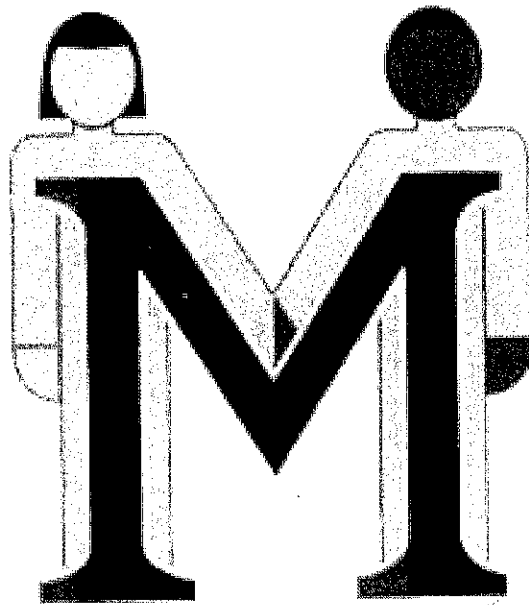


MOULSHAM INFANT SCHOOL



BEHAVIOUR POLICY

Moulsham Infant School Behaviour Policy

Introduction

As an Attachment Aware school, we understand that high quality, attuned relationships are at the heart of positive behaviour. We believe that all behaviour is a communicator of need and that it is our responsibility to identify this need and work towards meeting it (see appendix 1). To ensure that children are ready to learn, we prioritise building relationships to enable children to feel safe and have a sense of belonging.

Moulsham Code

The Moulsham Code underpins all that we do and we live by these principles:

- Stay safe
- Act kindly
- Listen carefully
- Speak nicely
- Move calmly

Expectations of staff

We understand that the only behaviour we can change is our own and that it is frequently our words and actions that influence the behaviour of those around us. Our expectations of staff, therefore, are that we will all live by our attachment aware staff conduct (see appendix 2). This encompasses the appropriate, consistent language, the empathic 'consequencing' and restorative practice that we use (see appendix 3).

Expectations of children

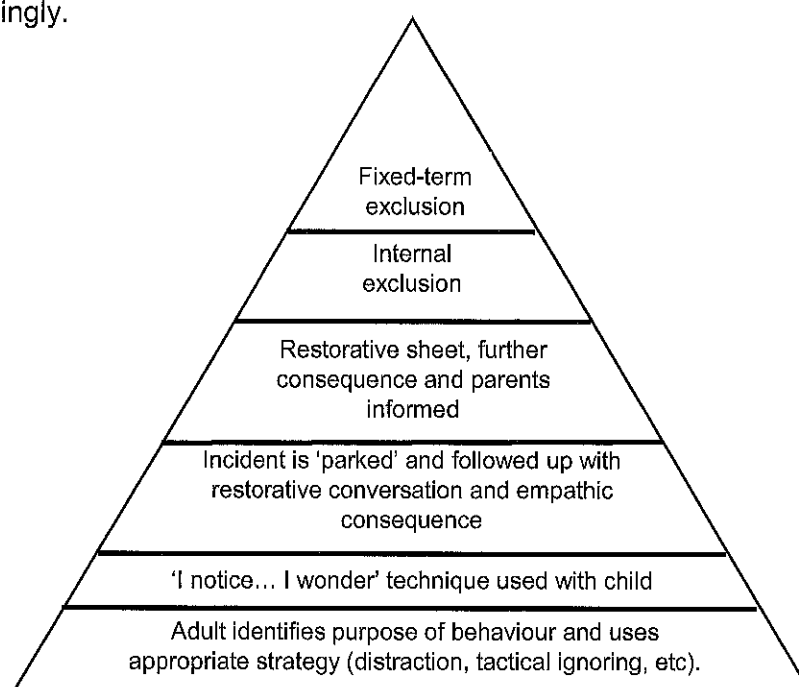
It is our expectation that all children will live by the Moulsham Code; they will be supported to do this through positive reinforcement and linking behaviours to this Code. Collective responsibility is developed through the use of the cube jar approach. Cubes can be given to individuals or whole classes, by any member of staff, for positive use of the School Code. Once the cube jar is full, children celebrate their chosen reward with their class during school time.

What we do when it goes wrong

It is important to remember that all behaviour is a communicator of need and that it is our responsibility to identify this need and work towards meeting it (see appendix 4).

1. If a child is finding it challenging to follow an element of the Code, we identify the purpose of the behaviour and use an appropriate/relevant strategy for that child (e.g. tactical ignoring, distraction, etc.)
2. Use of 'I notice... I wonder...' language with appropriate/relevant strategy for that child.
3. 'Parking' the incident until the child is calm followed by restorative conversation and an empathic consequence (e.g. if a child breaks a piece of equipment, they will fix it).
4. In more serious incidents, the child will also complete a restorative sheet (see appendix 5) with an adult and further appropriate consequence will be given (e.g. working out of class for set time). Parents will be notified by the class teacher when this happens.
5. On very rare occasions, it may be necessary to issue a fixed term exclusion. The purpose of this is to ensure the safety of all members of the school community and to

give the school time to liaise with other agencies in order to adjust our practice accordingly.



There are some behaviours which we deem to be more serious and for which we will always speak to parents about: biting, spitting, offensive language, intentionally hurting someone else or sexualised language/behaviour.

All consequences are empathic and will vary depending on the child and the situation. However, below are just some examples of consequences we may use in school:

- Making a sorry card for someone who has been hurt
- The child missing a set amount of their play time
- Fixing a broken piece of equipment
- Doing a job (e.g. sharpening pencils or tidying books) in their own time
- Working out of class with a member of SLT for a session

For some children on the SEND register with more complex needs, these processes will not always be appropriate. These children will have their own individual consistent management plans to follow.

Recording and reporting to parents

- If a restorative sheet is completed with a child, parents are informed.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. The Governing Body has a pupil discipline committee. This committee considers any exclusion appeal on behalf of the governors. When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the Local Authority, and consider whether the pupil should be reinstated.

Levels of behaviour

Appendix 5 shows the progressive steps and consequences of behaviour.

