



BEHAVIOUR AND SOCIAL SKILLS POLICY

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Statutory

Responsibility: FGB

Reviewed: Autumn 2020

Next review: Autumn 2021

Governor Committee: Community, Children & Safeguarding

“Safeguarding is everyone's responsibility”

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

**This policy applies to Coombe Hill Infants' School including
Coombe Connections.**

This policy has regard for:

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools

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

- Equality Act 2010 – Safeguarding and SEN pupils
- Education and Inspections Act 2006
- DfE document 'Use of reasonable force' 2013
- DfE document 'Behaviour and discipline in school' Jan 2016

This policy should be read in conjunction with:

- The schools Aims and Ethos
- Anti-bullying policy
- Positive Handling Guidelines
- Safeguarding policy
- Complaints policy and procedures
- The SEND policy

Statement of Intent

Coombe Hill Infants believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

At Coombe Hill Infants' we have a child centred approach to teaching and learning. We aim to prevent unacceptable behaviour through positive reinforcement, rather than merely reacting through consequence. Relationships are at the core of our practice

We believe that good manners, good behaviour, respect for others and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that it is our duty to help the pupils of Coombe Hill Infants' to nurture these qualities and values during their time with us. It is up to us all to care for each other.

We understand that every child has experienced different things in their lives. We aim to understand the child and their lived experiences, in order to help understand their behaviour and plan for their support in a more informed way. The research on trauma has made it clear that children's challenging behaviour is not intentional, but instead driven by fear and a protective strategy for coping with their experiences. We aim to take a person centred approach and will therefore adapt this behaviour policy depending on the child, their attachment needs and any trauma they may have endured.

With the help of our Winnie the Pooh characters, we promote positive learning behaviours. They work alongside our Golden rules and we aim to achieve a consistent approach to behaviour management throughout the school.

Aims:

- To provide a safe and secure environment for the whole school community. No one should be bullied or feel frightened by other people's actions.
- To encourage a calm, purposeful and happy atmosphere within the school, where achievements at all levels are acknowledged and valued and tasks can be completed without disturbance.
- To foster kind and caring attitudes towards everyone, ensuring kindness, respect and consideration are noticed and praised.
- To encourage pupil self-confidence and independence, giving pupils a voice to talk, if they have a problem or need support.
- To encourage self-discipline, so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement. Encouraging optimum success and understanding.
- To raise awareness of appropriate behaviour, making clear boundaries to ensure everyone's safety.
- To ensure everyone in school is sensitive to issues of race, gender, SEN and disability as well as the individual needs of children experiencing difficulties, in line with the Equality Act 2010.

All members of our school community have the responsibility to ensure that this policy is successfully implemented.

Pupils are responsible for:

- Following the Golden rules
- Helping to write and abide by their class rules and charter
- Cooperating with other children and adults
- Working to the best of their ability and allowing others to do the same
- Showing respect for others
- Demonstrating good manners

SEND, Pupil Support The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

The Head teacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to governors on the implementation of the policy and its effectiveness.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, Headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as Junior school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, Head teacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Senior Leadership team are responsible for:

- Supporting staff by being available to take an active role in the reward and consequence structure and monitoring and intervening when necessary
- Setting out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure pupils are able to learn effectively
- Monitoring the implementation and the success of strategies through observation and discussion with their teams
- Taking a lead role in preventative work and establishing an annual programme to revisit key ideas with both staff and pupils
- Ensuring senior staff are visible at key times of the day: start and at the end of the day
- Ensuring that parents and carers are well aware of the school's complaints procedure

Staff are responsible for:

- Encouraging good behaviour through high expectations
- Promoting the general progress and well-being of individual pupils and any class or group assigned to them
- Promoting the positive ethos of the school
- Displaying school rules and refer to them on a daily basis
- Rewarding good behaviour, constantly referring back to the class and school rules

- Ensuring sanctions are valid and fair at all times
- Raising pupils self-esteem and allow pupils voices to be heard – recording where appropriate
- Modelling correct behaviours and leading by good example
- Forming good relationships with the pupil's main carers, so that all children can see that the key adults in their lives share a common aim
- Recognising that each child is an individual, planning for their needs
- Teaching PSHE each week (Jigsaw)
- Providing a role model for behaviour and conduct which pupils can copy
- Present a positive and cheerful demeanour with children, parents and staff
- Setting high expectations for all pupils and teach the whole curriculum whatever the prior attainment
- Showing awareness of the signs of SEMH related behavioural difficulties
- Ensuring the maintenance of good order and discipline at all times
- Dealing with any behaviour difficulties with immediate effect
- Preventing all forms of bullying among pupils

Parents are responsible for:

- Making children aware of appropriate behaviour in all situations
- Encouraging independence and self-discipline
- Show an interest in all that their child does at school
- Forming positive relationships with school staff
- Becoming involved in the rewards and consequences system
- Adhering to Coombe Hill Infants parent/ helper guidelines

Governors are responsible for:

- The monitoring and implementation of this policy and the behaviour procedures at school.
- Ensuring that this policy does not discriminate on any grounds, including, but not limited to, age, gender, disability, race, religion, sexuality or belief.
- Promoting a whole school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's [complaints procedures policy](#)

Rewards and sanctions

Rewards

In any disciplinary process the emphasis must always be on the positive approach of encouragement and praise. We believe that positive recognition of desirable behaviour is more powerful than criticism or drawing attention to undesirable attention.

The creation of a positive climate is fundamental to the self-esteem of children and does not exist purely to balance the force of sanctions. A positive environment

not only helps to eradicate negative behaviour, but it also promotes a positive learning environment, where children are more likely to fulfil their potential.

In all classes staff should create opportunities and incentives for pupils to develop the caring, nurturing and co-operative sides of themselves. Special awards for good behaviour, good work etc. can be highly significant motivators for many pupils. The list below is not set out in any order of priority and are examples of rewards we use at Coombe Hill Infants'

- Stickers, sticker charts and golden tickets – for following the rules, excellent work or effort
- Positive verbal or written comments – either in general terms or picking up on a specific point
- Use of stamps or target stickers on pupils work
- A public word of praise in front of a group, class or whole school
- Target setting
- Commendation sticker assemblies – stickers are given to children who exhibit positive learning behaviours (Winnie the Pooh)
- Each class refers to the Winnie the Pooh characters and the positive learning behaviours they promote – see Appendix A
- Golden rules are used as a way to remind children about the school rules, using positive language – see Appendix B
- Photos displayed on our “Good Deed Board” – noticing and praising the good
- Head teacher certificates
- Dojo points – electronic points awarded to pupils in front of the whole class
- A visit to the head teacher or another member of staff for commendation
- Classroom displays of ‘WOW’ work
- Affording pupils to undertake roles of responsibility – school council, prefects, helping hands, class monitors, light technicians, etc
- Discussion with parents at the class door, informing them of the amazing work or behaviour they have shown in class that day
- Incentives – such as cubes, given out to colour groups for behaviour and effort
- Choosing time – where pupils’ are able to choose an activity as a reward for good work or behaviour
- The Love the Ball teddy bear
- Table points
- Tapestry
- Kindness wall

Sanctions

Boundaries are essential in order to promote children’s sense of self. Young children may not express their emotions in words, but their actions sometimes speak just as loudly. At Coombe Hill Infants’ we aim to listen to a child’s voice (verbal or non) before implementing any sanctions.

Even in a well-ordered and positive environment, it may be necessary from time to time for the sanctions outlined below to be applied.

*School staff **must** escort children at all times and **follow up** after the sanction. Please be aware that this can be very stressful and upsetting for any child with attachment needs so please adapt accordingly.

- Tactically ignoring unwanted behaviour, highlighting the positive elsewhere
- Giving a child a warning, before any sanctions are issued
- Time out – to reflect on actions – sit down somewhere quietly in a supervised area (inside the classroom)
- Losing some break time – **less** than 5 minutes
- Withdrawal from a particular lesson to an appropriate *class
- Child taken to see HT or SLT
- Parents informed of inappropriate behaviour
- All children will be given the chance to talk to an adult of their choosing after any incidents/ sanctions, ensuring the child's voice is heard and their behaviour is understood, in order to help eradicate the same behaviour from occurring again

Children must not be sent alone or asked to stand outside a classroom door or in a corner . We also avoid using raised voices.

At lunchtime, playtime or at Coombe Connections

- The child will first be spoken to in regards to their behaviour and involved in a discussion about the golden rules

Step 1 – Hold the grown-ups hand/or time out for less than 5 minutes low level poor behaviour i.e. rude, mistreating property etc

Step 2 – Hold a grown ups hand/or time out for the rest of playtime for **any fighting, play fighting, bullying, hurting others**. At lunch time the same rule must apply but for less time. The teacher must be informed of this.
(at least 10 minutes)

Step 3 – To see the head teacher or another member of the senior leadership team.

All incidents will be written in the incident book and cross referenced with any injuries written in the injury book.

