



# **Behaviour for Learning and Relationships Policy**

**Clover Hill VA Infant and Nursery School**

<b>Formally adopted by the Governing Body of All Angels' Federation</b>	
<b>On:</b>	<b>June 2023</b>
<b>Chair of Governors:</b>	<b>Rosemary Games</b>
<b>Review:</b>	<b>June 2024</b>

## **Intention**

We foster positive, appropriate behaviours and habits for successful and fulfilling learning, for meaningful and respectful relationships and for making a positive contribution to our society. We expect respectful and safe behaviours inside and outside the classroom which enable our whole school community to learn well and live well together. We promote co-operation and consideration of others' feelings and views, especially when there is conflict.

## **Introduction**

This policy supports staff in managing behaviour fairly and consistently. It reflects our restorative approach and our philosophy about relationships as being core to effective teaching and learning. The policy will be applicable in school, on school trips, and also where appropriate when students are representing of the school on their journey to and from school and when wearing our school uniform.

The policy will rely on the principles of Restorative Practice.

Please refer to our restorative script which is used by all staff where there has been conflict.

## **Aims**

- For all children to achieve personal highest standards and to make good progress during their time at All Angels' Federation.
- To recognise the value of each child as an individual, nurturing the intellectual, creative, emotional, physical and spiritual aspects of their personality.
- To foster a caring, safe and supportive environment where children are safe and respectful and become responsible citizens in the school and the wider community.
- To provide individual support, challenge and intervention to ensure children reach their potential.

## **What is expected in school?**

### **Be safe. Be respectful. Be ready to learn.**

- Children have the right to learn and teachers have a right to teach.
- Making expectations clear, reminders and positive reinforcement are crucial to success with behaviour.
- Involving children in the decision making process about behavioural aims and sanctions helps them take responsibility for their actions and increases the chances of maintaining good behaviour.

## Classroom Behaviour System Procedures

Through our RSHE curriculum, our whole class THRIVE activities and Circle Times, we teach positive behaviours which will promote effective learning.

We encourage resilience and positive growth mindset. We actively teach how mistakes can help move learning forward. Children are praised for their hard work, effort, challenging themselves and demonstrating skills for good learning.

Our behaviour system follows the principles set out by Paul Dix (When the Adults Change, Everything Changes: Seismic shifts in school behaviour) – we recognise wanted behaviours and aim to respond constructively to unwanted behaviours.

Every adult in the school is responsible for behaviour across the school. There is a clear expectation that all staff will manage behaviour and respond to any issues.

Each classroom has a 'Good to Be Green' chart, labelled with the names of the children in the class. All pupils will start on a green card at the beginning of the day and will be praised throughout the day for remaining on green.

At Clover Hill each day will be divided into 3 sections (before morning break, before lunch and after lunch) and, in the event of receiving a yellow or red card, pupils have the opportunity to return to 'green' at the end of each session, provided they are displaying appropriate and desirable behaviour.

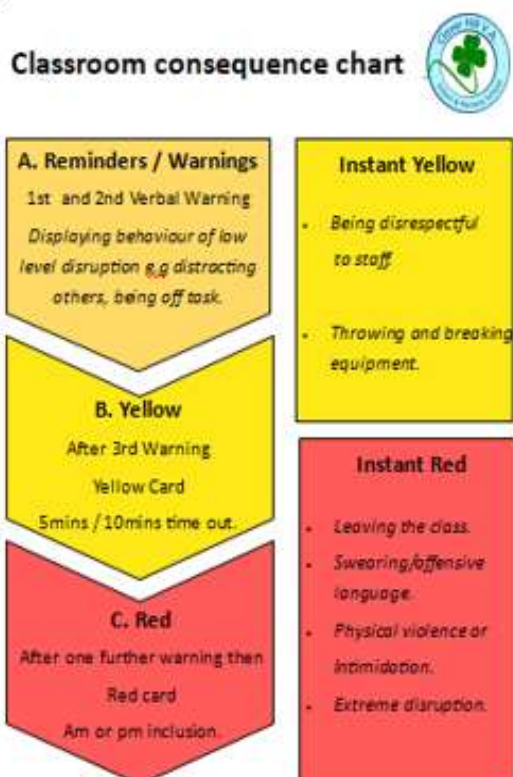
### Rewards

It is important that good behaviour is routinely recognised and rewarded. Rewards which may be used in school are also displayed in the classroom.



