- will not tolerate bullying of any kind, including peer on peer abuse. See the school's anti-bullying policy for further information

**All staff working directly with children**

- respond to behaviour choices consistently using the school's behaviour strategy (see below)
- support children in overcoming difficulties with friends by using conflict-resolution strategies (see Appendix A)
- use the Zones of Regulation language to support children in identifying emotions and regulating their behaviour (<https://www.stannesinfants.co.uk/zones-of-regulation/>)
- record / log behaviour incidences whenever appropriate using the school's systems (see below)
- keep parents informed of their child's social and emotional development, including positive and negative behaviour choices and relationships where appropriate to role
- seek advice and support from the Inclusion Team as necessary
- complete an individual behaviour plan (see Appendix B)

**Parents / Carers**

We believe parents / carers play a crucial role in shaping attitudes which result in their children making good behaviour choices both in and out of school. The school works collaboratively with parents with the aim of children receiving consistent messages and expectations about how to behave. We seek to build a supportive dialogue between the home and school and inform parents promptly if we have concerns about their child's welfare or behaviour.

The school expects parents to:

- be aware of the school's behaviour system and rules
- co-operate with the school
- support their child's learning
- support the school's decision when applying any consequences to deal with any specific incident
- talk to their child in a clear but calm manner about any specific incident

If parents have a concern about the way their child has been treated they should initially contact the class teacher. If the concern persists, they should contact the Deputy Headteacher or Headteacher. If the matter is still unresolved, they should refer to the School's Complaints Policy.

### **Children**

It is the responsibility of children to make good choices at all times and with all adults and children in school.

Children are expected to follow the school rules:

- Be safe
- Be kind
- Be ready

The following behaviour is not acceptable within school and our behaviour pathway will be followed to support the children in stopping any of these unwanted behaviours (see below for our behaviour pathway)

- unsafe play
- unkind words / name calling
- bullying of any kind
- prejudice-based behaviour
- peer on peer harm
- spitting
- intentional swearing
- physical aggression towards people or property
- disruption to the learning of others
- defiance or rudeness to others

### **School Meals Supervisory Assistants**

In addition to following the school behaviour policy, the SMSAs will follow the procedures below to respond to unacceptable behaviour choices:

1. Nearest SMSA to address any unacceptable behaviour choices being made
2. If behaviour choices continue or are more serious, inform child's class SMSA to speak to the child
3. Where another child is involved, conflict resolution strategies need to be used to ensure restorative conversations are held
4. All SMSAs are responsible for ensuring unacceptable behaviour choices are logged on the school's system either by themselves or another member of staff, and class teachers are informed of any relevant information in a timely manner

If a child is making repeated unacceptable behaviour choices, SMSAs should take responsibility for seeking support from the class teacher or Inclusion Team where necessary.

### **PROMOTING POSITIVE BEHAVIOUR WITHIN SCHOOL**

As a staff we aim to support our children in developing the following behaviours:

- respecting, caring for and supporting others
- valuing similarities and differences between people
- understanding the needs and feelings of others
- working alongside and collaboratively with others
- awareness of their own and others safety
- the ability to recognise strengths, efforts and achievements in themselves and others
- an eagerness to learn, persevere and challenge themselves
- willingness to take risks, make mistakes and seize learning opportunities
- active participation in learning

- active listening to others
- ability to sustain attention and stay on task
- understanding and following of the class and school rules
- following instructions in a timely manner
- independence in organisation and learning
- self-awareness, self-monitoring and the ability to reflect on their actions

We do this through our school ethos to **‘Reach for the Stars,’** which is underpinned by our **Star Values:**  
*At St Anne’s Infants’ we shine because we are...*

Self-believers  
 Team players  
 Adventurous  
 Resilient  
 Successful

A number of other strategies are used on a daily basis to minimise low level disruption and enable children to make appropriate choices through the day and in different contexts. These include:

- Embedded and consistently communicated rules and high expectations
- Structured daily routine
- Consistent routines for transitions throughout the day
- Specific and explicit feedback on successes
- Celebration of engagement in school life
- Positive recognition for children who meet behaviour expectations
- Developing an understanding of individuals’ needs and to best meet them
- Allowing time to explore reasons for poor behaviour choices and support children in reflecting on how to re-engage
- Differentiated learning and targeted questioning
- Use of a variety of learning strategies (visual, auditory, kinaesthetic)
- Seating plans
- Classroom furniture arranged to facilitate independent learning, peer learning and adult movement around the room
- Setting volume levels and time limits for maintaining them within the classroom
- Easily accessible materials for children
- Monitoring and supervision at playtimes
- Teaching and leading games and activities at playtimes
- Modelling positive learning and social behaviours
- Encouraging pupil-to-pupil interaction, support and responsibility
- Recognising positive and safe play
- Differentiating monitoring and supervision for vulnerable children at playtimes, based on shared information

