

# STOKE PARK INFANT SCHOOL



## **Behaviour and Regulation Policy**

At Stoke Park Infant School we develop children's emotional and social needs by building strong and trusting relationships. These are based on mutual respect in a safe and inclusive environment. All staff are trauma and attachment aware so that we can recognise children's needs and support them to thrive; we recognise that all behaviours are a form of communication. It is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity), through this we are enabling our children to 'Grow and Learn Together.....To Be The Best They Can Be'.

### **Aims:**

- a) Adopt a trauma informed approach to meeting the emotional, social and developmental needs of all children.
- b) To create a community where children feel safe, everyone is treated with respect and any form of bullying/harassment/abuse is not tolerated and is quickly and effectively managed
- c) To support the children in managing their feeling and emotions through co-regulation and encouraging self-regulation.
- d) To develop a respect for others and our environment
- e) To enable all staff to manage the behaviour of our children through building positive relationships and a consistent approach
- f) To adopt a consistent approach, with high expectations and clear boundaries so that children are developing age appropriate behaviours for learning
- g) To encourage children to develop a growth mindset

### **Principles:**

1. The procedures are based on raising self-esteem within a nurturing and caring environment.
2. The policy will be shared all members of staff, the children, parents and governors.
3. The principles will be applied consistently within the school community and parents will be encouraged to apply them at home.
4. The policy reflects the principles and guidelines of KCSiE
5. The behaviour policy is under regular review by the leadership team to ensure best practice and ensue good behaviour in school
6. New staff are fully inducted to understand the principles and practice of the policy.

7. All staff will continue to receive support and development in managing behaviour effectively
8. Routines will be reviewed regularly and clarified if necessary.
9. Reasonable adjustments will be made to support those children whose needs require it so that high standards of behaviour are achieved all
10. To encourage a growth mind-set by learning and applying meta-cognition skills
11. The policy will be clearly explained, and used fairly and consistently.
12. Rules will be communicated explicitly and effectively
13. The application of Rest, Reflect and Restore will be applied consistently across the school by all staff
14. Children will be given opportunities to take responsibility for their own learning and behaviour
15. Emotional literacy will be addressed through whole school programmes

### **Purposes:**

Our Expectation of Children are:

- Show respect for everyone in our school community
- Develop a sense of responsibility for their own behaviour both in and out of school
- Develop emotional literacy and self-regulation
- Show kindness and consideration
- Develop a pride in and respect for books, equipment, their own property and that of others
- Understanding their role in caring for the environment

Expectations of the Leadership Team

- Show respect for everyone in our school community
- To review the policy in principle and practice to ensure good behaviour in the school at all times
- To be visibly present in the school, ensure high standards are maintained and to be role models of good practice
- To support staff in developing good practice in managing behaviour through initial staff induction and ongoing training
- To monitor the behaviour policy in action and give feedback to staff on strengths and development points to ensure continued good behaviour
- To keep the governors up to date and informed about policy and practice through HT report and feedback to the curriculum committee and behaviour governor

## Expectations of Staff

- Show respect for everyone in our school community
- To follow the behaviour policy consistently across the school to ensure high standards of behaviour are maintained
- To take part in training and guidance with behaviour
- To ensure high standards of behaviour are visible across the school and challenge any behaviour that it deemed unacceptable
- Key routines and expectations are consistently maintained, e.g. smart walking in the school, coming in and out of assembly quietly, lining up after break/lunchtimes quietly, using appropriate voice levels in the classroom and around the school, following the Ranger Rules and Skills
- Being a good role model of practice in the school

## Expectations of Parents

- Show respect for everyone in our school community
- Behave politely and considerately
- To fully engage in partnership with school by supporting the behaviour policy
- To use and apply strategies suggested by the school to support your child's development at home and at school
- To support your child's emotional and social development in partnership with school
- To be good role models for your child

## Rules and Behaviours for Learning

### Our Ranger Rules Are:

- **We are Respectful**
- **We are Kind**
- **We are Hard Working**

### Our Ranger Skills are:

- Challenge Spider
- Co-operative Ant
- Busy Bee

## **Celebrating Success**

### **Celebration Assembly**

Each week teachers will choose an alternate awesome author or maths magician from each class as well as one child who is chosen to sit on 'The Best Seat in the House'. Children will find out in whole school celebration assembly who has achieved these awards, the teacher will write out a 'certificate' with reason why. The children who achieve 'The Best Seat in the House' will have a reward with the Headteacher. Not all children will receive this award every year as it is based on merit but there are a number of other awards children will have the opportunity to receive.

