

Wallace Fields Infant School and Nursery



Behaviour & Relationships Policy

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Next Review: September 2025

Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust.



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Document History

Date	Version	Amended By	Comment (e.g., reason for version change)
01/12/2015	1	Clare Mackie	Annual policy review
05/09/2016	2	Katie Muir	Annual Policy review
07/09/2017	3	Katie Muir	Annual Policy review
01/11/2018	4	Katie Muir	Annual Policy review, added dojos, adapted positive management strategies.
12/03/2019	5	Julia Todd	Combined Nursery traffic light system
24/07/2019	6	Laura Brown	Taken away traffic light system and introduced sun, rain cloud scale
24/07/2019	7	Julia Todd	Added sun and rain cloud scale for Nursery
06/09/2019	8	Laura Brown	Updated form to record 'tornado' incidents
02/10/2019	9	Christina Lane	Edited storm cloud for tornado in light of pupil parliament
29/04/2021	10	Katie Muir	Addition of SEND traffic light system
04/05/2021	11	Nicky Mann	SLT review
08/09/2022	12	Annabel Male	Annual review
21/07/2023	13	Anita Kelly	New Behaviour & Relationships policy updated & informed by Paul Dix and Tom Bennett current research.

1. Introduction

Wallace Fields Infant School and Nursery (WFIS) is a happy and caring school where expectations of behaviour are exemplary. We provide a safe and positive learning environment within which we seek to develop a learning environment where children can understand and express their feelings and respect those of others. We aim to build a community based on partnership with parents, children, staff, governors and the wider community. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. Our Behaviour and Relationships Policy is underpinned by our core values as part of our character-based education.

2. Relationships

2.1 Excellent behaviour is established through:

- a) Secure relationships built on mutual respect
- b) Clearly defined routines
- c) An explicit set of school rules
- d) Excellent teaching and learning
- e) Relevant rewards for desirable behaviours
- f) Building positive relationships within the school community.

2.2 Relationship building is closely linked with the behaviour of children and is central to the well-being of the whole school community. WFIS constantly strives to create relationships which are built on respect and trust at all levels to maximise social capital and cultural norms.

To create a culture of excellent behaviour as a minimum expectation for all, all adults will:

- a) Model consistent and calm behaviour
- b) Teach learning behaviours
- c) Positively reinforce behavioural expectations and norms
- d) Promote the use of restorative approaches

‘Visible consistency with visible kindness allows exceptional behaviour to flourish’ (Dix, 2017, p.8).

2.3 Routines

Well established routines removes uncertainty about what behaviour is expected throughout the school day. Consequently, this reduces anxiety by creating a framework of socially acceptable norms and offers each child an opportunity to maximise their learning.

2.4 Rules

It is important to help children identify the behaviours that will help them to be successful i.e., ‘give me five’, and ‘walking not talking’. These expectations will be taught to the children as part of the curriculum so that a norm is established. The taught expectations are underpinned by our school values. Children will also hear and see this ethos being promoted and reinforced by all adults.

The behaviour code consists of three simple rules. These rules are explicitly taught in lessons, assemblies and used as common language across the school when rewarding and promoting positive behaviour, and also in conversations around misbehaviour.

3. Golden Rules



4. Promoting and Rewarding Good Behaviour

Behaviours that are driven by internal rewards such as enjoyment, curiosity, love of learning, and personal satisfaction are more likely to motivate and engage children in their learning. This contrasts with extrinsic motivation, which involves engaging in a behaviour in order to earn external rewards. WFIS recognises the importance of recognising and rewarding positive behaviours, however, nurturing the ability to demonstrate intrinsic motivation leads to children wanting to improve and deepen their own knowledge. When children are intrinsically motivated, their learning is empowered in the long term. The result is a sense of satisfaction but also a quest to learn more which is powerfully driven from within the child and is not confined by extrinsic motivators.