The explicit and implicit teaching of the Personal, Social and Health Education curriculum and the way we support Social, Moral, Spiritual and Cultural development and promote British Values all play a key role in how we develop the children’s ability to make positive choices and relationships. We seek to establish partnership with families through induction and the Home-School Agreement and aim to build on this through regular exchange of information, nurture and support. Additionally, we strive to work with and support children when behaviour and bullying issues either inside or outside of school affect relationships and learning in school.

### **Positive Consequences**

The Star Values and School Rules form a central part of the positive ethos within school. They embed our practice and are the foundations of children’s experiences. The rules and values are displayed prominently throughout

the school and within each classroom. They are referenced regularly and are part of the everyday language of the classroom, hall and playground. They are also a fundamental focus for praise and recognition.

We ensure the children know when they have 'shone' by meeting one of the Star Values or the School Rules and that they receive a positive consequence for this.

Examples of positive consequences:

- Specific, positive praise in any area of school e.g. in class, in communal areas, in assembly
- Using the zones of regulation cards to visually reinforce that a child is in the green zone
- Receiving a counter for their team (see below)
- Weekly acknowledgements in celebration assembly linked to the current school focus
- Sharing good work with another class or member of staff
- Sharing the success with adults at home via My Child At School App, face to face, email or telephone

Whilst the Star Values and School Rules are a predominant focus of praise and positive recognition, there is flexibility for class teachers to also respond to specific individual needs, in liaison with the Inclusion Lead where appropriate.

### **Star in the Jar**

Children are encouraged to work collaboratively as a team by 'Reaching for the Stars' in order to receive a counter for their class. This helps develop self-esteem, a sense of belonging and team work through demonstrating the value of each individual's contribution. All staff throughout the school are equipped with counters that are awarded to children who have been seen to demonstrate positive choices, particularly the Star Values or School Rules. The counters are accumulated in pots within each class. When the jar is full, the class is rewarded with a treat of their 'pre-voted for' choice.

### **Celebration Assembly**

Celebration assemblies are held weekly for Key Stage 1 (and from January, Reception). These give an opportunity for children's achievements to be publicly recognised; the school recognises all of the children's efforts to 'reach for the stars' each week. Two children in each class are specifically recognised for having demonstrated

- one of the star values
- the school rules

Celebration assembly also offers a time for out of school achievements to be recognised.

### **Pathway to support unwanted behaviour**

It is inevitable that some children will, at some time, not make the appropriate behaviour choice. As a school, we believe the child should be supported, through use of the Zones of Regulation, to identify their emotions, triggers and strategies to regulate their behaviour so as not to negatively impact their self-image or escalate their emotions and actions. Support is given on the following scale:

1. Zones of regulation cards are used to show that a child may be operating in a zone other than green and therefore not ready to learn. Supportive strategies are offered.
2. Give time in the reflection area for the child to self-regulate using supportive strategies. A familiar adult will take the time to support the child in returning to learning, using the Zones of Regulation (<https://www.stannesinfants.co.uk/zones-of-regulation/>)
3. A familiar adult will take the child to a quiet space to co-regulate with the child, using the Zones of Regulation.
4. A member of the DSL or inclusion team will provide a change of face and provide support to the child in regulating their emotions.
5. A restorative conversation must take place to support the child and staff in reflecting on what happened and why, along with potential strategies that can be implemented. This conversation needs to take place the child is fully regulated and thus able to reflect; this may not be until the next day.

Unwanted behaviour is logged on the school's Management Information System however they are not shared with adults at home via the My Child At School App until it is agreed between staff and parents/carers on an individual basis e.g. where unwanted behaviour is frequently occurring.

If any child is in immediate danger, staff should respond swiftly by removing the audience and ensuring safety for the majority of children. If an additional member of staff is in class, they should stay with the dysregulated child to provide support to de-escalate. If necessary, a senior member of staff can be called upon using a red 'emergency' card.

