

Netherhall Learning Campus Infant School
Behaviour regulation policy
April 2024
‘Learning Together in God’s Love’

Rationale

At Netherhall St James Infant and Nursery School our aim is to ensure that the school environment for teaching and learning is safe, secure and free from disruption. We strive to ensure that all children feel supported, valued and are treated with respect. Our core values of – Respect, Compassion, Trust and Love are fundamental in promoting positive behaviour. Our school discipline procedures are positive, fair, supportive and consistent.

Underpinning this policy, is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence to think for themselves, through our THRIVE approach and emotion coaching and make sense of experiences, hopefully beyond school and into the ‘real world’.

Purpose

- To ensure that children work, play and learn in a friendly and supportive environment where lessons are not disrupted by others
- To ensure our school maintains a positive approach to discipline, which is fair and consistent
- Foster good relationships between all staff, pupils, parents/carers and the wider community
- To ensure that staff receive appropriate training and support with regard to school policy and procedures
- To ensure the safety and wellbeing of children and staff
- To inform parents about procedures, expectations and support
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- We hope to achieve these aims through a policy based on rights, responsibilities and respect. praise, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.
- Recognise and praise good behaviour as well as managing negative behaviours

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour

- principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.
- Any updates delivered through the DfE have also been taken into account.

Our school upholds the Christian Values, the 4 core values below are at the heart of everything we do. These are embedded and celebrated together.

Respect – ourselves, each other and our environment – we do this by how we use kind words, listen carefully and respond positively and fairly

Trust – we will put our trust in one another and become reliable citizens for one another.

Compassion – we will be sympathetic and show empathy for each other and those within our school community and beyond.

Love – we will demonstrate affection and unconditional love as God did for us when he created us.

The following behaviours may result in a fixed term or permanent exclusion

- Physical violence towards staff and or/pupils
- Knives or weapons
- Stolen items
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit
- an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying (Also refer to the Anti- bullying Policy)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, either face to face, or through other means (eg. Social media) where the relationship involves an imbalance of power.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As part of our PSHE Curriculum every classroom has their learning charter displayed, this is created with the children at the start of the academic year and models what we want everyone in our school community to follow, leading by example.

Roles and responsibilities

Maintaining good behaviour is the responsibility of all, including staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

The Governing Body

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.
- The Governing Body will also review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Principal/headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- The headteacher will ensure that the data regarding behaviour is reviewed on a termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Children

Children are expected to follow the school rules that have been identified as important by themselves and staff:

- Children should be made be aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- In class, make it possible for all children to learn, refrain from causing disruption to prevent learning
- Behave in an orderly and self-controlled way at all times when at school, both within class and on the playground. Move quietly around the school
- Show respect to members of staff and each other at all times, no rudeness, shouting, ignoring, swearing, lying or arguing, or derogatory name calling
- Treat the school buildings and all school property with respect
- Wear the correct uniform at all times (unless this has formally been agreed in writing for individual reasons)
- Accept sanctions when given, listen to advice, learn from these sanctions and endeavour to change behaviour and take responsibility for their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Refrain from inappropriate on line activity in school – respect on line safety rules
- Follow instructions given by the adult without rudeness and disrespect

Staff

Staff are responsible for Implementing this policy consistently by:

- Modelling positive behaviour and developing a calm and safe environment for pupils and establishing clear boundaries of acceptable behaviour
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Providing a personalised approach (with discussion with SLT) to the specific behavioural needs of particular children (particularly those with additional needs)
- Recording behaviour incidents and reviewing outcomes and individual needs, carrying out risk assessments where necessary - CPOMS

- Exploring what has happened within an incident, documenting details of the incident, and following this up with consistent approaches to consequences. The senior leadership team will support staff in responding to behaviour incidents.
- Exploring triggers, strategies and interventions to support behaviour, including documenting approaches and targets to ensure behaviour is improving
- Ensuring parents are informed about any inappropriate behaviour

Parents

Parents are expected to:

- Support their child in adhering to the code of conduct and school rules and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly
- Support school to explore any additional needs, or access support from outside agencies, for any difficulties to inform gathering evidence to support the graduated approach (Assess, plan, do and review)
- Review any approaches and strategies, discussing any next steps to improve behaviour
- Adhere to the [campus Parent and carer code of conduct](#)

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. It is important for children to feel safe, valued and supported at school. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative.

Classrooms will use

- Meet and greet to ensure a readiness for learning and a positive start to each day
- Zones of regulation and emotion language
- 'I wish my teacher knew' jars
- Transitional objects to support children at predicted times of emotional crisis – before holidays/transition to something new/key event in family
- Class charter.
- THRIVE approach and VRFs.
- Regular circle time and reflection time through Jigsaw, and 'Sunshine circle time'

Break and lunch times.

