

PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Board on 10th October 2024

It will be reviewed September 2025

Signed:

Date:

Promoting Positive Behaviour and Relationships Policy

Rationale

Buxton Infant School is an Attachment Aware School. We recognise that this policy should relate to the behaviour of and relationships between all members of the school community. We believe that positive relationships are the root of positive behaviour and attitudes to learning and that we all have a part to play in building that positive foundation. This policy should be regarded as a “live” document and it should be readily available and be referred to as needed.

At Buxton Infant School we believe that everyone has the right to:

- be safe
- be able to learn
- be respected
- be happy
- have friends
- expect people to be kind
- expect people to be fair
- to be able to trust others in school
- be free from violence

We aim to provide a safe and caring school environment for all children that is both high in nurture and structure with predictable routines, expectations and responses to behaviour

We believe that every opportunity should be taken to praise and reward appropriate behaviour and that good behaviour by pupils should not be taken for granted by staff. Pupils deserve to be recognised for presenting good behaviour and thanked by staff for their efforts. We believe that positive recognition is fundamental to self-esteem and motivation of children.

We believe that all behaviour is a communication of an emotional need whether conscious or unconscious and that we need to respond accordingly. We will strive to take a non-judgemental, curious and empathetic attitude towards behaviour. At Buxton Infant School, all school adults will respond to poor behaviour in a way that focuses on the feelings and emotions that might drive the behaviour.

Introduction

Good behaviour is essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise, reward and positive relationships between all staff; coupled with highly stimulating teaching and learning and an ordered and calm learning environment.

Good behaviour and positive relationships with all the stake holders will be promoted by consistent use of the following policy which is the responsibility of the whole school and all the staff within it.

Aims and values

- Our overriding aim is to nurture a happy, caring, secure, calm and welcoming environment for all children and staff so that it is a place where everyone enjoys working
- We aim to create an inclusive and positive school ethos around behaviour, where each child is valued for what they can accomplish and who they are and where children develop a positive sense of self-worth
- We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships
- We aim to encourage and develop life skills which encompass respect, politeness, tolerance and co-operation. We call these our Learning Superpowers (see appendix 1)
- We aim to help children understand their feelings and emotions and how they might respond to them
- We aim to apply Emotion Coaching principles in our everyday practice with particular focus on the central principles of empathy, connection, attainment, trust and co-regulation

Encouraging good behaviour

At Buxton Infant School we have six Golden Rules to help us create a positive school ethos around behaviour.

GOLDEN RULES

- We are kind and helpful
- We are gentle
- We listen
- We are honest
- We work hard
- We look after property

These rules are put into place by being:

- Clearly displayed in each classroom
- Discussed with pupils at the beginning of each school year so that pupils agree, feel involved and committed to them
- Discussed during assembly and circle time
- Actively referred to by adults in the school to reinforce good behaviour

A reward system will be used by all staff (including volunteers) to reward children for good work and/or appropriate behaviour. Examples of courtesy, politeness, consideration or helpfulness witnessed by staff at any point during the day will be acknowledged.

Rewards

Praise

- All Staff will ensure that lots of praise is given to reinforce good behaviour and aim to praise every child every day
- All staff will ensure positive language is used to encourage a child to behave. As a general rule three positive for every negative is adhered to
- PHSE and RTime activities will be used to teach children the power of positive attitudes and reinforce our learning superpowers

Incentives

Incentives are used to reward desirable behaviours and promote our Golden Rules

- Desirable behaviour displayed by the whole class will be rewarded by using a class marble jar. A marble is added to the jar every time the class as whole has accomplished something together or been seen to make good choices. There is a class reward at the end of each term if the jar is full.
- Individual children in Reception have their good behaviour or positive approach to work rewarded through a sticker given immediately at the time of the achievement.
- No ticks or marbles will be taken away and children will know that they are not allowed to ask for ticks or marbles.
- Teachers, TA's, MDS's and support staff can also give ticks to children they see being good citizens around school.
- Every week the class will choose monitors who will be responsible for completing special jobs (e.g. keeping the book corner tidy and helping in the Lunch Hall).
- Every child will also have a turn at being the 'star of the day'. This will mean that they are responsible for leading the line when the children are walking anywhere and for helping the teacher with special tasks
- Positive learning behaviour and good progress and achievement will be acknowledged during celebration assembly, each class nominating a star of the week to receive a certificate
- Class rewards for good behaviour through the week at lunchtimes are awarded for Good manners in the lunch Hall and kind and helpful behaviour in the playground
- Children must be reminded of the right thing to do and given time to choose to do the right thing.
- If a child does not keep our core rules at lunchtime, a warning should be given, and the child reminded that they need to make the right choice. If necessary they will be given some thinking time and helped to reflect on their behaviour
- If a child deliberately hurts another child at lunch-time, they will spend some "time in" talking through their actions and helped to understand that this is not acceptable behaviour. The MDS will seek support from the class teacher and/or a member of the SLT. Deliberate hurting will be recorded as an incident in the incident recording book to enable monitoring of any repeated physical aggression by particular children or incidents which may be bullying.