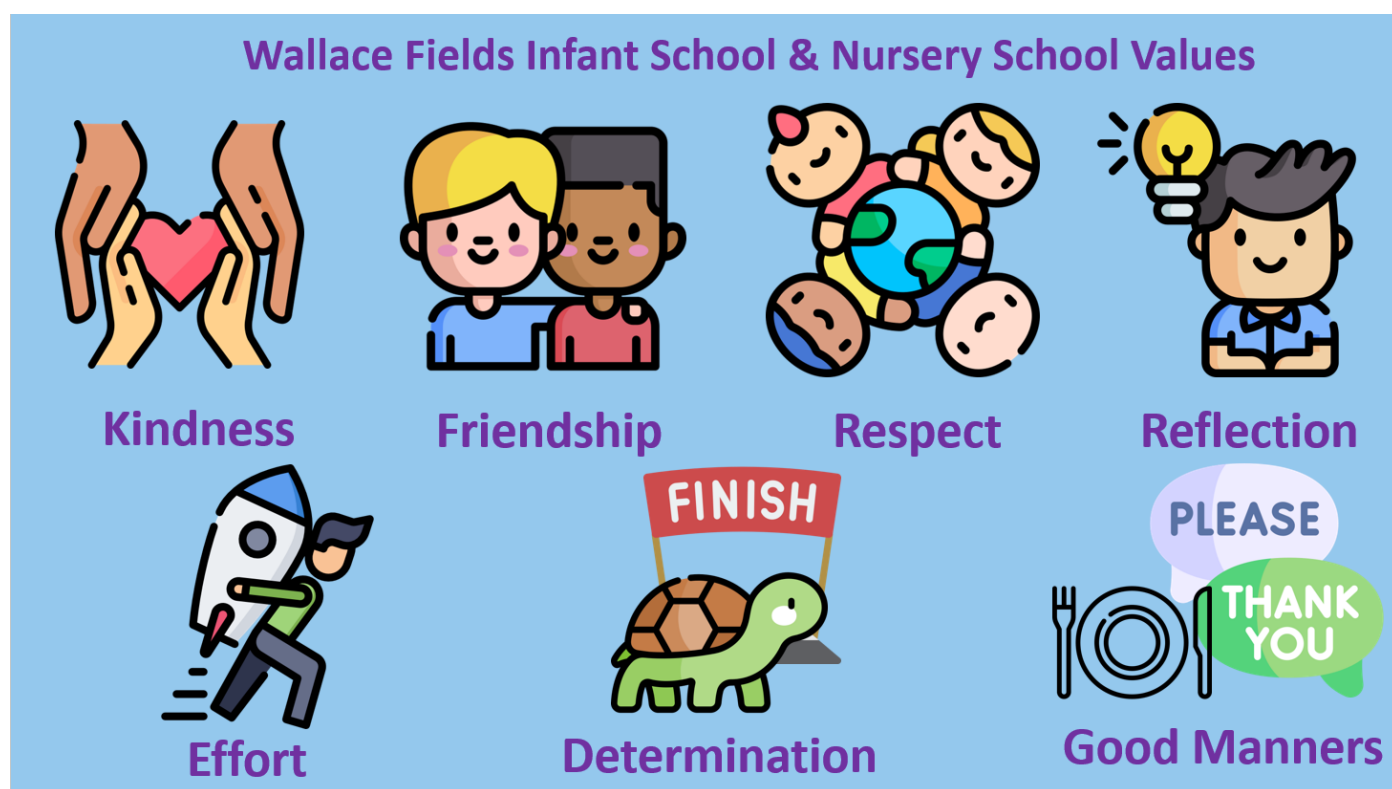
4.1 We recognise the exemplary behaviour displayed by our children. In order to ensure that children are intrinsically motivated rewards and praise are selected carefully and appropriately to ensure high expectations are maintained. Rewards are provided such as:

- a) Verbal praise and acknowledgement
- b) Golden Tea
- c) Superstar stickers – awarded by a member of the senior leadership team for exceptional achievements.
- d) Values award (once a month)
- e) Golden pencil – awarded in circumstances for the most improved handwriting
- f) Positive phone calls home

When a member of staff at WFIS sees the golden rules being followed, the child will instantly be verbally praised or acknowledged for following the school rules.