Approved by staff: February 2020

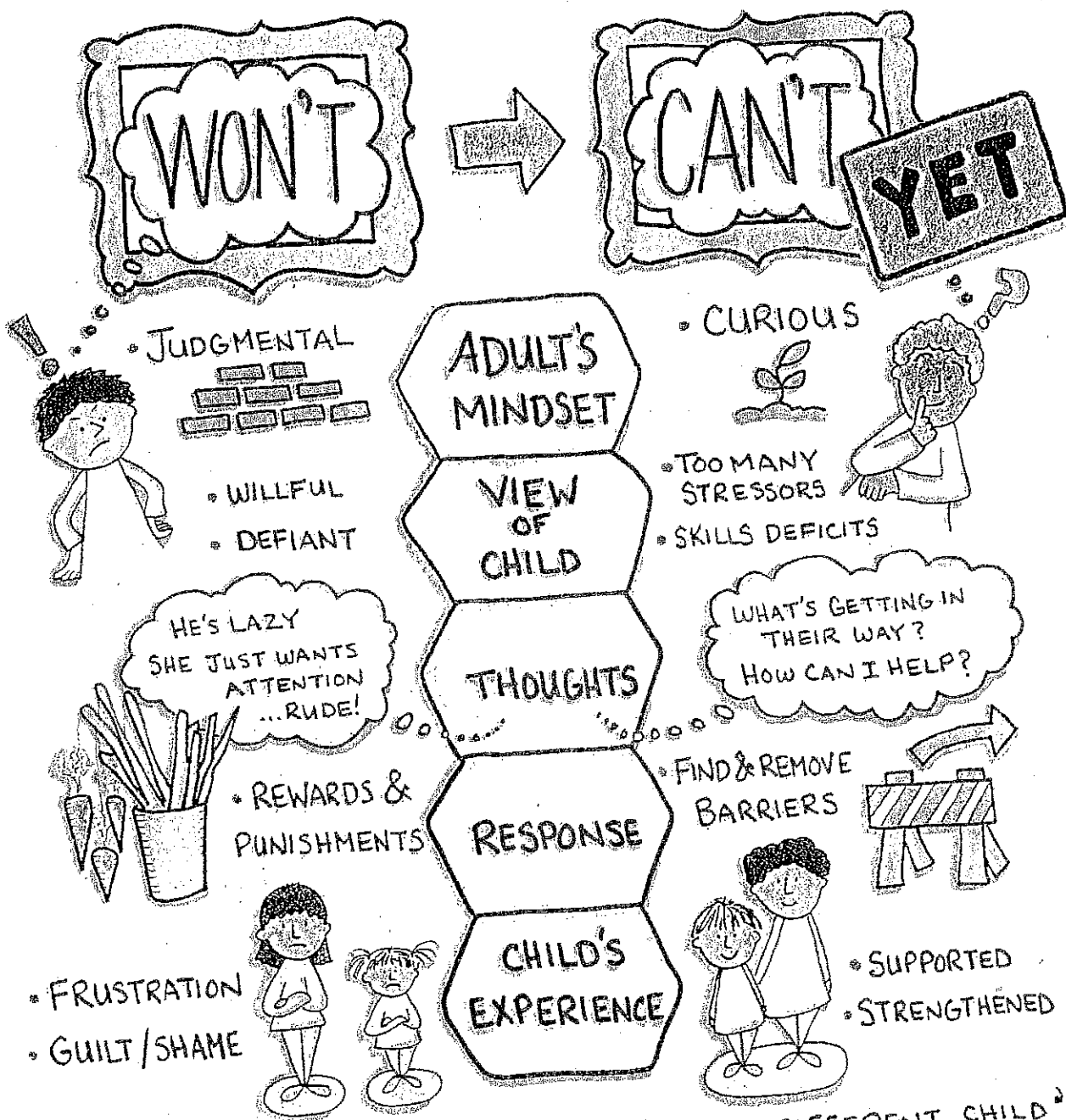
Approved by Governors: 19.3.20

Review date: March 2023

REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"

~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"

~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62



APPENDIX 2

ATTACHMENT AWARE STAFF CODE OF CONDUCT

- I will treat all children with warmth and compassion.
 - All children will feel liked by me.
-
- I will use children's names to greet individuals within the context of a consistent early morning routine that prioritises a sense of belonging.
 - I will prioritise learning the names of children beyond my immediate interactions in order to respond by name.
 - I will use the principles of PACE and Strengthening Relationships in my interactions with children.
 - I will respond to behaviour as a communicator of need and not as an outcome.
 - I will proactively build working relationships with parents and carers.
 - I will engage in reflective thought and dialogue regarding my practice.
 - I will be open minded, flexible in thought and non-judgemental.
 - I will be mindful of my own wellbeing and that of my colleagues.

APPENDIX 3

PACE APPROACH



Playful. Using a light tone, having fun and sharing enjoyment. It allows the child to be more open to positives. It can defuse difficult situations

Accepting. Actively letting the child know that you accept the child's feelings, thoughts, motivations and perceptions for what they are without judgement. It doesn't mean agreeing with something or accepting unacceptable behaviour.

Curious. Trying to understand why and helping the child to understand. When we actively wonder about a child's inner life and reflect on the reasons for their behaviour, we activate the child's own curiosity and help them to begin to understand why they behave as they do. It doesn't mean asking children why they behave the way they do. It means wondering and hypothesising aloud about a child's thoughts, feelings and motivations saying 'I wonder.....'

Empathic. Actively showing the child that their inner life is important to you and that you want to be with the child in the hard times. This allows the child to feel less alone and overwhelmed by their feelings

VALIDATION

Non-verbal cues to show we are listening

- Nodding our head

Reflecting and restating what the child has said

- *You feel it is unfair that you have had to come in early from the playground when Katie got to stay outside*

Guessing what the child might be thinking or feeling

- *I'm guessing you felt really cross when you were told off for something you didn't do*

Linking the child's current feelings with their cause

- *It makes sense to me that seeing Mrs Halls fall over upset you when your mum has been in hospital.*

Normalising feelings

- *It is understandable to feel nervous when you have to read in class. Most of us get a bit nervous when we have to do something in public*

EMPATHY

Letting children know that we feel what they feel and that how they feel matters to us.

Wondering. Non threatening to children. Allows room for doubt and for the child's own self - awareness and words

- *I wonder if you are feeling really cross right now*
- *I wonder if the work felt hard and that's why you ran out of the room*

Knowing. For children with whom we have trusting relationships and whom we understand well

- *I know it feels hard*
- *I know it's really tricky*
- *I know it can be hard to let the grown-ups be in charge*

STRENGTHENING RELATIONSHIPS

QUALITY MOMENTS catch a moment with a child and be mindfully present as you interact with him or her.

CELEBRATE LIFE whenever you can, look for aspects of a child's life to celebrate. Eg riding a bike without stabilisers for the first time. Comment on it. Let them know you are interested.

MATCHING if you notice something that you do, think or see in a similar way to a child let them know. Eg I like red too!

SHARE SOMETHING be a little vulnerable and let the child know something you have struggled with that you can now do better.