### **DOJO Points**

These are given out for reading (maximum of 4 for 4+ reads, or 1 for each read between 1-3), being an ambassador for the school, representing the school (e.g. vocal festival, sporting events, EARA meetings, talking with external visitors). The children will have the opportunity to collect a series of certificates over the year (red 50pts, yellow 100pts, green, 150 pts bronze 200pts, silver 250pts, gold 300pts, ruby 350pts, diamond 400pts, platinum 450pts, Headteachers special award 500+pts)

Each year the dojo points start afresh.

### **Individual Awards**

Good work is shown to other children and teachers as appropriate.

For exceptional work/achievements children can be sent to the HT or member of the SLT and they receive a HT/SLT sticker and/or a celebration post-card is sent home

### **Out of School**

Recognition is also given to achievements outside of school (e.g. Karate gradings, swimming certificates, the Library Summer Reading challenge, dance certificates), by encouraging children to bring to school certificates and awards they have gained through extra-curricular activities and recognising these through celebration assembly.

### **Reading Rewards**

Each child that reads at least 4X per week will receive a sticker from their class teacher and each week the total % of 4X weekly readers for the class will be celebrated in an assembly. The class with the most improved % of 4X weekly readers will get to spin the wheel for a class reward.

### **Informal Rewards**

Staff make use of many opportunities to recognise positive behaviour, good work and effort on an ongoing basis, though use of verbal praise, encouragement, stickers, comments in books, where possible year groups agree on these as a team to offer fairness and consistency

## Lunchtime Procedures

### Rewards

Each week one table from the Y1 sitting will be chosen to be the 'Golden Table' and the Y2 lunchtime helper will sit on the Golden Table for their sitting each week. This is to reward those children who have shown good manners and followed the rules.

Stickers can also be given to children both indoors and out for: eating their lunch nicely, showing good manners; helping other children, being kind etc

### Guidelines to support a child

When child is dis-regulated:

- Use de-escalation techniques, including Zones of Regulation, colour monsters,
- Use the calm corners
- Co-regulation/emotional coaching
- Try to ascertain what has happened and possible causes
- Use positive light-touch reminders
- Change of face both within the class or in the year group

## Respectful Reminders

### Talk

- Name – I have noticed you are finding it hard .....
- Highlight a recent time they did demonstrate right behaviour



### Reminder

Name – I want/need you to....because.....  
Then say **'this is your first reminder'**



### Reflection

Name 'You have chosen to have ? minutes reflection time  
This is done as soon as possible  
• End with 'thank you for listening' and walk away



### When a child complies:

- a) Thank you for doing this straight away
- b) Thank you, you did as you were asked













If a child has had 2 reflection times in one day and the behaviour continues then the child needs to come to SLT for a conversation about their behaviour and a sanction will be given, this could include an internal suspension for an amount of time determined by SLT

## Reflection Time at Stoke Park Infant School

Consequences for behaviour following the use of behaviour policy

- 1) Talk 2) Reminder 3) Reflection

### Red behaviours – time awarded without a reminder

Behaviour	Visual	Consequence
<b>Not Listening to an adult</b>  We are hardworking	 <small>shutterstock.com : 546926296</small>	5 minutes  
<b>Unkind Behaviour</b>  We are Kind		5 minutes  
<b>Not doing my learning</b>  We are hardworking		Catching up time missed  
<b>Not respecting property</b>  We are respectful		5 minutes  
<b>Not being safe</b>  We are respectful		5-10 minutes  
<b>Hurting Other people</b>  We are Kind		10 minutes  

## **Restorative Conversations**

1. What has happened
2. How are you feeling
3. Who was upset
4. What can we change
5. (Who can help)

## **Recording Incidents on CPOMS**

The following incidents must be recorded on CPOMS, red letters, yellow letters, lunchtime incidents, SLT called internal suspension, external suspension

A yellow letter can be sent to parents to inform them of continual low-level disruption in 1 day

Where Red Letters are issued this is placed on CPOMS as a record and a phone call home **must** be made

## **Suspensions**

Sometimes a child's behaviour does not meet the expected standards in school and the child can be a danger to themselves or to others, or the fabric of the school; this may lead to a more formal suspension at the discretion of the headteacher or deputy headteacher if the headteacher is unavailable. This would be for a fixed period of time, again at the school's discretion and parents/carers would need to collect their child from the school immediately. Work is set for the child for the period of their suspension and when the time is ended a 'return to school' meeting will be held with the child and family to re-integrate them back into school/class. All paperwork relating to the suspension will be given to the parent/carer on collection of their child.

