

Stoke Park Infant School

Behaviour Policy Summary Guide



Behaviour Policy Summary Guide

Our children are encouraged to follow the Ranger Rules and use RANGER's Skills to support them.

Our Ranger Rules are:

We are Respectful

We are Kind

We are Hardworking

Our Ranger Skills are:

	Challenge Spider
	Co-operative Ant
	Busy Bee

Each classroom will have the 'Treehouse' with the Ranger Skills on it – children's names will be placed/written under the skill to highlight who has used them.



Respectful Reminders

Talk

- Name – I have noticed you are finding it hard
- I can see that you are cross/excited/disappointed/frustrated... - -
- I wonder if you need some help/a drink/something to eat/some time out?
- I wonder if you can tell me how your body feels?

- Oh, it looks like you're finding that really tricky. I'm so sorry, let me help.
- I imagine that must be really hard for you/ I can see you are struggling.
- I know it is really hard when... (things end/you don't get picked/you have to wait)/I can see that is hard.
- Highlight a recent time they did demonstrate right behaviour.

An exemplar:

X I have noticed that you are cross that you have not been chosen for Y, I can remember that yesterday you

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

Guidelines to support a child

When a child needs co-regulating:

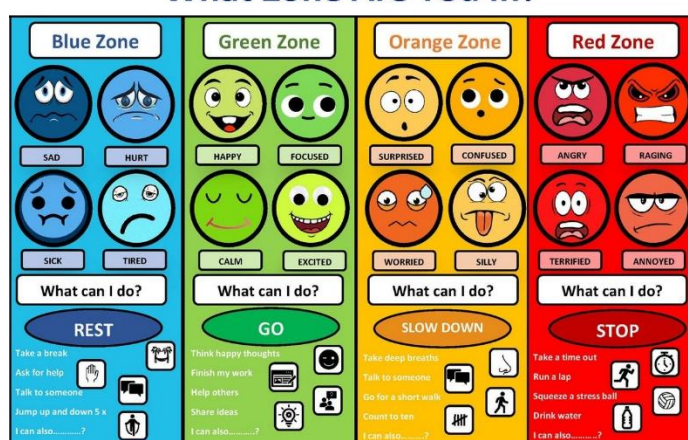
- Use de-escalation techniques, including Zones of Regulation, colour monsters,
- Use the calm corners.
- Co-regulation/emotional coaching
- Try to ascertain what has happened and possible causes.
- Use positive light-touch reminders.

Colour Monsters



Zones of Regulation

What Zone Are You In?



If a child has had 2 reflection times in one day and the behaviour continues then the child needs to have a re-set in a quiet space (if a quiet space is not possible then this can be in the SLT office or main office). If there are any further behaviour incidents 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

If a child exhibiting dangerous behaviours or has harmed/threatened to harm an adult or other child, they should be sent immediately to SLT.

If SLT are not available, please send to ELSA

Reflection Time at Stoke Park Infant School

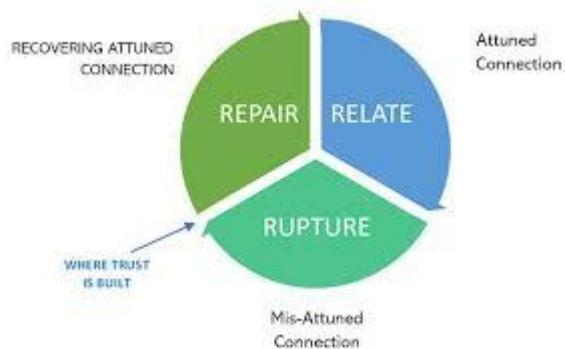
Consequences for behaviour following the use of behaviour policy.

- 1) Talk 2) Reminder 3) Reflection

Red behaviours – time awarded without a reminder.

Behaviour	Visual	Consequence
Not Listening to an adult We are hardworking		5 minutes 
Unkind Behaviour We are Kind		5 minutes 
Not doing my learning We are hardworking		Catching up time missed 
Not respecting property We are respectful		5 minutes 
Not being safe We are respectful		5-10 minutes 
Hurting Other people We are Kind		10 minutes 

