

Higham Ferrers Nursery and Infant School

**'Together, we enjoy learning in a happy,
caring and friendly environment'**



RELATIONSHIPS (BEHAVIOUR) POLICY *(FOR CHILDREN)*

**This Policy was agreed by the Full Governing Body in
Summer (2024)**

It will be reviewed in Summer (2025)

(BA & PD Committee)

H. R. Robbing

Signed:

(Chair of Governors)

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01. INTRODUCTION

At Higham Ferrers Nursery and Infant School we aim to provide a happy, secure and caring environment, where each individual feels valued, respected and accepted. The code of conduct is agreed with our children and their parents through our Home/School Agreement when they enter our school. All children and adults in our school are expected to abide by the rules and values set in place.

We believe that good behaviour needs to be carefully developed. We think children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. This policy is about how we aim to do it and applies when the children are in school and on any outside visit.

02. RELATIONSHIP POLICY AIMS

- To promote our whole school aims and values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To raise levels of attainment for all.
- To maintain high standards of behaviour.
- To ensure that the policy is supported and followed by the whole school community through our Home/School Agreement.
- To encourage all children to take responsibility for their own behaviour.
- To teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for children.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the consequences that will follow.
- To resolve behavioural problems in a caring and sympathetic manner as they occur.

The rules and routines set out are positive, simple and minimal. The implementation and monitoring of the policy is the responsibility of all staff. It is expected that all staff should support the routines and expectations throughout the school with all children. Issues should be dealt with as soon as possible and positive reinforcements made.

03. OUR SCHOOL VALUES

School rules relating to our 5 values (Care, Share, Respect, Friendship and Enjoy) will be reintroduced to the children at the start of every academic year and revisited throughout the year during assemblies, PSHE lessons and circle times. The rules are along the lines of:

1. We are kind and helpful. (i.e. don't hurt people's feeling)
2. We are gentle. (i.e. don't hurt anyone)
3. We listen to other people. (i.e. don't interrupt)

4. We are honest. (i.e. don't cover up the truth)
5. We look after property. (i.e. don't waste or damage things)

For younger children, the principles of the rules are simplified to the following statement:

'Kind hands, kind feet, kind words.'

04. PLAYGROUND RULES (CREATED AND VOTED FOR BY OUR PUPILS)

- 1) Always treat toys and equipment with respect.
- 2) Respect your friends and grown-ups
- 3) Always tell a grown-up if you have a problem.
- 4) Be a good friend.
- 5) Line up smartly.

05. EXPECTATIONS OF BEHAVIOUR

We expect children to:

- Be polite and well mannered
- Be kind and caring
- Respect our school environment and each other
- Work hard and do their best

These will be referred to by staff and children regularly and linked to our 5 school values.

06. REWARDS (ENCOURAGING APPROPRIATE BEHAVIOUR)

We encourage good behaviour and work in the following ways to promote a positive approach:

- 1:1 verbal praise with own teacher and sometimes other members of staff.
- Notes home to parents in home/school books.
- Star of the week.
- Verbal praise within class, other classes and whole school assembly.
- Stickers and stamps in books.
- Friday Gold Award Certificates: Each week the class teacher nominates two children to receive a certificate for good work, attitudes or behaviour.
- Positive comments on work.
- House Points/Value beads.

Class teachers have their own ways of promoting and rewarding good behaviour in their classrooms too including charts and stickers.

07. UNACCEPTABLE BEHAVIOUR (MAJOR MISDEMEANOUR) MAY INCLUDE:

- Rudeness to adults / children
- Bad language e.g. swearing
- Aggression towards others
- Disobedience
- Bullying
- Disruptive behaviour
- Destructive behaviour
- Dishonesty
- Spitting

08. PROCEDURES FOR DEALING WITH CHILDREN WHO CHOOSE NOT TO FOLLOW SCHOOL RULES - CONSEQUENCES

The school proactively uses 123Magic. This gives the children a quick warning of “1” for the first offence, “2” for the second and a “3” meaning time out to reflect on their action using red and green behaviours to support this.

This strategy is not suitable for all children and all incidents, so the following may also occur:

- Reminder of expected behaviour
- Verbal warning often given in the form of a choice
- Time out to reflect either within the classroom, in another part of our school (such as another classroom) or kept inside during a playtime (this might also mean being given ‘time out’ whilst out in the playground)
- Removal of enjoyable activities which may include missing part or all of a playtime
- Drawing or writing a letter of apology
- Loss of a responsibility
- Being taken to the leader of the year group to be given a consequence, or to complete a time out
- Being taken to the Deputy Headteacher to be given a consequence, or to complete a time out
- Being taken to the Headteacher to be given a consequence, or to complete a time out. This action usually results in an internal or external exclusion (see below)

Where a minor misdemeanour has taken place, parents and carers will be informed where it is deemed to be appropriate. If a major misdemeanour has taken place parents and carers will always be informed. As an Attachment Aware school we believe in working with parents to support children who find conforming/following behaviour expectations difficult.