- In extremely rare and extreme situations physical restraint may be used as an emergency response to prevent a child injuring themselves, others or school property. This will only be where a child's actions put themselves or others at immediate risk of harm. In such cases parents will be informed, a clear record of the incident will be kept and additional support and guidance will be sought for the child from outside agencies (Please see Positive Behaviour Support Policy for more information).
- In all cases where a child is regularly infringing core rules we will contact parents/carers and ask for their help and support and together come up with a plan to help them

How we minimise poor behaviour

In order to minimise poor behaviour we follow these general principles.

- We employ emotion coaching techniques when a child may be overwhelmed by big emotions (see appendix 2)
- We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning and differentiated for work and behaviour is essential
- We give clear expectations of work and behaviour. We give pupils clear aims and boundaries. This is important for all children to feel safe and secure in our learning environment
- We react in as calm a manner as possible so we can de-escalate the situation
- We know that distracting a child and defusing a situation is safer for children and adults
- We know that good communication with parents/carers ensures a more settled child
- We set up a positive and tailored behaviour support programmes for any pupils should they need it
- We use preferred activity breaks to break up perceived demands. Providing proactive brain breaks throughout the day can help a child regulate their behaviour. Time out is a positive experience
- We ensure that we can provide opportunities to work in a small group in a quiet space to decrease any sensory overloading and increase in adult contact
- We use interventions such as Talkabout to help children build a sense of self identity, build self-esteem and self-worth
- We ensure our expectations are based on a child's emotional age and not their chronological age
- We provide structure to times of the day that we acknowledge can be challenging for some children such as lunchtime and break time
- Provide a staggered start or end to the normal school day to minimise the sensory overloading that can occur during very busy times
- We make use of home/school communication books with some children. They can help promote positive behaviour and progress in partnership with parents
- We discuss the needs of all children at regular vulnerable children's meetings held with each year group and the safeguarding team termly. The team then agree how we can best support the needs of the individual

A consistent response to poor behaviour

We strive to ensure consistency in our response to poor behaviour through use of Emotion Coaching techniques. These can be summarised as;

Step One – Recognising the strong emotions that the child is feeling and empathising with them. Adults try to establish contact with the child through eye contact, a calm manner, sympathetic body language and being with the child while they feel overwhelmed

Step Two – Validating the feelings and labelling the emotion that the child is displaying. This helps build their emotional literacy and understand that it is ok to have these feelings

Step Three- Setting limits on the behaviour if necessary and making it clear that certain behaviours are not acceptable. A child needs to know that it is ok to feel the emotions but that certain behaviours are not acceptable.

Step Four- Problem solving. When the child is calm and relaxed the adult helps the child to explore the feelings, Scaffold alternative ideas and actions that could lead to more appropriate and productive outcome and empower the child to believe they can overcome the difficulties and manage their own feelings and behaviours in the future.

We are aware that some children may need more time and adjusted measures to support them in behaving in a positive way. We are informed by the thinking “Every child received equality of opportunity rather than equality of provision”.

Aggression towards other children

- If a child deliberately hurts another child, both sets of parents will be contacted, either in person or by telephone.
- All incidents are recorded on EduKey to help us identify those who may need help to comply with school expectations.
- The immediate consequence of hurting another child on purpose is the withdrawal of some playtime/lunchtime play via a time in with a staff member who knows the child well at an age appropriate level.
- We will seek guidance and support for those children who hurt others often.

In extreme circumstances it may be necessary to draw up a risk assessment in response to the challenging behaviour of particular pupils.