5. Values and Character Education

At WFIS we use values education to support children to become good citizens and human beings. Values are used to support character development, are used as common language across the school, and define the behaviours we expect to see across the school.



6. Restorative Approach

6.1 The restorative approach provides a framework of values, thinking and language to promote relationship building in a proactive way. Restorative approaches are part of our behaviour model which aims to help children take responsibility for their actions, and repair harm and damage caused in particular situations. It includes everyone in the incident helping to resolve conflict.

This approach consists of the following elements:

- a) Effective communication
- b) Friendships
- c) Empathy and understanding for another person's perspective
- d) Respect
- e) Understanding the impact of our own behaviour on others
- f) Repairing or replacing damaged materials or resources

In order to help children understand the impact of their behaviours, we will offer children a voice and choice in their decisions and highlight the importance of building and restoring relationships through conversations, at every opportunity throughout the school day.

Restorative questions and language to be used by all staff:

6.2

<p>What happened? What's happening?</p> <p><i>Ask the child to describe their behaviour, describe it factually to them if they don't know.</i></p>
<p>What were you feeling at the time?</p> <p><i>This gives the child the opportunity to talk about their actions</i></p>
<p>What 'golden rule' did you break?</p> <p><i>This gives the child an opportunity to see why their behaviour is unacceptable</i></p>
<p>How did this make other people feel? Who has been hurt/ upset? What could be a better choice next time?</p> <p><i>Give the child the opportunity to have a discussion about more appropriate behaviours</i></p>
<p>What can I do to help you? How can we behave differently in the future?</p> <p><i>Give the child an opportunity to discuss positive choices.</i></p>

7. Consequences

When the school rules, norms and routines are taught there are times when children may test the boundaries. When these school rules are broken, it is necessary for children to experience consequences that are aimed at reminding the individual and the class that classroom norms must be respected. Staff will support children and use consequences as a teaching point to support children to learn from their behaviour.

Consequences attempt to deter future misbehaviour by attaching negative consequences to undesired behaviour. Their certainty is important for the children and the stepped approach is consistently followed.

Consequences will make clear:

- Which of the school rules has been broken
- Avoid being applied to a whole class for the behaviour of individuals
- Be consistently applied by all staff to ensure that children and staff always feel supported and secure.

The following stepped approach will be used for issuing consequences:

Step	Examples of dialogue
Verbal reminders	<i>"Give me five" "Show me walking not talking" "Show me that you are ready." "This is a reminder we need to be ready, respectful, and responsible." This will be followed with a 'bounce back statement' e.g., get writing like I know you can." This will be followed with acknowledgment for the desired behaviour and when the behaviour is corrected.</i>
Verbal warning	Child is given the opportunity to reflect & change their behaviour: <i>"I need you to"</i> <i>"When you are sitting quietly"</i> <i>"I've noticed"</i> <i>"I noticed you chose to"</i>
Final warning	<i>"I noticed you chose to"</i> <i>"This is the second time I have spoken to you. If you break the school rules again. You will be moved to a different space in the classroom."</i>
Reflection time	Child is moved by the teacher to a different space within the classroom. Handholding of an adult at playtime Missing of break or lunchtime.
Follow up conversation	Restorative approach
A member of the senior leadership team telephones parent/carer and/or face to face meeting	A behaviour record sheet may be used to support and monitor a child's ongoing behaviour.

All staff use a restorative approach to behaviour incidents encouraging children to consider how they were feeling and what they were thinking in relation to the behaviour they demonstrated. Children are supported to consider who has been affected and what they need to do to make things right.

Each day children start afresh.