### **Reflection area**

Each classroom has a reflection area where children can have time to identify the zone they are in and regulate their emotions and/or consider their behaviour choices. The area is resourced with equipment that supports the children in reflecting and regulating. The calming resources should only be accessed when advised or directed by an adult unless previously agreed with a child.

### **Monitoring behaviour patterns**

All significant, repeated or out of character behaviours should be recorded on the school's Management Information System. In order to monitor patterns of behaviour and build an overview of the child, all records should accurately record time, location and details of the behaviours including any known triggers. The Management Information System is regularly monitored by senior leaders and is cross-referenced with other information such as attendance, safeguarding and communication logs. Any patterns that occur may result in an Individual Behaviour Plan being put in place in conjunction with parents / carers. Where necessary, a risk assessment and/or Positive Handling Plan may be written for a child.

### **ADDITIONAL SUPPORT FOR BEHAVIOUR**

There may be times when a child finds it difficult to manage their emotions, reactions and choices and is unable to respond positively to our whole school behaviour strategy. At this point the Inclusion Team will become involved. It is important for staff and family to focus on what the child might be communicating through their behaviour and explore any underlying reasons for it. All staff involved will work together to support the child, their family and each other. We recognise that children respond differently to different strategies and approaches, therefore it may be necessary to use a variety of interventions before finding successful ones and regularly review their impact.

As a school we have three levels of key interventions for escalating behaviours. One or more of these strategies may be used, as appropriate to the individual child:

#### **Level 1:**

- Talking to families to share and gather information
- Talking to all staff involved, including SMSAs and After-School Club to gather information
- Raising the profile of the child during staff meetings to share information and adopt a consistent approach towards the child
- Observations to assess trigger points (both inside and outside; structured and unstructured times)
- Finding sensitive and/or child-specific ways of praising positive behaviour
- Creating a safe space within the classroom or allocating a safe space outside of the classroom if necessary
- Home-school communication books
- Class circle times
- Social stories
- Keeping a log of incidents
- Experimenting with sensory breaks/toys
- Use of visual prompts
- Using clear, consistent language and breaking down instructions into small steps

**Level 2:**

- Pastoral Lead liaising with the family and staff involved
- Signposting parents/carers to relevant parenting courses to support their child's emotions and behaviour
- Writing and implementing Individual Behaviour Plans, Positive Handling Plans and/or risk assessments which specify individualised distraction and diffusion techniques along with helpful and unhelpful strategies particular to the child – these will be shared with parents / carers
- Regular meetings between family and school to set and review targets
- Seeking outside agency advice and implementing this into our daily practice
- Training opportunities for staff directly involved with the child
- Identifying adults who have a positive relationship with the child to provide support
- Where de-escalation is required, plan for opportunities to 'offer a change of face'
- Involvement in small group provision at lunchtime
- Use of calm and sensory spaces with adult supervision

**Level 3:**

- Employing additional staff – ensuring as far as possible that this extra support is not 1:1 throughout the entire day
- Child joining Shooting Stars following assessments and observations
- Refer to Families in Focus for support
- Careful consideration of where this child is best placed – consideration of an alternative class or provision
- Involvement of CAMHS where appropriate
- Multi-professional meetings with or without the family to agree the best support for the child and, if need be, the family
- Reduced hours, reviewed and agreed with parents regularly to support the return back to full time hours as quickly as possible

**Writing an Individual Behaviour Plan**

For some children there will be times when their anxiety levels are so high that they will need additional support and strategies to regulate themselves. An Individual Behaviour Plan (IBP) can be drawn up, in collaboration with the family, for children who regularly display challenging behaviour to the extent that it severely impacts on daily life. An IBP can be developed and used at any age. The sooner challenging behaviour can be understood and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them. Everyone who is involved with the child should adhere to the IBP for maximum impact.

**Restrictive Physical Intervention**

Adults are skilled and confident in finding the best ways to keep children safe, promoting their rights, dignity and equip them for the future. At all times, staff will build relationships of trust and understanding and be proactive in identifying triggers and solutions. Should an incident occur, staff will again be proactive in diffusing and distracting to de-escalate the child wherever possible. There may be times when strategies are not fully effective and a child puts themselves or others at risk of harm. At these times, a staff member may feel they need to intervene physically to keep children safe. Physical intervention will only be used if it is proportionate, reasonable, necessary and in the best of interest of the child. There are a number of staff who are trained in positive handling strategies through Team Teach. Any such incident will be recorded in detail in a bound and numbered log book/the school's Management Information System, including the views of the child. Any occurrence of physical intervention will be reviewed by a member of senior leadership to reflect upon the interaction, consider what is happening for the child and how they can be further supported. A risk assessment will be put in place to minimise the need to use physical intervention in the future. Further information for parents / carers is available from the Headteacher.