## Classroom Consequence Chart

All children and staff follow the consequence chart in class and around school (unless a child with individual behaviour needs have had an adapted chart made for them).



### A. Reminders and Warnings

These will be mainly verbal and privately issued where appropriate.

### B. Yellow

Time-out in the classroom, away from peers. Parents/carers will not routinely be notified of a yellow card.

### C. Red

Child will spend up to 30 minutes in another classroom (normally with a phase leader). Staff will record the red card on Pupil Asset and notify the parents/carers at the end of the day.

This works on a 4-weekly basis.

### What if a child receives more than one red card within a 4-week period?

**Second red card:** The class teacher will inform the parent/carer of the second red card and this will be logged again.

**Third red card:** The class teacher will inform the parent/carer of the third red card and warn the parent of an internal suspension occurring following any further red cards.

**Forth red card:** Following a fourth red card in a 4-week period, pupils will have an internal suspension of up to 3 hours in a suitable room, such as Group Room. The parent/carer will be informed of the internal suspension by the class teacher. The class teacher will arrange a meeting with the parents to discuss the inclusion and how to support each other going forward.

## **Suspensions and permanent exclusions**

The school has developed a collaborative multi-agency approach to working with the child and family to enable children to maintain engagement in education throughout their school career, and to reduce the incidence of exclusion. We use the Norfolk Inclusion Line for advice when needed.

We work hard at identifying pupils at risk of exclusion at an early stage and agree an individual strategy with relevant partners. We have a school inclusion action plan to reduce exclusion for the most vulnerable children, identifying collaborative partnerships with other schools, appropriate agencies and the voluntary sector, however under certain circumstances a fixed term exclusion will be issued.

When necessary, a suspension involves temporarily removing a pupil from the school environment for a specified period. The duration of suspension can be one or more fixed periods, with a maximum limit of 45 school days per academic year. It does not have to be continuous but serves as a clear signal that certain behaviour is unacceptable and indicates the risk of permanent exclusion.

Suspension can also be specific to certain parts of the school day. For example, if a student's disruptive behaviour occurs during lunchtime, they may be suspended from the premises for the duration of that period.

Permanent exclusion is a decision that is made in response to a serious or repeated violation of the school's Behaviour and Relationship Policy, and when allowing the pupil to remain in school would seriously harm their own education or the well-being of others. In cases of permanent exclusion, we will also consider making appropriate referrals to support services or notifying key workers, such as a social worker.

During a suspension or exclusion, it is crucial that students continue to receive their education. Headteachers are responsible for ensuring that work is assigned and assessed during the first five school days of the suspension or exclusion.

A Permanent Exclusion:

The DfE have listed the likely reasons for permanent exclusion:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behavior against a pupil or adult
- Bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour

This list is not exhaustive and each case is considered in isolation. Great care is taken when considering permanent exclusions as the consequences are very serious for the child.

Following a suspension, the child and parent will carry out a reintegration meeting with a member of school staff. A plan may be developed around the child which will assist reintegration.

### **Reasonable Force**

Section 550A of the Education Act 1996 (which became operational on 1.9.1998.) clarifies the powers of teachers to use reasonable force to prevent pupils committing crimes, causing injury or damage, or causing disruption. Please refer to our 'Use of Reasonable Force' Policy.

### **Social and Emotional Behaviour Difficulties – Supporting well-being and mental health**

As a Federation we recognise that some learners during their time at school may have Social Emotional Behaviour Difficulties and we will endeavour to make every possible arrangement to provide for their individual needs. For these pupils, it may be necessary to devise an Individual Behaviour Support Plan.

If behaviours being displayed are linked to a child's Emotional Wellbeing and Health, we will contact parents/carers to discuss the best way forward.