09. DE-ESCALATION STRATEGIES

All behaviours will be challenged at the level staff feel is appropriate. Context, persistence and emotions will all be taken into account when choosing a de-escalation strategy. Within school we have a number of strategies available for staff to use.

These include:

- Tactical ignoring
- Humour
- Calmness
- Other non-verbal signals (eg. Hand on shoulder, fidget toy, hold hand) • Physical proximity
- Redirect to task-use of schedule card, CIP prompt
- Rule reminder
- Reward reminder
- Repeat the instructions-they may not have heard?
- Use simple/appropriate language
- Allow 'take up' time
- Focus on the primary behaviour, not the secondary behaviour
- Casual questions to re-focus
- Take the blame
- Distract /Diffuse/Divert
- Keep calm, slow down and lower your voice.
- Be aware of your body language.
- Focus on the primary behaviour, not the secondary behaviour
- Casual questions to re-focus
- Take the blame
- Distract /Diffuse/Divert
- Keep calm, slow down and lower your voice.
- Be aware of your body language
- Stay calm (lower voice etc.)
- Have a clear plan
- Use your scripts
- Diversionary activity
- Remove the child
- Remove the year group
- Remove the class group
- Send for additional help
- Change face/save face
- Don't invade personal space
- Cooling off (Time)
- Follow up - repair & rebuild relationship

10. IF POOR BEHAVIOUR CONTINUES

- A referral may be made to our Family Support Worker
- Individual behaviour targets may be put in place
- The expertise of outside support agencies may be sought

- ABC records will be kept to look for any triggers
- If appropriate a file will be created for a child containing all records/involvement. This will be passed on to the next class teacher for future reference.

School staff will apply the consequences listed above in the order which is deemed appropriate for the type of behaviour. In some cases, alternative resolutions may need to be sought.

11. POSITIVE HANDLING

In line with Team Teach principles, when an adult is certified to the correct level, positive handling approaches may be used to keep a child, other children and adults safe.

The aim of positive handling is to bring temporary, assisted regulation to a child who cannot self-regulate and is engaged in behaviour that is dangerous or damaging to self or others or the environment, providing it is reasonable, proportionate and necessary. Positive Handling may be necessary and can form any part of a Positive Behaviour Intervention Plan in order to provide safety in situations where de-escalation methods alone have been unable to resolve a situation or in which unexpected, dangerous or damaging acts are occurring.

- Positive Handling must be carried out in a sympathetic way that provides a caring and safe situation for the child.
- Positive Handling must be carried out in a manner that preserves the dignity of the pupil.
- Positive Handling should be pre planned and shared with parents and staff wherever possible. This is recorded on the Positive Behaviour Risk assessment in the section titled crisis interventions. Appendix 1.
- Whenever possible there should be another adult(s) present when Positive Handling is being used.
- Following the use of Positive Handling time for reflection and regulation should be provided for both the child and staff.
- Any use of Positive Handling has to be recorded in the correct manner in accordance with legal requirements Appendix 2 Positive Handling Form - incident recording and a copy kept in the child's behaviour file after being signed by a member of SLT
- Positive handling is not to be used as a punishment or as a substitute to a positive behaviour management programme
- At Higham Ferrers Nursery and Infant School, pupils are never locked in, left alone when distressed, deprived of food or drink, or denied access to a toilet

12. THE LAW

Use of reasonable force in schools:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts

Legal defence

As a rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why

At Higham Ferrers Nursery and Infant school we work on the premise that any positive handling of a child will be in his/her BEST INTEREST and be REASONABLE AND PROPORTIONATE and NECESSARY.

13. RECORDING

All behaviour incidents must be recorded on the appropriate forms, any incidents which have necessitated positive handling must also be recorded on a positive handling form. See Appendix 2

Copies of these forms are available in the SEND folder on both Teams and the T'Drive.

The form requests details of the date, start and finish times, the people involved, the background of the incident, the incident itself and the type of de-escalation and positive handling techniques used and the outcome. Accidents/injuries to the child or others should be recorded and post incident support offered or provided. Parents must be informed about incidents involving the use of positive handling. These can be signed off formally by a member of the SLT.

If an adult is hurt in the incident then a green County "Accident/Incident at work" form must be filled in. These are kept in the school office.