Nursery example

Step	Example
Verbal warning	Reminded of behaviour expectation. Use as a teaching point model the behaviour. Restorative conversation.
Final Warning	Reminded of previous conversation and feelings, a reminder of the rules; ready, respectful, responsible. Explanation that if it happens again child will be moved to a different activity.
Re-direction	Moved away from current activity.
Reflection time	Encouraged to consider kind and positive choices.

8. Examples of Extreme Behaviour

- 8.1 All extreme behaviours will be investigated by a member of the Senior Leadership Team. If a child demonstrates extreme behaviours, they will be required to spend time in the form of an internal suspension with the Headteacher. This will start from the time of the incident until the end of the child's school day away from their classroom, working independently with a teaching assistant and supported by the Headteacher or Deputy Headteacher. The child will have a separate reduced work break and lunchtime to their peers.

a	Refusal to follow adult instructions
b	Intentional harmful physical contact with a child or adult
c	Racial, cultural, disability or any discriminatory abuse
d	Inappropriate language or tone at an adult or child
e	Deliberately intending to endanger/hurt another child or adult
f	Deliberately damaging any property
g	Any other significant breach of the behaviour code may result in an immediate internal suspension/suspension at the Headteacher's discretion.

9. Suspension/exclusion

- 9.1 For a serious breach of the school's behaviour code, the Headteacher has the right to suspend children from school for a fixed term. In the absence of the Headteacher, this may be exercised by the Deputy Headteacher.
- 9.2 The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Head teacher. The process is complex and is in accordance with Surrey Exclusions Guidance.

10. Inclusion

- 10.1 The Golden Rules are displayed in every classroom and around the school environment. The Equality Act (2010) sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make reasonable adjustments based on a protected characteristic.
- 10.2 Some children with special needs may need an adaptation of the Golden Rules to suit their individual needs. When acute needs are identified we will liaise with external support agencies – the Behaviour Support Team, Educational Welfare Officer, Educational Psychologist, Social Services, Health Authority and Police – and contact is made when appropriate. This will be determined by the SENDCo. Children with additional needs may receive an adapted behaviour plan which will be devised in consultation with the parents, outside agencies and SENDCo.

11. Language Around Behaviour

- 11.1 At WFIS we strive to understand the individual needs of all children. Every behaviour is a form of communication, and it is our role to understand what the child is trying to communicate with us. As a school we aim to educate the whole school community to use appropriate language around behaviour.
- 11.2 Conversations around behaviour will follow a script with appropriate use of language e.g. 'kicking off' will be replaced with dysregulation.

12. Trauma Informed Practice

As a school we understand that children join our community with various life experiences. From our research, we know that from before a baby is born, the environment around them is impacting their neural pathways and that we are all biologically driven to survive. Our survival instincts help us to feel safe in our bodies, our environments and in our relationships with others. When children experience Adverse Childhood Experiences (ACEs) it can disrupt the development of their neural pathways, and the survival instincts are then triggered by everyday occurrences.

We are aware that any disruption within the early years from pregnancy onwards can impact a child's mind and body in three areas – regulation, attachment and executive function. We believe our role as a school is to provide children with rich, relational interventions that can bring about recovery so that our children can function well at home, school and in the community. We will have compassion for those children who are hurting, and/or grieving.

It is our responsibility to support the children in learning to regulate and we will do this by:

- Staying regulated ourselves throughout the day.
- Remembering that everyone is doing the best they can, with what they have lived through.
- Knowing our pupils' stories.
- Prioritising spending quality time with these pupils.
- Intentionally using warm and open faces and body language, humour and playfulness to support a child in feeling safe.
- Being curious about why children do what they do, wondering aloud so that our pupils have an opportunity to be curious too and start to make links between states, sensations and feelings.
- Preparing children for change as much as possible e.g. if a member of their key staff are not going to be in.
- Not leaving a pupil on their own after a difficulty. We understand that this is the time they need us the most.
- Validating the child's feelings and emotions.

13. Confidentiality

The school will not enter into discussions about other children and their level of consequence out of respect for their privacy and right for anonymity.