### **Pupils' conduct outside of the school gates.**

DfE guidance states that the school may choose to discipline pupils for behaviour issues beyond the school grounds, under the following circumstances. These include:

- when children are taking part in a school organized activity
- when travelling to or from school
- when wearing school uniform
- if they pose a threat to a pupil

When the school decides to follow this course of action, staff will consider disciplining the pupil on school premises or fixed term exclusions.

## Behaviour systems at break and lunch times

As in class our children during break and lunch time are encouraged to;

**Be safe. Be respectful. Be ready to learn.**

We teach children restorative approaches to conflict resolution and promote this culture throughout the school. During all break and lunch times members of staff are on duty to support behaviour.

The behaviour system at lunch times and break times

**Restorative Reminder**  
An adult on duty will remind you how to behave in order to keep you safe

**Warning Reminder**  
If you do not change your behaviour or you do something that is not safe or respectful, you will be asked to stay with a member of staff and have a discussion about your behaviour.

**Reflect**  
You will miss your lunchtime for unresolved issues from a warning, swearing or offensive language, physical violence or intimidation, putting the safety of yourself or others at risk.

**Restorative Reminder:** member of staff, who will resolve the incident and discuss future expectations.

**Reflect on behaviour:** Children will be supported to discuss the incident and repair a friendship or use this time as an opportunity to calm down. Depending on the nature of the incident, the parent may receive a phone call from a member of the teaching staff.

The lunch club runs at lunchtime for children identified by staff members, who are having friendship issues on the playground. The club is supported by members of the Pastoral Team, who work on friendship and teamwork skills through supervised play.

If children are refusing to follow the behaviour consequences, or are repeatedly unsafe during break and lunchtimes, it may be required that the child have a differentiated lunch or lunch at home for an agreed period of time. This would only occur upon approval from the Headteacher.

## **Malicious accusations against school staff**

Where pupils are found to have made unfounded, malicious allegations against school staff, the school will take appropriate action in line with the school's Behaviour Policy.

## **Individual Behaviour Support Plan**

A small minority of pupils may not be willing or able to comply with school / class rules to the same extent as other pupils. For these pupils, it may be necessary to devise an Individual Behaviour Support Plan. The purpose of an Individual Behaviour Support Plan is to help and support the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices. We will use a multi-disciplinary approach, one that includes a range of school staff such as, the teacher(s), SENCO, Senior Leadership Team, Pastoral, Headteacher, parent/carer and the pupil in the process.

These may include:

- Thrive, Pastoral support
- Adapted timetable
- Extra support
- EHCP
- Applications for alternative provisions
- Benjamin Foundation family support
- Personal Risk assessment
- Transition support
- Educational psychologist
- Forest school

'For behaviour problems related to bullying, please refer to the **Anti-bullying Policy**.'



## Appendix 1

### The Restorative Script.

The Restorative Script is made up of core questions (shown below in **red**) which are asked first to the person who has allegedly caused harm and then next, to the person who has experienced harm. These questions can be supplemented with additional questions (shown below in **black**) if appropriate.

#### To the person who allegedly caused harm:

1. **What happened? What else happened?**
2. **What were you thinking/feeling at the time?**
3. **What have you thought about since? What would you do differently if you could go back?**
4. **Who has been hurt? (In what way, how do you think they felt?)**
5. **What needs to happen to make things right? What are you prepared to do to make things right?**

#### To the person who has experienced harm:

1. **What happened? What did you think?**
2. **How did this hurt you/affect you?**
3. **What has been the hardest thing for you?**
4. **How could things have been done differently?**
5. **What needs to happen to make things right?**

#### Returning to the person who allegedly caused harm, ask:

1. **You have just heard how X has been affected.**
2. **This is what they would like from you to make things right...**

In our Nursery School, staff introduce the Restorative Script by just using the first question - "What happened?" (Asked with a soft, inquiring tone of voice) followed by the last question - "What needs to happen to make things right?" As pupils progress through the school to Year 6, they will become familiar with all the core questions (shown in **red**) as well as the additional restorative questions (shown in **black**) which staff will ask in order to facilitate deeper understanding and empathy.