## **Child on Child Abuse**

Any child using inappropriate sexual language or behaviours towards another child receive an appropriate sanction. This will also include child on child abuse online outside of school that comes to the school's notice. Support will be given to the child to help them understand and modify accordingly. Parents/carers will

also be notified and if necessary referred to Children's Services. Any victim of child on child abuse will also be supported, kept safe and issues will be taken seriously. Parents/carers of the victim will also be informed and support offered to them.

All staff will follow the guidance specified in KCSiE part 5, pg 105+ regarding this as well as appropriate policies including child protection, safeguarding and anti-bullying

### **Banned Items**

The school staff have the right to search children's bags and clothing if they suspect any banned object/item has been brought into school. These items will be immediately confiscated and parents/carers will be contacted to inform them of this. Banned items may include (but not exclusively) the following:

- Sharp objects
- Knives including pen knives
- Mobile Phones
- Matches/Lighters
- Drugs/medicine
- Cigarettes/vapes
- Animals and insects
- Guns, bullets, weapons of any kind including toys
- Batteries
- Aerosols
- Any other object that the school considers dangerous

### **Persistent Behaviour Difficulties**

Children who have persistent difficulties will have a plan with strategies and techniques to support them. This will be developed in partnership with parents/school/child. This could be one/a combination or all of the below:

The school will work in partnership with parents to develop joint strategies to support the child

Identify 1 or 2 key priorities to work on with the child to encourage change in behaviours ( Non Violent Resistant techniques)

Parents will be informed at all stages of the child's progress and responses to an Individual Behaviour Plan

Home school books, meetings, copies of reward charts will be developed/shared with parents

Referrals to outside support agencies may be sought from Education Psychology, CAMHS, Primary Behaviour Support, Family Support, Children's services

### **Sexualised Behaviours ( from NSPCC guidance)**

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up and start to make decisions about relationships. It is normal for all young children to begin to explore the differences between genders and to be aware of their bodies. In young children normal sexual behaviour can consist of:

- Kissing and hugging
- Showing curiosity about private body parts
- Talking about private body parts and sometimes showing them off
- Trying to shock by saying words like; poo, bum, willy
- Using swear words and sex words they've heard other people say
- Playing 'house' or 'doctors and nurses' type games with other children
- Touching, rubbing or showing others their private parts

If a child displays these behaviours in school then the school will quietly discuss with the child about appropriate behaviour and that showing private parts or using sexual language is not appropriate in school. We would also contact parents to make them aware so they can follow up with their child at home. If a child shows their private parts to another child or children we would let all parties know for awareness. If a child continues with inappropriate behaviours then this will be escalated to 'persistent behaviour difficulties' as referred to above.

### **Violent Incidents**

When the incident involves a danger to themselves, to other children or to property and if this lasts for an extended period of time the child may be sent home

If a child deliberately assaults an adult within the school then the parents will be contacted and the child may be sent home.

Should this happen, the headteacher contact parents for a consultation and the advice and expertise of outside professional agencies may be sought

For children with persistent violent behaviours, all violent incidents will be recorded by the class teacher or adults involved in the incident on a ABCC sheet (antecedent, behaviour, cause, consequence), to be then signed and dated.

**ALL** violent incidents must be logged using the online tool as well as a paper copy for school reference and put on CPOMS

### **Links to Other Policies/guidelines**

Physical restraint will only be used to prevent a child from harming themselves or others (see guidelines on use of physical restraint)

Links to other policies/guidelines include:

- Safeguarding Policy
- Child Protection
- KCSiE

Anti-bullying Policy  
DfE Behaviour in School February 2024  
SEND policy  
Physical Intervention Policy

Agreed by governors - October 2024