Special Educational Needs

It is important to understand that some pupils have additional support needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We expect all pupils to try their best and meet the school expectations for behaviour but strategies for managing behaviour will be tailored to individual needs based on our knowledge of them. We may need to engage the help of outside agencies eg CAMHS (Child and Adolescent Mental Health Service) or the Educational Psychologist

Exclusion

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behaviour and emotional needs. Excluding a pupil from school will only be used as a very last resort and can only be done by the Headteacher or Deputy in their absence. Where exclusion is considered seriously as an option the following factors are always considered carefully:

- The severity of the behaviour in terms of the safety of the other children, staff and other adults and individual themselves
- Significant damage to the property
- Specific background factors

Physical management

It is our statutory duty to keep all children and staff safe. This means that there may be occasions when the staff need to intervene physically in order to ensure the safety of individual children and others. This is compliance with the Department of Education Guidance

Bullying

We define bullying as behaviour that systematically exerts power over another and/or takes advantage of a perceived weakness. It is regular and persistent. It may be verbal, insulting, threatening or physically hurtful.

At Buxton Infant School we aim:

- To ensure a secure and happy environment free from threat, harassment and any type of bullying behaviour.

We will:

- Take positive action to prevent bullying from occurring through a clear school policy and through The PHSE curriculum
- Show a total commitment to eradicate bullying within the school community
- Inform pupils and parents of the school's expectations
- Foster a productive partnership with parents which helps to maintain an environment free from bullying
- Have clear procedures which are consistently followed in the event of an incident and make everyone aware of these.

Please see our Anti-Bullying policy for further details.

This behaviour policy links to the following other policies we hold in school:

- PHSE education policy
- Anti- bullying policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy

- Positive Behaviour Support Policy

Adopted by the Governing Board of Buxton Infant School on 10th October 2024



Our Learning Superpowers



Term 1	Listening	Empathy
Term 2	Exploring	Communicating
Term 3	Concentrating	Collaborating
Term 4	Creating	Questioning
Term 5	Persevering	Curiosity
Term 6	Problem Solving	Reflecting

Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.

There are 4 steps to the emotion coaching process:

Step 1. Recognising the feelings and empathising with them

It is important that an adult comes alongside a child who is experiencing a strong emotion. They need to establish a calm rapport with the child so that they can begin to attune and coregulate with them.

This will include:

- Giving eye contact
- Displaying sympathetic body language
- Using a calm and measured voice

By doing these things you establish the emotional tone in the situation. This is essential before any teaching and co-learning can happen

The best gift you can give to another human is to stay with them in their emotion and hold that emotion with them.

Step 2. Validating and labelling

The adult then helps the child to identify the emotion and name it. The adult never tells the child directly what they are feeling but uses one of the following to suggest how they might feel. Naming an emotion can help to sooth a child and helps to build their vocabulary for different feelings. An adult can set a good example by naming their own emotions and talking about them

- I saw..... Or..... I noticed....
- I can hear in your voice that you might be feeling
- I can sense that you are feeling [**emotion**]....
- Your face is telling me that...
- I wonder if you feel?
- I imagine that feels....? It sounds to me that you might feel.....
- Tell me about that...
- Are you saying that
- It sounds to me like you feel.....because.....Is that right?
- How does that make you feel? .

3. Setting limits on behaviour (if need be)

It may be necessary to make it clear that certain behaviours are not acceptable and sometimes it is necessary to use a very clear limit on *how* the child expresses their emotions. It isn't the emotion itself that needs to change but rather how they are expressing it. There may have been a goal that the child was hoping to achieve with the behaviour. It is good to identify this but make it clear that the behaviour was not acceptable.

Eg

"It's okay to feel how you feel. It is not okay to ____."

"These are the rules we have to follow to keep everyone safe...doing ____ is not ok"

"You can't behave like that even though you feel annoyed because its not safe"

4. Problem solving with the child

This can only happen once the child is calm and relaxed and in a rational state.

You can then begin to explore the feelings that gave rise to the behaviour incident remembering that all feelings are OK but we have choices about how we respond. Then we can begin to scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes. Adults can trust them to come up with ideas and adults should try not to jump in with their own ideas unless the child is finding this tricky. This helps the empower the child to believe they can overcome the difficulties and manage their own feelings and behaviours