Many of our children find it difficult to manage their behaviour in the unstructured times at both break and lunch times. Staff must ensure that they maximise opportunities to interact with learners and ensure children are engaged in appropriate activities.

Time should be given for **all** staff to familiarise themselves with individual plans/EHCP/MSP/risk assessments and what measures may be in place to support the child's difficulties.

Some children may have alternative arrangements at lunchtime to support their social and emotional development or to provide some calm time for managing their emotions and help them learn strategies that they may use when they feel more confident on the playground.

Recognition and Consequences

We praise and recognise positive behaviour; our approach is designed to promote and acknowledge good behaviour rather than to deter inappropriate behaviour. Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

- **Always focus on positive conduct and try to spot children who are doing the right thing. “Thank you for being ready to listen”; “Thank you for looking this way and being respectful ”; “Thank you for your maturity and being a good friend etc.**
- **Use language scripts from emotion coaching/THRIVE that shines a light on behaviours – “ I have noticed...**
- **Give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.**
- **Call home to a parent to give praise, this is far more effective than several negative calls.**

When considering the behaviour of any child with SEND, the school will carefully consider whether the child understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

Recognition

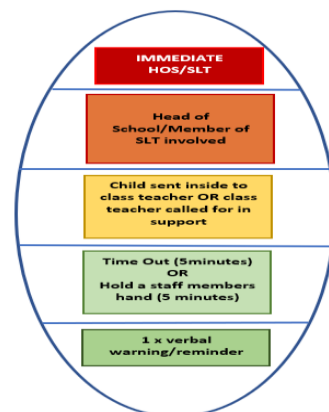
- Stickers
- Class Dojo Points
- Headteacher Certificates & Postcards
- Fabulous Behaviour & Acts of Kindness Rewards
- Captain’s Table for lunch
- Communication home to reward the positive

Processes, next steps and consequences

This outlines the procedures that are followed to set expectations, give warnings, and outlines the escalation of involvement from class teacher through to Senior Leaders. The process will be followed should a child deviate from following the rules, however, individual needs and the child’s developmental stage will always be taken into account.

The school may use 1 or more of the following outcomes in response to unacceptable behaviour:

- A reminder or warning – pastoral conversation to address behaviour to help improve for next time
- Sending the pupil out of the class (with work to complete) – a time out to enable a child to regulate emotions and behaviour (neighbouring classrooms may be used)/
- Expecting work to be completed at home, or at break or lunchtime
- Referring the child to a senior member of staff
- Letters or phone calls home to parents
- Adjusting timetable, grouping or seating in class
- Internal exclusion
- Suspensions and Exclusions (following policy for this)
- Managed Move (considered in extreme cases)
- Our behaviour bullet will be followed (see image)



If a child’s behaviour is considered very serious consequences for this behaviour will be determined by a member of Senior Leadership Team (SLT) on an individual basis and discussions will involve parents, class teacher and child.

NLC Infant School will implement zero-tolerance approach to sexual harassment and sexual violence (Child on Child) - Refer to the Safeguarding Policy. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Procedure for sexual harassment and violence may include:

CPOMS is used to record any incidents. We would carry out a risk assessment where appropriate to help determine whether to:

- Manage the incident internally
- Involve parents and carers
- Refer to outside professionals such as EYSEN, Educational Psychology or SEMH outreach.
- Refer to early help
- Refer to children's social care
- Report to the police

Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school
- Sanctions will only be used on school premises or elsewhere when the child is under the lawful control of the staff member (e.g., on a school-organised trip).

Physical restraint

De-escalation strategies will always be used to help defuse and calm a situation prior to any physical restraint by a trained adult. In some circumstances, as a last resort, there may be a need to use 'reasonable force' to prevent a child from;

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible and in line with Team Teach guidelines
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the red Team Teach incident log book (kept in safe) and reported to parents
- If there is felt the need for the above, a risk assessment using a Positive Handling Plan (in addition to a Behaviour Plan) will be completed

Confiscation

- We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Additional Resource Provision

Our ARP children all have complex communication and interaction needs. This means that they may see and react to the world and situations differently. This is something that our staff are understanding of and are trained to support and manage behaviour within the provision in a nurturing and supportive way so that children feel safe and valued and begin to develop strategies to help them to navigate the world around them and begin to develop regulation strategies with the support of our staff.