Restorative Approach



Behaviour	Natural Consequences - occur without adult intervention as a direct result of a child's actions. They are the outcomes that happen naturally in the environment when a child makes a choice.	Logical Consequences - are directly related to the child's behaviour and are imposed by adults in a way that is respectful and fair. They are designed to teach responsibility and help the child understand the impact of their actions.	Protective Consequences - Are imposed to keep the child or others safe, especially when the behaviour poses a risk. These consequences may limit certain freedoms temporarily to prevent harm.
I hurt someone verbally or physically	The person I hurt may not be ready to spend time with me. Feeling of guilt, shame and disappointment.	The adults may support a repair for me and the others person in my playtime / free time.	If I continue to hurt, I may need to miss a set amount of breaktimes whilst my adults teach me more appropriate coping strategies. I will then be given a chance to practise those skills by being allowed back out with my peers.
I refuse to engage in learning	I will not have learnt the information to understand the next part of the learning. Feeling of guilt, shame and disappointment.	I may have to complete my learning in my own time.	N/A
I threw / damaged resources	I will not be able to use those resources as they may be broken or lost. Feeling of guilt, shame and disappointment.	I may have to tidy, fix or repair the environment in my own time.	Some resources may have to be removed from the classroom to keep everyone safe. I may miss out on certain lessons if there is an issue around safety.
I am constantly interrupting others from learning	The other children and adults in the class may become frustrated with me and relationships may be ruptured. Feeling of guilt, shame and disappointment.	I may be encouraged to use pro-active strategies to support my need for connection. I may need to practice using these in my own time.	I may have to do my learning in a difference space to what I am used to. During this time my adults will work on a more pro-active plan to help me and protect the learning.
I leave class	I will not have learnt the information to understand the next part of the learning. Feeling of guilt, shame and disappointment.	I may have to complete missed learning in my own time. I may need to have supportive conversations with staff to problem solve some pro-active solutions for me to stay in class.	I may not be able to sit where I normally like to. I may need an adult next to me during certain times. In extreme circumstances I may need to work in a difference room to keep me safe.

Behaviours that demonstrate the children are not <u>Staying Safe</u>	Behaviours that demonstrate that children are not <u>Treating Each Other as You Wish to be Treated</u>	Behaviours that demonstrate that children are not <u>Trying Their Best and Being Proud</u>
- Inappropriate use of equipment, e.g. unsafe climbing. - Running away from an adult	- Hurting others - Answering back to an adult - Eye rolling - Not listening to an adult - Having a verbal disagreement / arguments - Engaging in rough play - Copying other, making poor choices or provoking others - Swearing	- Repeated disruption - Transition throughout the school (walking out to break / lunch, moving into the hall, etc) - Cheating during lessons / not complete the work by myself and copying other - Leaving the classroom without asking a adult - Avoiding work

Stages of Behaviour Management

Stage 1: Verbal reminder from staff member	
Stage 2: Caution – I need you to stop because ... (structured explanation)	
Stage 3: Natural Consequences (Conversation with the staff member at break / lunch)	Stage 3 and / or 4: Logical Consequences (Conversation with the staff members at break / lunch)
What has happened as a result of your actions? e.g. - Equipment has been broken you cannot use it anymore - You have fallen and hurt yourself - Your friends will not want to play with you - Your friend might use unkind hand / feet towards you	What do we need to do? How can you put it right> e.g. - You will have to get off the equipment / you cannot use it. Offer an alternative. - The learning will have to be made up in your own time. - Try it again (eg. Walking through the school) - Repairing the relationship with friends / staff member - You will need to remain with a adult for X amount of time
Stage 3 / 4 / 5: Protective Consequence What needs to change? e.g. - Strategic adaptations to provision which could be either individual, class, year group or whole school. - Updates to personalised risk assessments. - Discussion about areas not being able to be used, share the new boundaries. Staff member to facilitate this - Discussion about safe choices, safe places, etc.	

It is possible for children to fall into the following categories regarding their understanding of restorative conversation and therefore may require more support. The table below explains this further:

Most Children	Some Children	Few Children
Children are able to respond successfully to restorative conversation and behaviour changes are visible / evident.	Children's low level behaviours are persistent and repeated despite numerous restorative conversations. Further personalisation / scaffolding may be required, eg. Social stories why we should not mimic other children / adults.	Typically SEND children with IBMPs / EHCPs / significant personalised provision. Standard behaviour systems are not applicable or appropriate. It is likely that staff will action protective consequences initially to safeguard the child and others around them. This will be followed by adjustments to risk assessments and provision.

Examples of language and possible script to try and achieve consistency of approach.

Restorative Conversations (on all staff lanyards)

Open with Empathy: "I noticed something happened earlier. I want to understand how you feel and help us make things better. Can we talk?" Use open questions and keep language simple.

Encourage Feeling: "Can you tell me what happened?" "How are your feeling?" Use visuals if appropriate.

Acknowledge Feelings: "Thank you for sharing. It's okay to feel X. I understand why."

Share your Perspective: "When (behaviour), I felt (feeling) because ..."

Explore Repair Together: "What can we do to make things better?" "What would help you feel safe and happy?" Offer choices.

Agree Actions: "Let's agree what we'll both do next time."

Reinforce Values: "At Stoke Park, we try our best, treat each other kindly, and stay safe. I am proud of you."

Close with Warmth: "Thank you for talking. I am here to help anytime." Be patient and give thanking time. Follow up later to check progress.

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