REMEMBER be the child's memory bank. Use Do you remember when.....? to support a child to hold onto the good things.

Notice and acknowledge **by name** – affirm and validate

Sit **alongside**, not opposite

Communicate an **open** body language. Don't cross arms or legs

Keep a **calm** tone

Initiate contact rather than waiting for a child to approach you

Actively **listen** with your whole body, not just your ears

Smile and **laugh** whenever you can

See distractions as **attempts to self-soothe** because a child is feeling uncomfortable

Translate as much as possible

Commentate rather than interrogate

Regulate, relate and reason - in this order

SENTENCE STARTERS

Let's practise....

I'm wondering if....

It is a big ask for you to....

I think you are trying to get me to understand something really important here.....

You are letting me know....

Can I have another go?

Whoa....I got that wrong didn't I?

MANAGING INAPPROPRIATE BEHAVIOUR – the 5Rs

Regulate

The child must be safe, calmed and soothed

Relate

Language of PACE

Reason

This can only happen once the child is truly calm and able to use cognition. Commentate rather than interrogate and help the child to identify what happened, how they were feeling, thinking, who it impacted upon and what they might do differently next time.

Repair

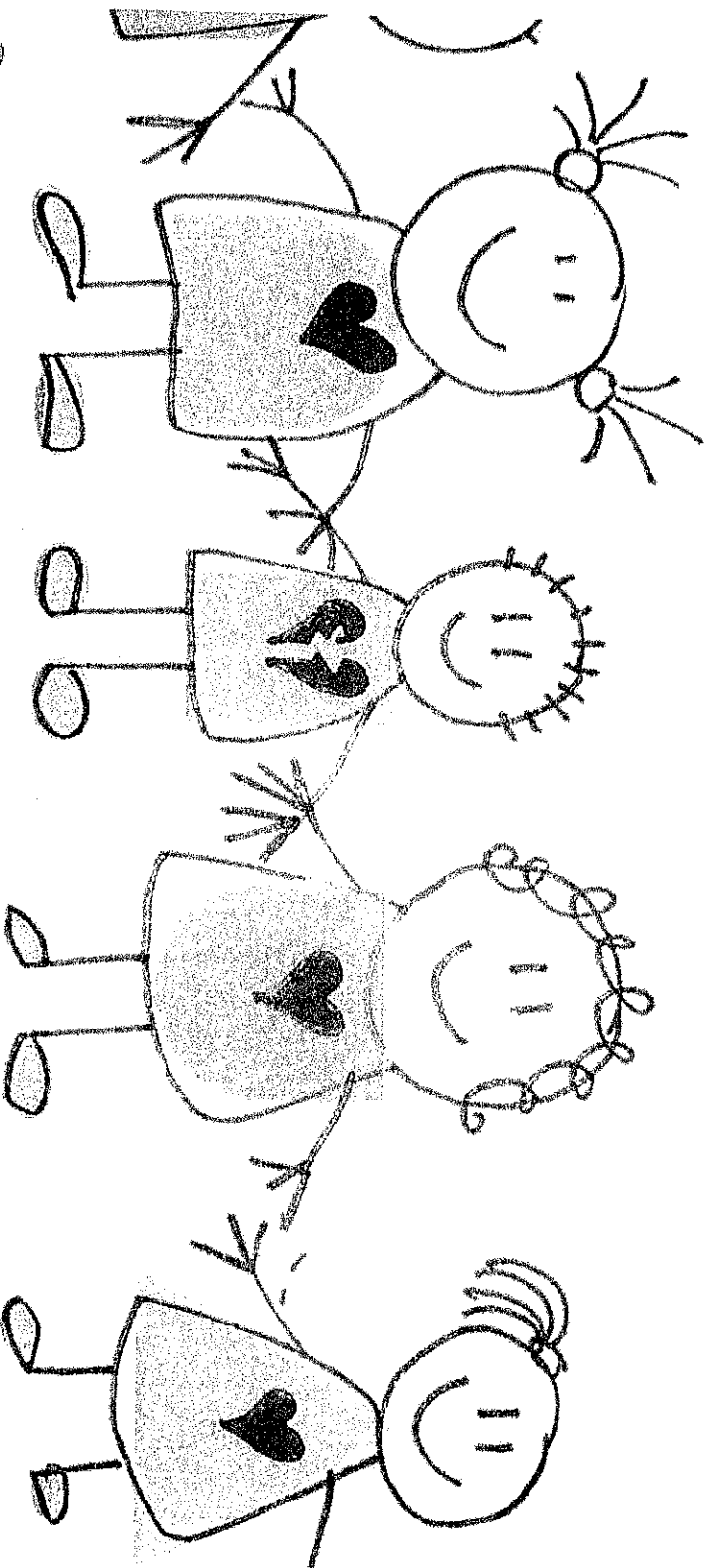
With the child decide how they can make amends and support them in this

