

Relationships and Behaviour Policy

Manorfield Infant and Nursery school



Approved by: School Governing Board

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Reviewed by: Headteacher

Aims:

Manorfield Infant and Nursery school aims to support staff and learners to develop positive relationships, establish and maintain high expectations of behaviour so that everyone sees themselves as part of a happy, inclusive learning community that maximises quality first teaching.

Positive behaviours must be modelled, explained, taught, supported and recognised. At Manorfield school this is delivered through our curriculum, PSHE curriculum, assemblies and focus weeks e.g. Anti-Bullying Week. The school rewards good behaviour, as it believes that this will develop a climate of kindness and co-operation and help strengthen relationships. This policy is designed to promote good behaviour, rather than just to deter poor behaviour choices.

Behaviour for Learning

Respect Self

Respect Environment

Respect Community

Playground Rules

All of our Behaviour for Learning rules plus:

Shouting, running and jumping and making noise are allowed outside.

Lunchtime staff must be treated with respect, like any member of our school staff.

Adults should be playing and engaging with learners during lunch and break times.

A member of staff will be by the door to ensure that learners enter and move around the school building safely.

School Expectations:

Manorfield Infant and Nursery school uses the system of Good to be Green and the Zones of Regulation.

The principle behind this system is:

That all learners have the opportunity to make positive choices about their behaviour and influence outcomes.

That learners realise the connection between how they are feeling and how they are behaving.

That teachers integrate a system within their daily teaching in order to promote positive behaviour and effective behaviour management skills

Learners who regularly follow the rules are noticed and rewarded.

Rewards

Learners will be rewarded for demonstrating good learning behaviours.

- Individual dojo points with certificates being awarded when they reach a certain number.
 - 50 dojo points- Bronze
 - 100 dojo points- Silver
 - 200 dojo points- Gold
 - 500 dojo points- PlatinumCertificates will be awarded half termly
- Star of the Day chosen at the end of each day in each class. The learner chosen can wear a cape a crown or a medal the next day!
- One learner per week will be chosen to go in the golden book and will be presented with a certificate in our weekly celebration assembly.
- All learners with 98% attendance or above are rewarded weekly with a special attendance sticker.
- Learners with 98% attendance or above are also entered into a weekly prize draw with a prize per year group.
- A learner from each class each week is chosen to sit on the 'Golden Table' for fantastic attendance, or improved attendance.

At Manorfield we place a significant emphasis on understanding that all behaviour is a form of communication and provide training in order that staff can understand some of the causes of challenging behaviour and have a range of strategies to support these learners.

Everyone is responsible for the behaviour of all learners and all adults should positively reinforce the rules whenever appropriate.

Our school responsibility

The school aims:

- To provide a safe and happy environment for learning.
- To provide a challenging and engaging curriculum.
- To ensure we value and celebrate learners' behaviour and learning.
- To understand the needs of all learners and to respond appropriately.
- We will treat all learners fairly and consistently and develop an ethos that being fair is not about everyone getting the same, but about everyone getting what they need.
- We will communicate with each other to help support learners' behavioural and learning needs.
- We will actively teach learners to make positive choices.
- We will give all learners the chance of a new start throughout the day and every day.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of learners' behaviour and learning.
- We will make time to listen to learners and use a restorative approach to solve disagreements and conflicts.
- We will use language that supports positive behaviour (choices) rather than judgmental language.

How it works:

In the class there is a prominent Good to be Green and Zones of Regulation display. On this display:

- All learners have a pocket with their name on it and each day, learners start with a green card in their pocket.
- If learners make negative individual choices they are given a blue card and encouraged to look at the Zones of regulation and decide where they are and what they are feeling and then discuss ways to get themselves back on green.



- If the behaviour continues, the teacher is to give clear warning that they are at risk of moving to yellow.
- If the teacher decides to give the learner a yellow card to put in their pocket, they need to also clearly tell the learner what they are doing wrong and what they can do to move back to green.
- If the learner then changes their behaviour and makes positive choices, the teacher will direct them to change their card back to Green.
- If the learner continues to make negative individual behavioural choices after having sufficient time to correct their behaviour or is not ready to re-engage with the learning, the teacher will give a clear verbal warning that they are at risk of getting a red card.
- If a teacher decides the learner will receive a red card, they must clearly tell the learner what they are doing wrong and they will then be sent to a partner class for a 10-minute time-out in order to reflect.
- After the time out, the teacher welcomes back the learner positively and reminds learners of 'Green Expectations.'
- Learners move back to Green (with red card behind).
- Learners who received 2 red cards in one day will be sent to the year group leader and will miss 15 minutes of the next playtime.
- Learners who received 4 or more red cards in a week will be sent to the Head Teacher
- Learners who receive repeated red will be discussed with the school's Senior Leadership Team and a personalised support plan will be put in place for them.