Poor behaviour includes:

Name calling

Physical aggression

Rough play

Swearing
Rudeness
Defiance
Lack of respect for property
Bullying
Any behaviour that threatens safety

Exclusion, fixed term or permanent

We hope that, through the positive manner in which we encourage all children to do their best, and through the loving, supportive and encouraging environment, that the behaviour of all children will lay within the boundaries of the school's rules. However, there may be occasions when a child goes beyond what is acceptable behaviour and the school would then consider excluding the child for a period of time or, in extreme circumstances, permanent exclusion may take place.

Possible actions that might lead to exclusion:

- causing serious injury to another person (adult or child)
- causing deliberate damage to school property or the property of another individual
- Being abusive
- Deliberate and recurrent breaking of school rules

Positive handling

We aim to create a calm and supportive school climate. We will always try to deescalate first, ensuring staff effectively manage incidents by communicating calmly with non-threatening verbal/body language. In very rare cases in order to prevent pupils hurting themselves or others and only as a last resort, physical restraint may need to be used. Positive handling should be applied as an act of care and control, with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the child to regain self-control. It should **never** take a form which could be seen as a punishment. Please see our [positive behaviour handling guidelines](#) for more information.

Reporting

All incidents of bullying or racist or sexual discrimination must be reported to the head teacher immediately and appropriate forms completed. Relevant parents/carers will be informed of any such incidents.

The Golden Rules

We are proud that poor behaviour is often minor and serious incidents are rare and this is due to our proactive response, staff training and child centred culture. We believe that having an active approach to preventing unacceptable

behaviour and responding quickly and effectively when it occurs will lead to fewer incidents and happier and safer children. Primarily, responding to unacceptable behaviour, adults are always encouraged to 'check in' that all the child's 'basic needs' are met. Sometimes lack of sleep, hunger, thirst, and needing to use the toilet can lead to poor behaviour.

Taking time to understand 'the why' can lead to a positive and swift resolution. Through our curriculum we teach children about behaviour -how it can feel, why people display poor behaviour, how we can prevent it and respond to it and how children can use their social, emotional and behavioural skills to tackle problems when they arise.

Pupils are encouraged to communicate their worries and incidents with members of staff or use our worry box. Pupil Voice is a strength in our school and taken seriously.

Our golden rules

We are kind and helpful

We work hard

We are gentle

We look after property

We listen to other people

We are honest

We make the right choices

We try our best

We are ready to learn

Our learning behaviours

Respectful – Winnie the Pooh

Resilient – Tigger

Responsible – Kanga

Resourceful - Owl

Reasoning - Eeyore

Ready to Learn - Piglet

Behaviour During the Coronavirus (COVID-19) Pandemic

In our school mission statement we state that Coombe Hill Infants' is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We also 'expect high standards for behaviour and conduct' and want to 'build genuine collaborative partnerships with families'. Under these exceptional circumstances we will endeavour to uphold all these first principles.

We believe that during the Covid-19 Pandemic and lockdown period, all children may have experienced significant losses during this time, and with this may come potential anxiety and trauma, with the potential for significant impact on their ability to learn effectively. We also believe that this may adversely affect some children's behaviours, for a variety of reasons.

We have therefore prioritised the use of a Recovery Curriculum, using resources developed by Professor Barry Carpenter ([Evidence for Learning- Recovery Curriculum](#)) which has enabled Coombe Hill staff to consider the processes they will need to put in place to successfully transition children back to school. This will be a reflective process of developing a curriculum that is responsive to the needs of children, that takes into account their individual experiences and makes sense of it emotionally as well as cognitively. All staff have been trained through online CPD opportunities in this approach.

It is expected that our normal positive behaviour strategies will remain in place (e.g. our Winnie the Pooh Learning Behaviours) as we aim to be 'islands of safety in a chaotic world'. Taking into account staff training, our priorities are on reestablishing close relationships with our families and children, therefore:

- It is more important than ever that we greet children with a smile and a positive start to the day
- Give children eye contact, use their names and allow them to identify and name feelings- make them feel valued
- Be more sensitive to families personal circumstances, that they may have changed and that families may have experienced bereavements
- Be sensitive to subtle changes in children's work as a result of the lockdown period- whether through disruption of education, change in family circumstance or underlying anxiety
- Be aware that a change in a child's behaviour may be due to them having experienced abuse during the lockdown period. ([For signs of abuse see Safeguarding and Child Protection Policy](#)).

The school acknowledges that individual parents or families may have experienced stressful circumstances, however we will not accept inappropriate behaviour or verbal abuse directed towards staff.

It should also be noted that staff are likely to have been exposed to periods of stress and anxiety during the Covid-19 Pandemic and their own circumstances may have changed. All staff should be aware of changes in individuals behaviour and offer a supportive environment to minimise stress and promote wellbeing.

Monitoring and Review

This policy will be reviewed every year by the headteacher in agreement with the governing body.

Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is Nov 2021