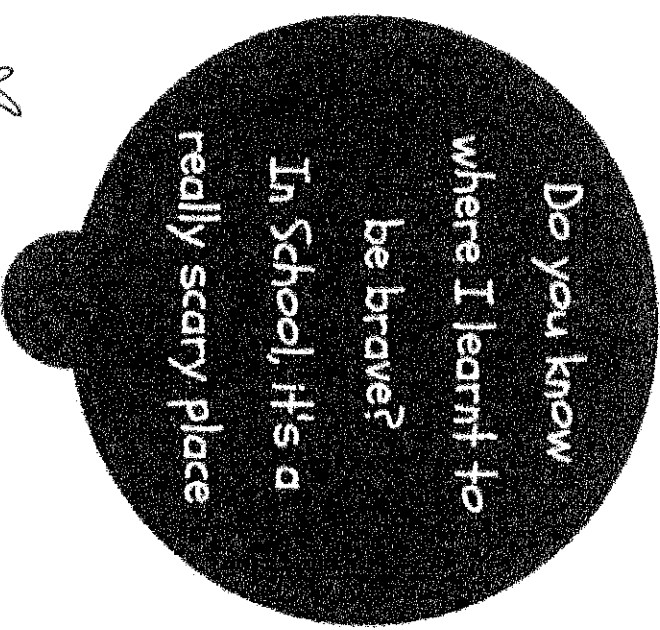
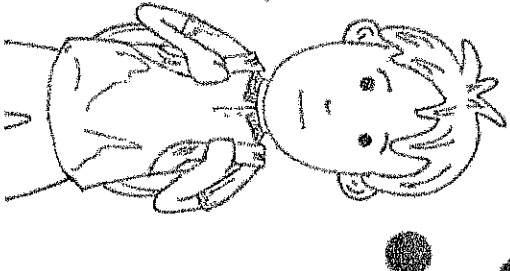
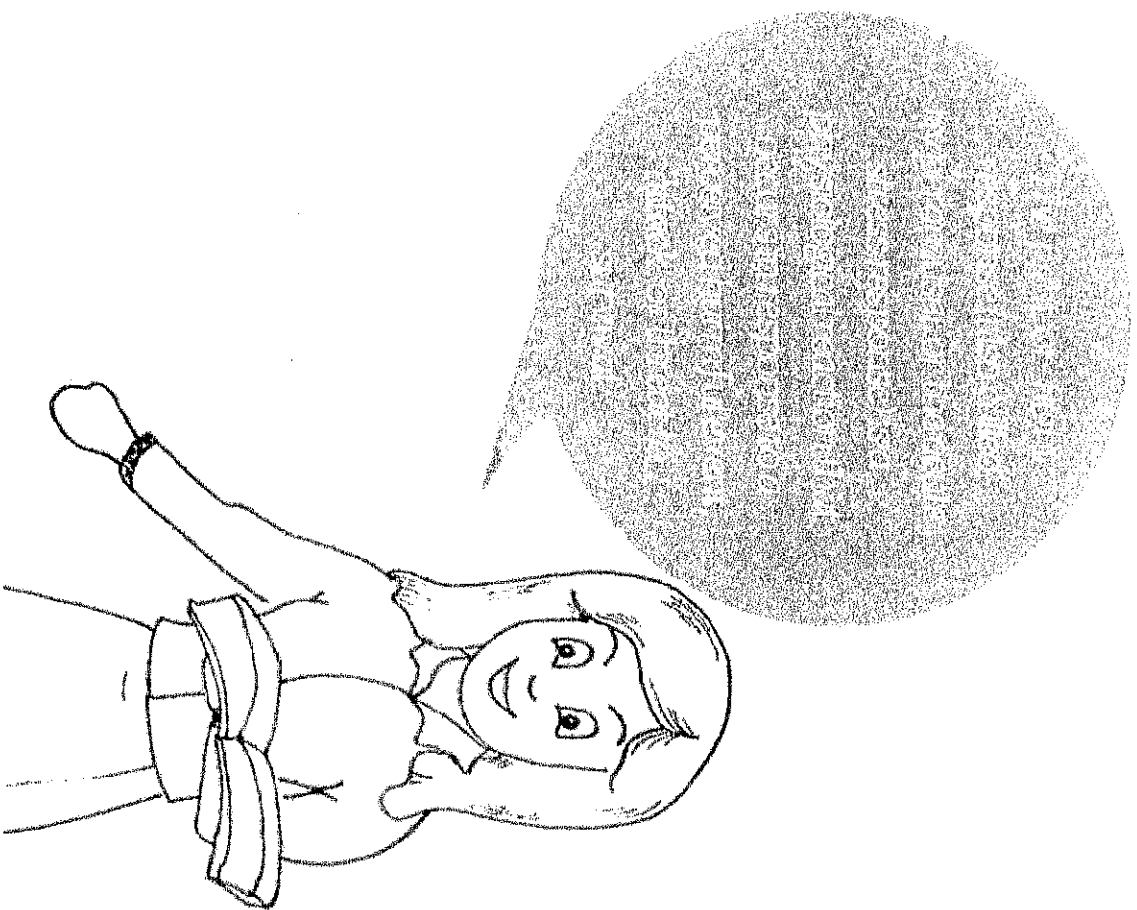
Reintegrate

Move on, fresh start, no grudges

What survival looks like...