14. Racist Remarks

14.1 Racism is not tolerated at WFIS. Any racist incident should be recorded on CPOMS and reviewed by the Headteacher. Relevant parents will be informed. All incidents are recorded and monitored by a member of the Senior Leadership Team.

14.2 The school has a responsibility to report racist comments/incidents to the Local Authority.

15. Bullying

Preventive measures are put in place through explicit teaching, assemblies and through our PSHE curriculum. Behaviour incidents are closely monitored and analysed to ensure the right support is put in place.

16. Children with Behaviour difficulties/Special Educational Needs with Behaviour Emotional and Social Difficulties (BESD)

All children at WFIS will be expected to follow the school's Golden Rules. Children with specific behaviour difficulties will be given extra support and reasonable adjustments made. These adjustments will be co-ordinated by the Inclusion Lead and class teacher in partnership with parents and, if necessary, the involvement of Behaviour Support Services may be required.

17. Positive Touch

- 17.1 Surrey County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided and that there are occasions when the use of force is appropriate. The use of physical intervention should only ever be as a last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop (touch and the use of 'Restrictive Physical Intervention when working with children and young people 2010').
- 17.2 Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.
- 17.3 Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work.
- 17.4 Every effort should be made to ensure the presence of another adult in situations where physical intervention is a possible outcome.
- 17.5 *'In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.'* (Education Act 1996: The use of force to control or restrain pupils).
- 17.6 Whenever restraint has been used, a Restrictive Physical Intervention Form (appendix 1) will be used as a prompt guide for completing a CPOMS entry and parents will be informed.
- 17.7 As with all state schools, any form of physical punishment by staff is not allowed.

18. Record Keeping and Reporting

- 18.1 Teachers will feedback children's summary of behaviour at parents' evening consultations.
- 18.2 All significant behaviour incidents will be recorded on CPOMS.
- 18.3 All behaviour incidents recorded on CPOMS are monitored and reviewed each half term by the designated safeguarding lead. Each incident and categories are scrutinised to identify patterns in relation to year groups, gender, location and potential safeguarding issues. This ensures the relevant steps have been taken in a timely and responsive manner with consideration to enhanced pastoral support. This review process also informs staff training and whole school action plans.

19. Parental Involvement

19.1 Full support is expected from parents in dealing with their child's behaviour, in accordance with the home school agreement. Parents are encouraged to alert the school to health problems or any changes at home, such as bereavements, which might affect a child's behaviour and/or performance at school.

19.2 Parents are notified in serious cases of misbehaviour or in the case of gradual deterioration of behaviour, with the expectation that school and home will be able to support each other to prevent further occurrences.

20. Monitoring and Review of Policy

20.1 Evaluation of the effectiveness of the policy is continuous and made through observations by all staff, and by regular review of reports including the Behaviour Incident Record form.

20.2 Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

21. Training and Staff Development

At induction, all staff will receive regular behaviour training. All staff will receive regular restorative approach training. External training will be provided by the Specialist Teachers of Inclusive Practise where necessary, and to support those children with additional needs.



APPENDIX 1

Restrictive Physical Intervention Form



Child's name	Staff member	Incident date
Names of others involved (staff and pupils)	Names of witnesses (staff and pupils)	Time/duration
		Nature of incident
Antecedents (Events leading up to incident)		
Behaviour (Description of what happened, how the pupil responded)		
Consequences (How did staff intervene, how did the child respond, how was the situation resolved, steps)		
What de-escalation techniques were used prior to physical intervention (defusing, distracting, behaviour reminder, time out offered, choices, consequences, etc?)		

Justification for physical intervention (injury to self or other, damage to property, disruptive behaviour, etc.)		
Nature of restrictive physical intervention used (relevant language, training, estimation of duration, etc.)		
Response and view of the pupil		
Details of any resulting injury (injury to whom and action taken as a result, e.g., first aid, medical)		
Headteacher comment		Parents/carers informed
Signed	Date	Time