**SUSPENSION**

Government guidance states that

‘Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.’

Very serious or persistent breaches of the behaviour policy may result in a pupil being suspended from school. The use of suspension reflects the importance of good behaviour for the education and welfare of all children. However, as a school we recognise that suspensions result in children missing learning time thereby impacting on their achievement. Consequently, suspension is only used as a final measure, after exhausting all other possibilities. Every effort is made to identify children at risk of suspension and put in place strategies to address problematic behaviour. We aim to identify whether there are any causal factors for the behaviour and intervene early in order to reduce the need for subsequent suspensions

In considering whether to suspend a pupil, the Headteacher weighs up the seriousness, or persistence, of the pupil’s behaviour, together with the impact of not suspending the pupil on the school as a whole and the integrity of its behaviour policy. Only the Headteacher (or acting Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. Permanent exclusion is a serious decision and is reserved for when a pupil’s behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

If the Headteacher suspends a pupil, s/he informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any suspension appeals on behalf of the governing body. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, any representation by parents and the local authority, and whether the pupil should be reinstated. If the governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The school will take reasonable steps to set and mark work for children during the first five days of a suspension and it is the governing bodies’ duty to arrange alternative provision from the sixth day of a fixed period suspension. This includes consecutive fixed period suspensions totalling more than five days.

On the pupil’s return to school, a meeting will be held with the parents/carers, the pupil and any other relevant members of staff to discuss the strategy for reintegrating the pupil following a fixed term suspension and for managing their future behaviour.

If deemed appropriate, a less extreme form of suspension may also be considered. For example, a lunchtime suspension could be enforced or a learning suspension, where a pupil learns away from the class, may be appropriate. Parents and governors would be informed but the school does not need to formally report these types of suspensions. Parents/carers may be asked to support their child during these times if it is felt to be of benefit to the child.





*This policy should be read in conjunction with:*

Anti-bullying policy  
Equalities Duties Plan  
Safeguarding and child protection policy  
Special Educational Needs policy



**APPENDIX A: Conflict Resolution**

**Conflict Resolution**

-  **What happened?** (both children)  
*Repeat back what each child has said.*
-  **Tell me what was in your head/what were you thinking when you...how were you feeling?** (to child who has caused the conflict)  
*Repeat back what child has said.*
-  **How do you feel?** (to other child)  
*Repeat back what child has said.*  
  
*Repeat back whole scenario.*
-  **What do you want to happen now?** (to both)  
**What could you do next time you feel .....?** (to the child who caused the conflict)

If a child is angry or upset, he may not understand as well as he normally would.

Keep language short and simple to ensure the child understands.

Avoid saying 'don't .....', say what the child should do – this is easier to understand.

If a child says 'don't know' or 'can't remember', don't assume they are being defiant. It may be that they don't understand what you are saying or they can't articulate what happened. In this case, tell the child clearly what happened and how their behaviour affected others.

Many children of the age we are working with will find it difficult to answer 'why?' they did something – avoid asking them to justify their actions.

**St Anne's Infants' School**  
**Individual Behaviour Plan**



*It is advised to gather the child's voice by making a One Page Profile in collaboration with them and, if necessary, parents*

<b>Child's name</b>		<b>Class</b>		<b>Start Date</b>	

	Observed behaviours	Known triggers	Warning signs	Potential risks	Proposed Strategies	What might the child be communicating?
	What are the behaviours that are challenging and need to be supported?	What events / times of the day etc does the child find difficult?	Behaviours to look out for, often happen before the behaviour that challenges	What could the behaviour lead to?	What strategies will <b>consistently</b> be trialled to support	What may the child be communicating via their behaviour?

Current behaviour target(s)	Success criteria
<i>What are the behaviours to focus (one or two 'big' behaviours)?</i>	<i>What will success look like?</i>

Home-school partnership	
Supportive actions to be taken by parents / carers	
How often do parents / carers wish to be updated about behaviour?	
In what way do parents / carers wish to be updated about behaviour?	