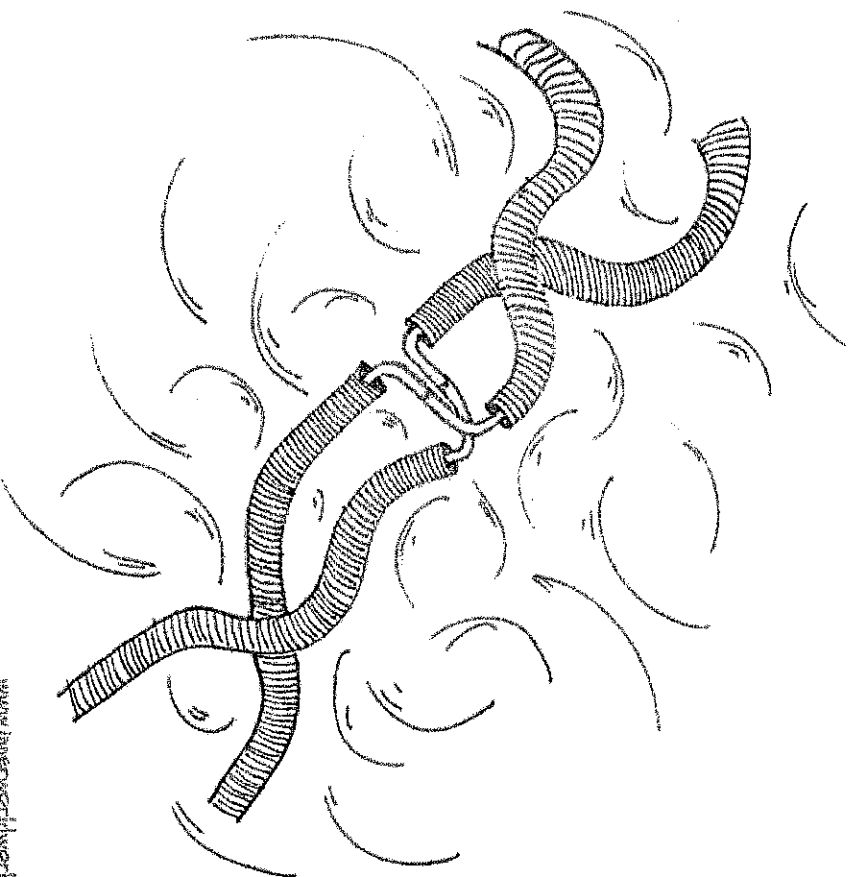
IN SCHOOL





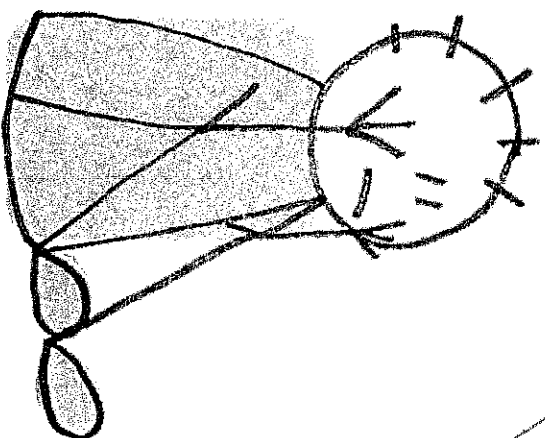
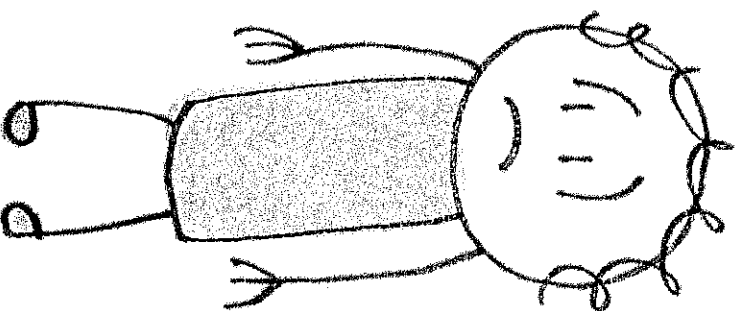
When I was little, some wires got connected to the wrong places in my brain. Often I think and feel like I'm under attack even when I'm actually very safe. My brain activates survival mode to protect me.

I don't even know that I have gone into survival mode, I can't even tell you what feels wrong. It happens so often that this part of my brain is really strong and rules over the calm part of my brain. I can't turn it off by myself.



Why is it so important that you know this?

The part of my brain activated to help me survive, is different from the part of my brain activated when I'm calm.

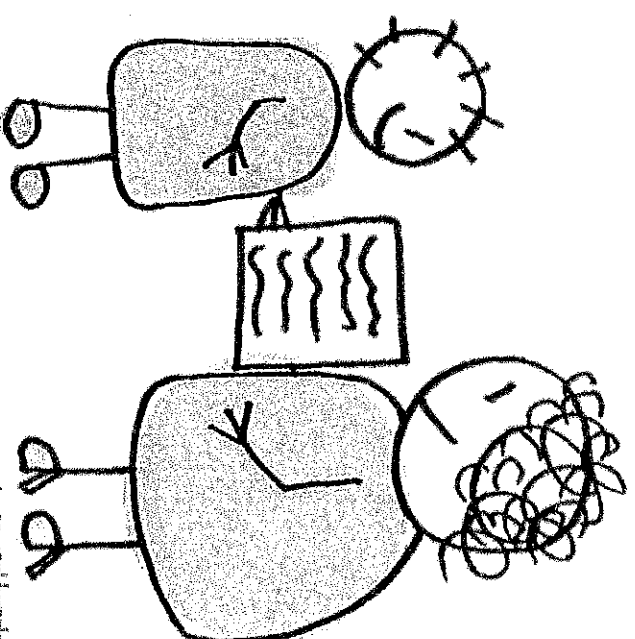


I can only learn properly when the calm part of my brain is activated. When I'm in a survival state it takes over from my calm brain and I struggle to learn. If I don't feel safe, you won't be able to teach me.

The problem is, it's really hard to see when I'm in survival mode.

I look very different to how I feel inside and often I can remain in survival mode for so long, that it seems like part of my personality.

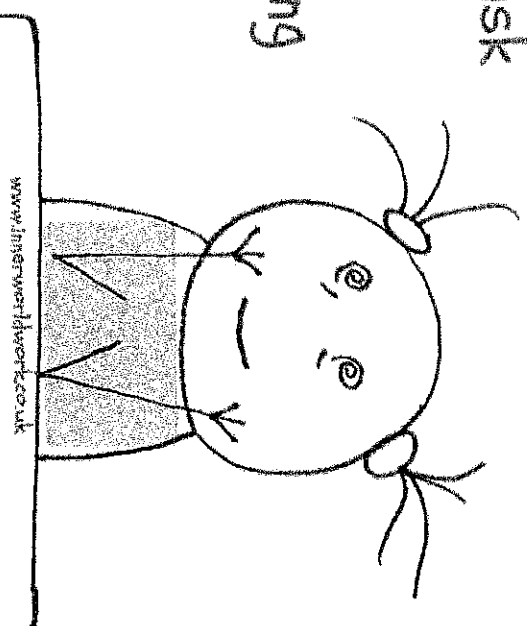
I would love your help to feel safe so I can learn. For you to see that I am in a survival state and it's not a personality trait. I really want to learn. I really want to feel ok



Freeze

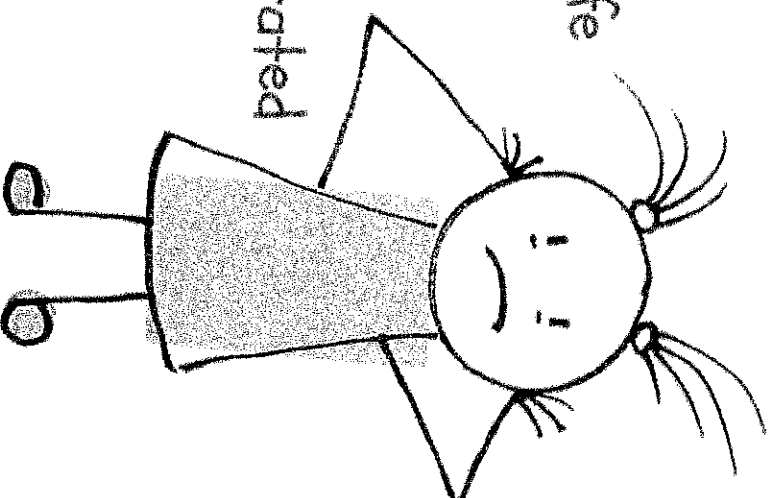
What I look like in Freeze...

- x Not interested, bored
- x Confused, forgetful
- x Talking about something else
- x Hard to move through the task
- x Not listening
- x Staring into space, daydreaming
- x Clumsy



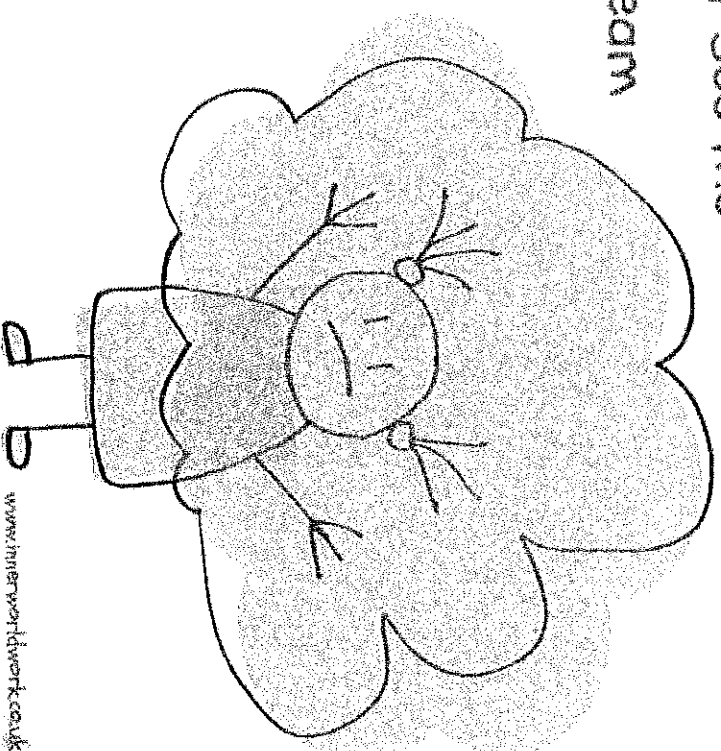
What I am aware of...

- x My brain is slowing down
- x Trying to think of something safe
- x I can't do this
- x Feeling deeply anxious
- x I can hear you're getting frustrated
- x Starting to shut down
- x I feel under attack



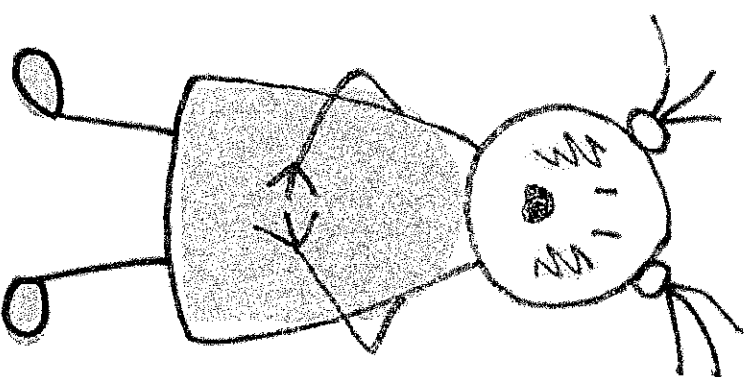
How my body feels ...

- x Frozen brain
- x If I don't move, you can't see me
- x Everything feels like a dream
- x Under attack
- x In a fog
- x Disconnected
- x Numb



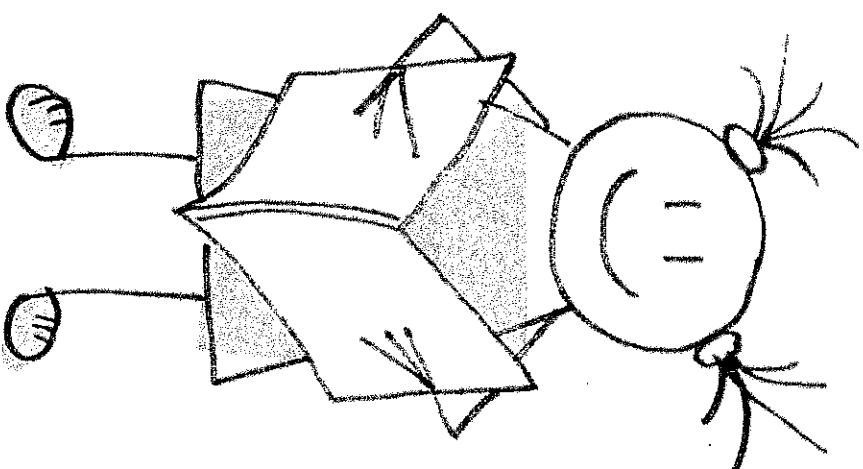
What's happening in my Inner World ...

- ✗ I can't bear your rejection
- ✗ I need to feel safe
- ✗ Shame, I hate myself
- ✗ I'm scared I don't know what's going to happen
- ✗ When I fail at this you'll send me away
- ✗ When you realise I can't do this, you won't want me in your class anymore



You can help me feel safe with the following ...

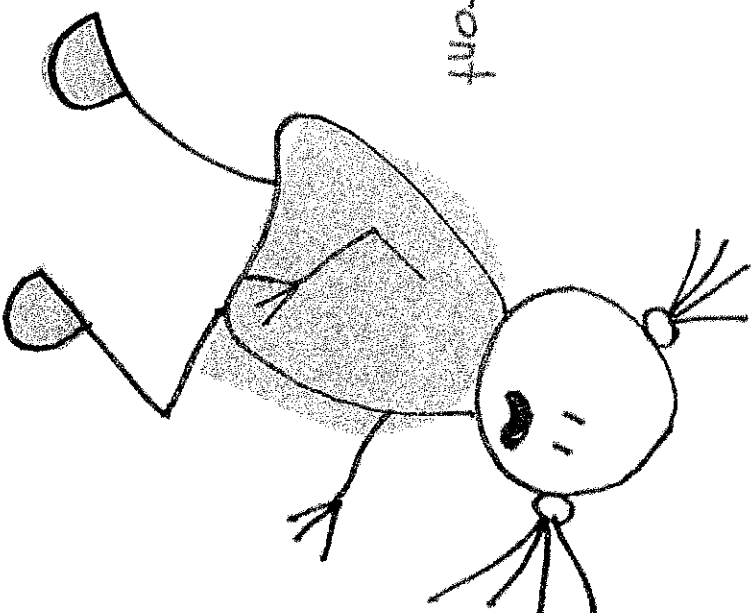
- ✓ Do the task with me
 - ✓ Deep breathing
 - ✓ Tell me I'm ok & that I'm safe
 - ✓ Ask me to push my hands down under my seat & lift myself up off the chair
 - ✓ Gently wonder where I've gone & welcome me back to the room
 - ✓ Make the task smaller & more predictable
 - ✓ Tell me kindly who I am & what I'm doing
 - ✓ Tell me what you want me to do !:)
- without showing frustration



Flight

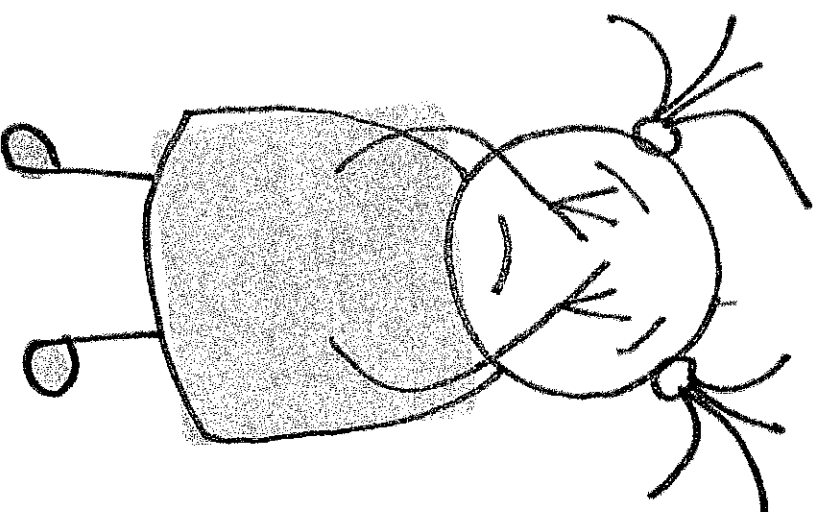
What I look like in Flight ...

- ✗ Run away
- ✗ Keeping SUPER busy
- ✗ Not coping in free time
- ✗ Need to be first or at the front
- ✗ Bumping into people
- ✗ Avoiding tasks and activities
- ✗ Baby talk or silly voices
- ✗ Hyperactive, giddy & silly
- ✗ Hiding under tables



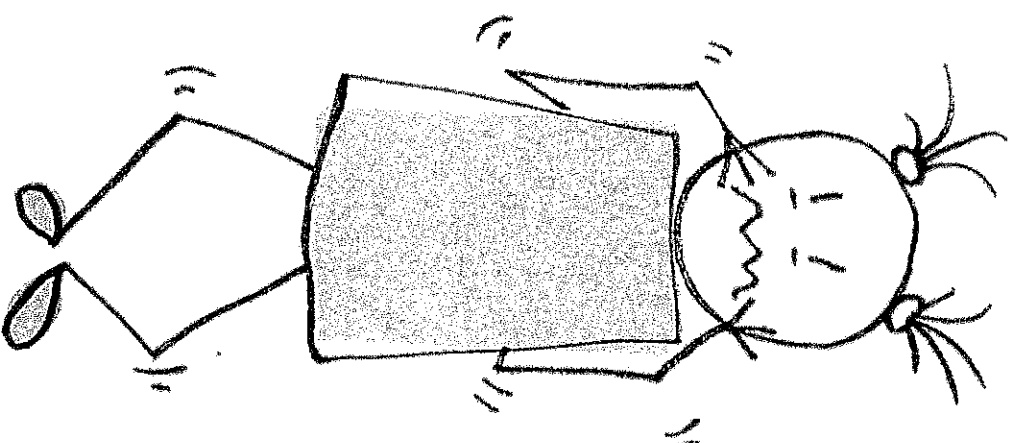
What I am aware of ...

- X Unable to focus
- X Lonely
- X Panic
- X Feeling bad, movement is distracting
- X Shame
- X Overwhelmed
- X Worried about what happening next
- X Anxious, apprehensive



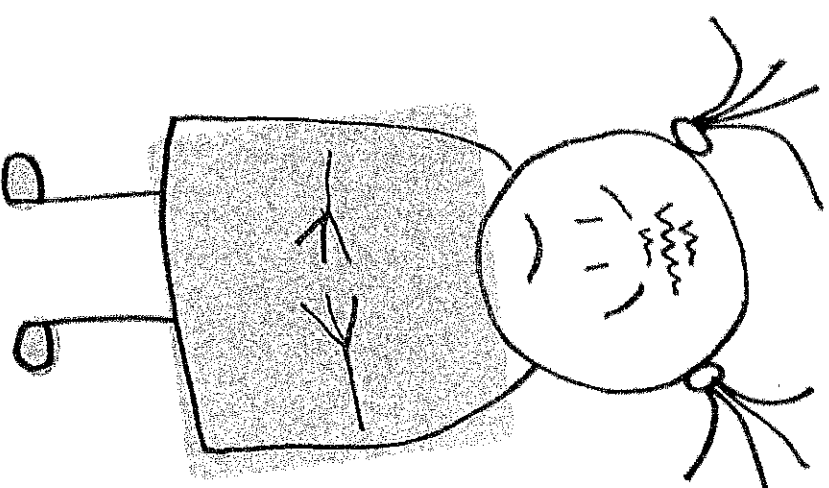
How my body feels

- X Escape, run & hide
- X Painful joints
- X Numb
- X Vibrating
- X Ready for action
- X Jumpy & tense
- X Sick



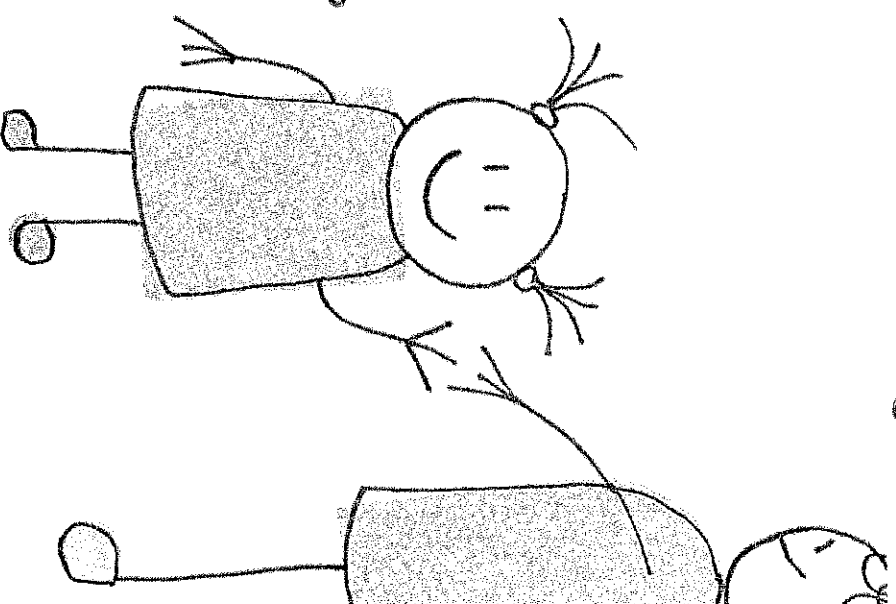
Whats happening in my Inner World

- x I want to escape from this scary moment but I can't
- x I dont want you to see my real feelings, you can't handle them
- x I am really worried I can't do whats going to happen next



You can help me feel safe with the following ...