14. POSITIVE BEHAVIOUR RISK ASSESSMENTS

In a small number of cases pupils may display behaviours for which additional support and possible physical intervention is necessary in order to keep the child and/or other children/staff safe. This behaviour could then be described as "challenging" and require an individualised approach to ensure effective management. A Positive Behaviour Risk Assessment will, in such cases be written. A Positive Behaviour Risk Assessment is a planned and documented systematic approach towards:

- Assessing causes and reducing challenging behaviour
- Planning, implementation and evaluation of intervention.

● Planning for the involvement of out of school agencies and collecting evidence for support The following are essential features of a successful Positive Behaviour Intervention Plan and will:

- Be the responsibility of the class teacher who devises it in collaboration with the Inclusion Lead and Family Support worker. Requests for advice from outside agencies, such as Educational Psychologists, AP and OT, may be necessary.
- Be shared with all relevant staff
- Work systematically towards promoting greater self-regulation utilising positive teaching methods
- Be clear in terms of the behaviour(s) it aims to reduce and emphasise the direct teaching of skills to be learned that will decrease the likelihood of the undesirable behaviour occurring
- Determine aspects of the physical and human environment that trigger behaviour(s) that need to be adapted or altered to decrease the likelihood of the behaviour(s) occurring
- Have specified review dates, ideally a minimum of 3 times a year
- Be discussed and agreed with the child's parents/carers and in certain cases their active support requested

Copies of the Positive Behaviour Risk Assessment for individual children should be kept in the child's folder in classrooms and on Google drive/T Drive SEND file.

There is no place in our school community for violence, bullying, harassment, vandalism, discrimination, prejudice or bad language. This should be dealt with immediately and a child's teacher and parent informed

15. FIXED TERM SUSPENSIONS

Persistent non - compliance will result in a period of suspension, this could be an internal or external suspension. For example inappropriate lunch-time behaviour could result in a three day lunch time suspension. The period of suspension is dependent on the severity of the incident. Only the Headteacher or person acting in that role may apply this sanction who will decide whether the suspension will take place at home or within the school building (internal suspension). If it is an external suspension it will be arranged according to Local Education Authority Guidelines. Parents will be informed in writing on the day. The letter will explain the reason for the suspension.

16. LONGER PERIOD SUSPENSION

This step is only taken when temporary suspension and in school support has failed to have a positive impact on the child's behaviour. The child would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place to agree terms and conditions of suspension.

17. PERMENANT EXCLUSIONS

This severe measure is only taken by the Headteacher and ratified by the Governing body when there is total non-compliance from the child. See the DFE document *'Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion.'* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

18. EXCEPTIONS

The Headteacher/teachers will miss out sanction steps detailed previously if:

- The behaviour is severe
- The sanction steps are not working
- The pupil's safety or that of others is at risk

19. MONITORING AND REVIEW

Promoting good behaviour is the responsibility of everyone in our school. This policy will be reviewed every two years and updated with the views of children, staff and parents taken into account.

The policy was reviewed and updated in Summer 2024.

20. APPENDIX 1 - POSITIVE BEHAVIOUR RISK ASSESSMENT

See SEND file on Teams and T'Drive for a copy or ask the schools Family Support Worker.

21. APPENDIX 2 - POSITIVE HANDLING FORM



Academic Year 2022-2023

Date		Date and time parents informed and by whom	Date Time Initials
Name of pupil		Start time	
Location		Finish time	
Staff involved		Witnessed by	

Events leading up to incident:

Description of incident:

De-escalation Techniques (Please tick all appropriate boxes)

Verbal advice and support	Non-threatening body language		Time out offered		Other options - please specify	
Reassurance	Humour		Time out directed		Success reminded	
Staff changeover	Choices/limits/boundaries/consequences		Option offered		Planning ignored	
Calm talking	Distraction		Negotiation		Other techniques. Please specify	

Positive Handling criterion believed to be satisfied? (Please tick appropriate box)

The pupil was attempting to harm him/herself which may		There was a substantial risk of physical injury to another pupil		There was a substantial risk of physical injury to a member of staff/ public		Serious damage to property was being threatened/ caused	
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have resulted in self harm						
I/We believe that one of the above was likely to occur						

Positive Handling technique used (if any) (Please tick appropriate box)

Single person double elbow escort		Single elbow escort (2 people)		Single elbow seated (2 people)		Hair release	
Staff qualified	yes	No		Total duration of restraint (minutes)		Bite release	

Outcome/Consequences

Staff de-brief

Pupil Debrief

Any medical information/attention/details of Injury to staff or pupils

Reported to First Aider Yes No Recorded in Medical Book Yes No

Monitoring:

Signature of reporting members of staff:

Signature of Head / Deputy Head/ Inclusion lead:
