



Cupernham Infant School Behaviour Policy & Guidance

“Together We Care, We Learn and We Achieve”

Status:	Current	Approval Level:	FGB
Review Frequency:	Annual	Author/Role:	Headteacher
Date First Written:	January 2022	Date Last Approved:	January 2023
Date of Next Review:	January 2024	Statutory:	YES
Source:	School	Any Changes:	Yes - summary of changes document

This policy was developed in consultation with staff and governors

It also takes into consideration recommendations from the Education Endowment Foundation Research and on the principles of work by Paul Dix.

ETHOS STATEMENT

It is the aim of the Governing Body of Cupernham Infant School to develop policies and procedures which support the school's vision of:

“Together we care, We learn and We Achieve”

Ready, Respectful and Safe

INTRODUCTION & AIMS

At Cupernham Infant School, we have an expectation that children are caring & compassionate friends who are respectful, tolerant and kind towards others. We do not leave this to chance and the aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community. Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

The behaviour policy contains information about processes and systems, including rewards and sanctions, but recognises that many of these will need to be reviewed. However, it is our intention that the principles and philosophy which underpin this policy become deeply embedded within the culture of Cupernham Infants.

It is our aim that the approach to managing behaviour at Cupernham Infant School is both positive and restorative with positive relationships at the centre of the work we do. We want to develop a culture of intrinsic motivators whereby children make positive behaviour choices because it is important to them rather than because of the rewards they receive. We recognise children may make poor choices at times but we aim to utilise these as a learning experience for the child so that they grow up understanding the impact of their behaviour on others.

PRINCIPLES

At Cupernham Infant School, our approach to managing behaviour is based upon four key principles:

Remarkable Routines	Visible Consistency, Visible Kindness	Relationships Matter	Over and Above Recognition
----------------------------	--	-----------------------------	-----------------------------------

“The standard you walk past is the standard you accept!”

These principles are put into action and supported by training for staff, in different ways as the table below illustrates:

PRINCIPLE	SUMMARY/RATIONALE	APPLICATION STRATEGIES
Remarkable Routines	Consistency and coherence at whole-school level are paramount. Remarkable routines will help children understand expectations from one class to the next and enable them to live up to these.	PIP & RIP: <ul style="list-style-type: none"> • Praise In Public • Remind In Private Scripted Conversations: <ul style="list-style-type: none"> • All staff consistently using shared language and/or scripted conversations to resolve difficult situations (Appendix 2)
Visible Consistency, Visible Kindness	Adults should be the role models to children. We do this by showing kindness consistently and for promoting positivity.	Restorative Approaches: <ul style="list-style-type: none"> • We do not shout (there is a clear difference between raising your voice and shouting) as this is a loss of control. People make mistakes but we have to help them repair and rebuild in a restorative way. First Attention for Best Conduct: <ul style="list-style-type: none"> • 95% of children will always make the right choice. They must not be forgotten and our attention should always be primarily focused on best conduct.
Relationships Matter	Nobody really wants to hurt or upset people they care about. This is why it is important to build relationships which are based on mutual respect.	Daily Meet & Greets: <ul style="list-style-type: none"> • Each morning an adult will welcome children into the classroom. This starts the day in a positive way. PWOMS: <ul style="list-style-type: none"> • What would you do if you had a 'parent watching over my shoulder'? We should be nurturing our children with the same love and care that a parent/carer would.
Over and Above Recognition	It is important our attention is focused on 'catching them being good' rather than the opposite. Our time and energy needs to be invested to ensure we go over and above to recognise positive choices.	Recognition: Recognition Boards in EVERY classroom. Secret Superstar! Postcards Home and Hot Chocolate Friday with the Headteacher. Home Contact: <ul style="list-style-type: none"> • Strategies to let the parents/carers know positive news, phone calls and postcards home.

Cupernham Infant School - Behaviour Blueprint

At Cupernham Infant School we consistently look for positive behaviours, we respond to children with calmness and non-judgemental kindness and have clear, shared boundaries.

At Cupernham Infant School we are:		
<p style="color: purple; margin: 0;">We have 3 Rules – Ready, Respectful, Safe</p> <p style="color: purple; margin: 0;">I will be ready to learn and show pride and staying power with my work</p> <p style="color: purple; margin: 0;">I will be respectful towards everyone, towards property and the school environment</p> <p style="color: purple; margin: 0;">I will be safe and make the right choices both in and out of school</p>		
<p style="text-align: center; margin: 0;">Visible Adult Consistencies</p> <ul style="list-style-type: none"> Being welcoming Being relentlessly positive Being calm, considered and controlled at all times Build trusting relationships by catching students being the best they can be. 	<p style="text-align: center; margin: 0;">Over & Above Behaviours</p> <p style="text-align: center; margin: 0;">At Cupernham Infant School, we look for children who go over and above in these areas.</p> <ul style="list-style-type: none"> Being an excellent role model. Considering others' feelings; continually showing good manners. Always treating others kindly. Constant willingness to help others. 	<p style="text-align: center; margin: 0;">Rewards</p> <p style="text-align: center; margin: 0;">Children will be recognised and celebrated in the following ways:</p> <ul style="list-style-type: none"> Verbal praise and recognition Recognition boards Class rewards Secret Superstar Show work to another adult Postcards, phone call home Hot Chocolate Friday
<p style="text-align: center; margin: 0;">Stepped Sanctions</p> <ol style="list-style-type: none"> 1. Redirection: a non-verbal cue in the form of a gentle encouragement. 2. Reminder: reminder of the Rule delivered privately wherever possible. Deescalate where reasonable. 3. Formal Verbal Caution: a clear verbal caution, delivered privately where possible, of the Rule in need of reminding and clear awareness of the consequence should the behaviour persist. Reminder of previous positive conduct. 30 second micro-script 4. Reflective Conversation: the child will speak to the adult away from others where the boundaries are reset. Reminder of previous positive conduct. 5. 'Take up Time': gives a child an opportunity to reflect away from others with a senior member of staff. 6. Reparation: a restorative meeting between adult and child will take place during the next playtime. 	<p style="text-align: center; margin: 0;">Micro-script</p> <ul style="list-style-type: none"> I have noticed that you are not being ... (refer to the rules and child's behaviour) right now Now you have chosen to ... (refer to the action to support behaviour e.g. moving to another place, Can you remember yesterday when/last week when you...? (refer to previous positive behaviour)? That is who I need to see today.... Thank you for listening ...then give the child some 'take up' time. You are better than that. I care about you. 	<p style="text-align: center; margin: 0;">Restorative Questions</p> <ul style="list-style-type: none"> What happened? What were you thinking at the time? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? <p style="margin-top: 10px;">These questions can be used with children involved in and affected by the situation.</p>
REMARKABLE ROUTINES		
Wonderful Walking means no talking	Lovely lines	Mealtime Manners

Restorative Practice:

In order to embed our approaches to restorative practice, it is important that we recognise:

- All behaviour is communication, so every effort must be made to understand it; children should be given the opportunity to take responsibility for explaining their behaviour and supported to learn new ways to express themselves. In addition, emphasis should be placed in using de-escalation techniques in order to ensure support is scaffolded for children so that they learn to manage and improve their own behaviour.
- All consequences must be viewed as a conversation by ensuring appropriate responses are given to different behaviours. The repair stage is the most important!
- All responses to behaviour should be consistent so that children understand expectations are shared across the school.

RULES & BEHAVIOURS

There are three very simple rules which apply at Cupernham Infant School. These are designed with the philosophy of:

“Treat other people as you would like to be treated yourself”

Our Rules		
Be Ready	Be Respectful	Be Safe

All aspects of our behaviour expectations are encompassed by these three statements. These can also be used as question prompts to scaffold children's understanding of positive behaviour choices, e.g.:

- Are you ready to learn?
- Are you being respectful?
- Are you being safe?

Our approach to behaviour management at Cupernham Infant School goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by our core values. As part of this work, staff will work to make behaviours linked to these values explicit by highlighting the positive action for reasons similar to those outlined in the table below:

Remember that five pillars underpin everything we do:

Consistent, calm adult behaviour
First attention for best conduct
Remarkable routines
Scripting difficult interventions
Restorative follow up

Behaviour that disadvantages, offends, upsets or hurts others will not be tolerated.

Stepped Sanctions

1. Numerous 'drive bys' to have taken place before stepped sanctions
2. A non-verbal reminder
3. A quiet verbal reminder
4. A private verbal warning
5. Time out within the class (moved places)
6. Micro-Script
7. Time out with a partner class (within the year group)
8. Informal contact with parents where appropriate.
9. Class based behaviour plan (EYFS)
10. Refer to year leader or relevant SLT member
11. Refer to HT/DHT
12. Formal contact with parents where appropriate.
13. Child placed on individual behaviour report.
14. Follow LEA exclusion procedures (if and where appropriate)

Stepped sanctions at Lunchtime

1. A non-verbal reminder (gesture)
2. A quiet verbal reminder
3. A private verbal warning
4. Time out with the designated person in playground/identified area.
Child to walk/sit with the person for no longer than 10 minutes
5. Reminder to REMEMBER our 3 Rules when out in the playground/inside school before returning to play
6. Withdrawal from Playground to SLT Member on duty. De-escalation task to be given. Name to be noted in CPOMS. CPOMS checked each week to alert SLT to persistent behaviour causing concern.
7. Informal contact with parents where appropriate
8. Class based behaviour plan (EYFS)
9. Serious incidents. Refer to SLT on duty immediately to consider appropriate action.
10. Formal contact with parents where appropriate
11. Child placed on an individual behaviour report
12. Withdrawal from School at lunchtimes
13. Follow LEA exclusion procedures (if and where appropriate)

(See Appendix 1 and 2 for aid memoire and scripted conversations for all staff)

Classroom

In **Year R** (Foundation Stage) there is great emphasis placed on working together to create a secure, happy and calm learning environment with clear routines and expectations. Personal, Social, Emotional Development is central to the Foundation Stage, particularly in relation to boosting self-esteem and expression whilst learning together co-operatively.

In **KS1** there is an emphasis rewards and sanctions, with increasing emphasis on encouraging children to take responsibility for their own behaviour. As children mature, they have a greater appreciation of the consequences of actions for themselves and for others. They also have greater opportunities for taking class responsibilities.

Playground Code

- We expect all children to behave in a positive and courteous manner towards each other and all staff who support them at play.
- There is a member of staff on duty who will decide whether children may use the grass and the equipment, depending upon weather conditions. The children know exactly where it is safe to play.
- Children understand that they must not leave the playground without asking an adult on duty.
- Children take responsibility for playtime equipment.
- Children are reminded not to play any game that puts themselves or others at risk or which uses too much play space.
- There is a football rota and portable football goals are managed by Year Two children.
- Should children become 'heated' or ignore verbal reminders, they will need 'time out'- initially by accompanying the member of staff, followed by sitting calmly in an agreed area.
- More serious lapses result in children being sent to the head teacher, missing playtime & taking steps to resolve their difficulties.
- Children line up quietly when they see staff signalling them to stand still and listen, collecting and clearing away any equipment. They walk calmly in as directed by staff.
- If there is an accident in the playground, duty staff may send a child in for assistance (the majority of support staff are trained first-aiders).

Lunchtime Code

- Midday Supervisory Assistants (MSA's) ensure that the children enter the lunch hall calmly.
- MSA's support each class in following agreed norms. Where possible the same MSA supports her class throughout the week to ensure positive relationships and to ease communication between staff to highlight children's needs.
- On entering the hall, children either line up for school dinners or find a space at their table.

- Children show respect for others in how they eat and use cutlery properly. They clear all waste away and raise their hand to ask to leave when finished.
- Children are directed by MSAs in clearing away and going out to play.
- Playtime rules are followed and information is shared between MSA's and teaching staff to ensure continuity and consistency of support.
- MSA's ensure continuity by referring to the Ready, Respectful and Safe rules and stepped sanctions if a child, despite support, does not follow agreed behaviour norms. This will then be taken through and the class teacher informed.