Emotion, behaviour management and regulation approaches

Our PHSE (Personal Health Social Emotional) curriculum based on JIGSAW resource and our THRIVE approach aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in our ever changing world. We also use Zones of Regulation across school to support children in better understanding their emotions and equipping them with effective ways to manage and regulate their emotions.

NLC Infants endeavours to adopt a 'restorative approach' to behaviour. Children will be supported in identifying why their behaviour was inappropriate and supported via restorative practice, to reflect on their behaviour and be given the chance to 'put it right'. This may involve discussion with their teacher or a supported discussion with other children on which their behaviour may have impacted.

All staff will use positive language which is firmly linked with our Thrive approach and will encompass the schools core values.

To facilitate such a process all staff will:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.
- understanding of the impact of unmet needs in a child's development and capacity for emotional Literacy and the impact this might have on their behaviour.
- As a THRIVE school all staff have been trained in the THRIVE approach. This means that all staff have adopted a consistent approach toward behaviour management that encourages positive behaviour from all children whilst supporting and nurturing their emotional wellbeing.
- All staff will ensure the school reward system is operated consistently.

Children are invited to discuss the following:

- What has happened
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
- What needs to happen to put things right or to make things better in the future

Staff will spend time to apply a restorative and pastoral approach

Step 1: Ensure that the environment is safe, recognise the emotion, empathise and soothe to calm

Step 2: Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, "Bradley, you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their

regulation strategies (e.g. kicking a football, having a cold drink, eating something crunchy, time in a calm room). Then give praise for the use of regulation skills.

Step 3: Set limits on the behaviour. Use correction or problem solving where appropriate e.g. “and it is not okay to kick the door like that. Let’s think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

Step 4: Problem solving with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion e.g. “I wonder if these angry feelings are because you’re feeling left out. “Show empathy and acceptance of the feelings e.g. “I get it. I would feel angry if I was feeling left out too.” Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that ‘the relationship is bigger than the act’

Processes and referrals

Incidents of inappropriate behaviour will be dealt with staff within school. Children will be supported in identifying why their behaviour was inappropriate and supported via restorative practice, to reflect on their behaviour and be given the chance to ‘put it right’. This may involve discussion with their teacher or a supported discussion with other children on which their behaviour may have impacted.

Any continuing concerns about inappropriate behaviour will be shared with parents and other agencies if deemed appropriate.

In some cases, children who display reoccurring inappropriate behaviours may require additional adult support to help them to manage their feelings and understand how, why and when these behaviours occur. This additional support could include one of the following:

Additional adult support during unstructured or ‘tricky’ times throughout the school day such as playtime.

Where appropriate pupils to have individual Thrive profiles to help build positive school experience and overcome the barriers to learning.

On occasions children may need to use the ‘calm room’ in school to self-regulate. At all times children will be observed and supported in making positive choices enabling them to return to class.

Targeted interventions within school to target a child’s specific need that is impacting on their behaviour. For example, a child might take part in a social interaction group with other children to allow them to develop their social understand and build secure and appropriate friendships with their peers.

The introduction of a pupil passport/MSP/positive handling plan for a child to outline any additional support that can be monitored over the school year. This allows any provision put in place for a child to be closely monitored to ensure it is effective and appropriate.

Any serious incident of difficult behaviour which has required restraint or has resulted in someone being hurt must be reported and logged. (SLT/CPOMS)

Staff are trained in de-escalation strategies and where necessary staff are Team Teach trained in positive handling responses.

Significant poor behaviour must be logged onto CPOMs by the teacher dealing with the incident and shared with all relevant staff

Where necessary school will use individualised behaviour plans and positive handling plans

Early Year SEN Team

Complex Communication and Interaction Outreach

Cognition and Learning Outreach

Social, Emotional and Mental Health outreach

- Child and Adolescent Mental Health Services (CAMHS)
- Children's Emotional Health and Wellbeing Service (ChEWS)
- Northorpe Hall – Mental Health services, suicide and self-harm services
- Neuro development pathway – assessment pathway for ADHD and Autism Spectrum Condition (ASC)
- 0-19 Team (Health Visiting and School Nursing)
- Young Carers – to support children who care for adults
- Speech and Language Therapy
- Sensory Occupational Therapy.

CPD and training

NLC Infant School are committed to ensuring all staff have effective, quality professional development that will help them gain the skills and knowledge necessary to support the behaviour regulation approach.

- THRIVE training
- Emotion coaching
- ACEs
- The use of visual aids and supports.
- Neuroscience approaches
- Use of EEF research
- SEND bespoke training for whole school approach and individual approaches – ASD, ADHD
- Attachment