There are some behaviours which are deemed severe enough for an automatic red card (even if the learner had been on green) These include:

- Spitting
- Destroying or vandalising the work of other learners
- Walking or running off to avoid taking responsibility
- Swearing

Senior Leadership Team Involvement

Serious behaviours that will not be tolerated and result in the learner being sent to a member of SLT include:

- Fighting
- Physical abuse of a learner or adult
- Racism, sexism, religious intolerance or homophobia
- Abusive language directed at adults or learners
- Ignoring adult instruction causing a health and safety risk to themselves or others

Procedure for incidents involving serious behaviour:

- Learners will be sent to an Assistant Head with an adult (where possible)
- Incident may be referred to Head teacher depending on severity
- Incident is recorded on CPOMS and SLT alerted

Learners who are referred to the leadership team will have one or a combination of three outcomes:

1. Reflection time with SLT with the purpose of time for the learner to think of strategies to repair the situation and then go back to class with the aim of staying on green.
2. Phone call, message or letter home. Parents/carers are informed of the situation and steps needed to improve the behaviours.
3. Lunch time spent with either the Year Group Lead, Assistant Head or Head Teacher (depending on severity)

Vulnerable Learners

As an inclusive school we recognise that all learners are individuals with specific needs. Some learners, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support these vulnerable learners with an Individual Behaviour Plan.

Early Years

This system is adapted for Early Years and builds on good practice in this area. They can use a visual system with the same colours. The complete system will not be used. Instead there will be a bigger focus on encouraging positive behaviour choices by using praise and rewards.

Recording, Reporting and Monitoring

Any serious behavioural incident must be recorded on CPOMS and SLT / the appropriate Year Group Lead alerted. Learners who are repeatedly on red must be recorded on CPOMS and the SLT alerted. Staff present at lunchtime must record any incidents on CPOMS where relevant. SLT will regularly track learner behaviour.

Outside Class & Playground Positive behaviour management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts. When on duty, staff are responsible for:

- Engaging and interacting with learners through play and conversation.
- Monitor behaviour by scanning the playground for anything that may need attention.
- All adults must deal with incidents appropriately following the principles discussed here. Learners must be listened to and incidents dealt with. Ask "What happened?" rather than "Why did you..."
- Learners must approach staff outside and not come into school.
- The same Stay on Green principles will apply to behaviours in the playground, e.g. If a learner is not following the 'Green Expectations' adult will give a warning to them, if the behaviour continues the learner will be sent to the 'time-out' area in the playground for 5

minutes. After reflecting on the incident with the adult, the learner will return to the playground.

- Serious incidences are referred to the Leadership team if necessary.

Restorative practices

A strategy that seeks to repair any harm done to people, and relationships that have been damaged. Rather than simply punishing an 'offender', it aims to make them take responsibility for their actions, be aware of the consequences they have caused, and feel remorseful.

This is done through meetings with people who have been affected by their actions, who explain the impact that they have had. From the victim's perspective, these meetings can help them to forgive, move on, and reconcile with the offender.

The practice is based on the idea that dignity, healing, and strengthening a community should be considered when attempting to bring someone to justice. The questions that restorative practice seeks to answer are: 'Who has been harmed?', 'What are their needs?', 'Whose obligations are these?', and 'How do we collectively work to put things right?' (Zehr, 2002).

The focus is not on punishment, because punishment is often not enough to deter people from crime or misbehaviour – if it was, these things would not be so prevalent. Learners also need to learn about the responsibility that they have had in a situation, how it affected others, and how they can put it right. The approaches are centred around **restorative language** – a shift in the way that we think and speak.

Instead of using retributive language (i.e. language that attributes blame, judgement, or criticism, such as 'he is rude', 'she did it on purpose', and 'what have you done?'), we should use language that shows an understanding of the potential needs of the person we are speaking about. Questions such as 'what's happened?' and 'who's been harmed?' acknowledge to the 'offender' that there may have been a reason behind their actions.

A full list of restorative question for the 'offender' include:

- 'What happened?'
- 'What were you thinking about at the time?'
- 'What have you thought about since?'
- 'Who has been affected by what happened, and how?'
- 'How could things have been done differently?'
- 'What do you think you need to do to make things right?'

For the 'victim', these include:

- 'What did you think when you realised what happened?'
- 'What impact has the incident had on you and others?'
- 'What has been the hardest thing for you?'
- 'What do you think needs to happen to make things right?'

Before responding to an incident, think about the benefits and risks that each possible response has. If the approach will not help the person to learn from their mistake and avoid it in the future, then it is not restorative and you should try to reconsider your strategy.