Managing Behaviour

Engagement with learning is always our primary aim at Cupernham Infant School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Managing Challenging Behaviour

Some children require personalised behaviour plans and very clear boundaries and supports in order to make positive choices. We ensure:

- Consistency
- A visual timetable and talk- through/ walk through of learning plans
- Frequent subtle 'check-ins' and reviews, including positive non-verbal cues
- Empathy and work to boost emotional literacy.
- The use of clearly understood and agreed behaviour modification systems such as:
 - A particular route into school/ class/ hall & a supportive activity
 - Agreed tactile distractions
 - Agreed positioning – carpet spot, calm corner/ cushion/ timer etc.
 - Agreed non-verbal signals when distressed/ unable to manage emotions
 - Options and supports beyond the classroom, access to ELSA room etc.

Involvement of Outside Agencies

In cases of sustained challenging behaviour, we work closely with the Behaviour Support Service and the parents in order to apply a thorough and consistent approach.

We have a staff who have Team Teach training who lead if there are incidents which require physical intervention.

Moving or restraining a child is never done without seeking to resolve the problem by other means.

Staff always make judgements based on the safety, well-being and needs of the other children, of the child involved and of staff.

Please refer to: Physical intervention Policy

Bullying

- We take any reports of bullying seriously, working with both the victim and the aggressor to resolve disputes.
- We will involve parents in monitoring any problems, working to ensure our objectives regarding the rights of everyone at school to feel happy and safe, are maintained.

Please refer to our Anti-Bullying Policy for details of how we achieve this.

School Curriculum and Organisation

Staff recognise that the way the school is organised and the curriculum planned will have an impact on the behaviour of children. They therefore

- plan relevant, engaging and purposeful activities that are differentiated according to ability and aptitude
- use a variety of teaching, learning and organisational methods
- give focused constructive feedback to pupils
- help children agree and monitor their progress towards learning targets
- ensure class equipment, displays and layout supports all children's learning
- establish clear routines for movement between classroom activities and around the school

At Cupernham Infant School, measures are taken to create and promote an inclusive culture.

We strive to keep positive behaviour and a caring approach at the heart of our ethos.

Appendix 1

Aide Memoir for all adults in school:

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>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.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are 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.'</p> <p>*DO NOT describe child's behaviour to other adults in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
Remember it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.	

Appendix 2

Scripts for all adults if needed - Staff Lanyards:

FIVE PILLARS OF BEHAVIOUR

The five pillars of behaviour underpin all the work that we do:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

We have 3 Golden Rules – Ready, Respectful, Safe

I will be ready to learn and show pride and staying power with my work

I will be respectful towards everyone, towards property and the school environment

I will be safe and make the right choices both in and out of school

Reminder:

I noticed you chose to (noticed behaviour)

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

Example - 'I notice that you're running. You are breaking our school rule of being

Warning:

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom

Warning:

Do you remember when (model of previous good behaviour)? That is the behaviour

I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

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.'

Timeout:

I noticed you chose to (noticed behaviour)

You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc)

Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)

I will speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are 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.'

DO NOT describe child's behaviour to other adults in front of the child

Follow up & Repair:

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

De-escalation script

Name.....

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and

Limited choice

Where shall we talk, here or in the library?

Put the pen on the table or in the box

I am making a drink, orange or lemon?

Are you going to sit on your own or with the group?

Are you starting your work with the words or a picture?

30 Second Script

I've noticed that.....

It was the rule about being ready / respectful / responsible that you've broken.

You have chosen to.....

Remember last week / yesterday / last lesson when you.... (discuss and frame positive behaviour)

That's the (child's name) I need to see now.

Thank you for listening.



At Cupernham Infant School,
we are:

Ready, Respectful & Safe

1. Be **ready** to learn and show pride and staying power in your work.
2. Be **respectful** towards everyone, towards property and the school environment
3. Be **safe** and make the right choices, both in and out of school