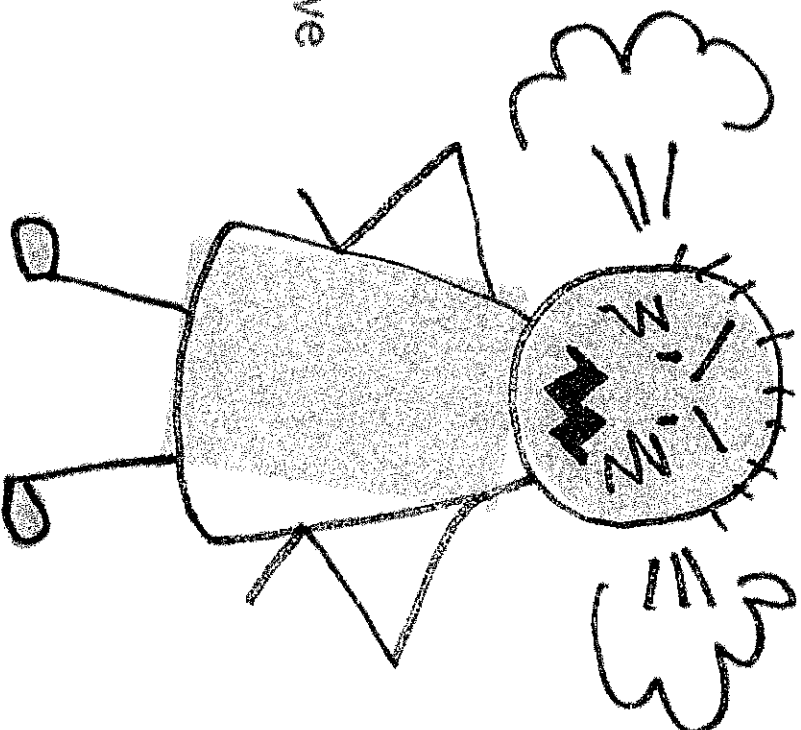
- ✓ Keep me close by
- ✓ Deep breathing
- ✓ Give me a easy & familiar task
- ✓ Make things predictable
- ✓ Tell me I'm safe, show me a safe place or person I can go to
- ✓ Kindly talk through what might be tricky



Light

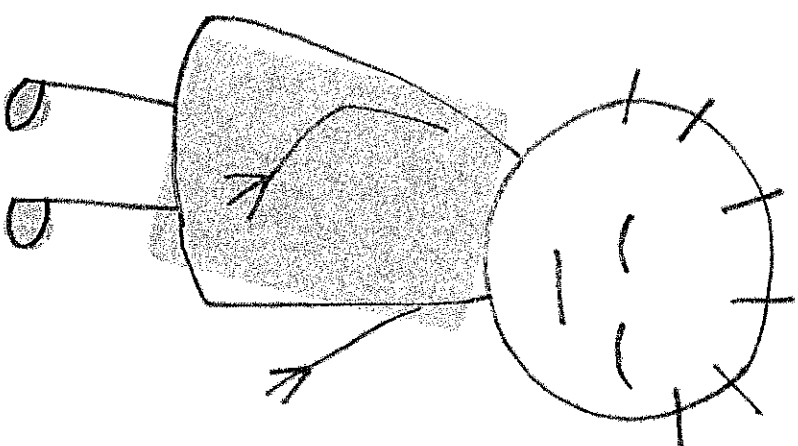
What I look like in Fight ...

- x Hot & bothered
- x Angry & aggressive
- x Controlling
- x Lie or blaming
- x Shouty & argumentative
- x Pushing away friends
- x Demanding
- x Inflexible



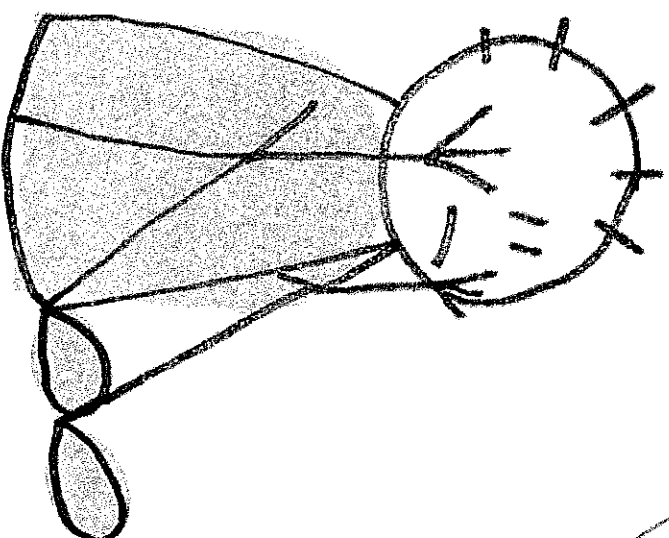
What I am aware of ...

- x I'm in danger
- x Really scared
- x I am all alone
- x I feel bad
- x Frightened
- x Unimportant
- x Invisible



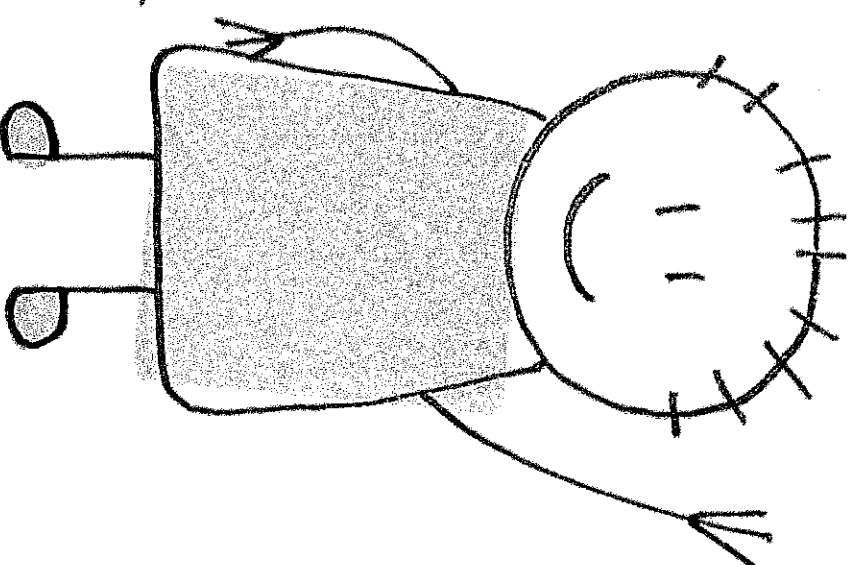
Whats happening in my Inner World ...

- × I can't be cross at the people I really want to be cross at
- × I'm going to push you away before you get rid of me
- × Unsafe
- × I hate myself, I am unloveable, I want to die
- × Why wasn't I good enough?
- × I need to be in control & make things predictable



You can help me feel safe with the following ...

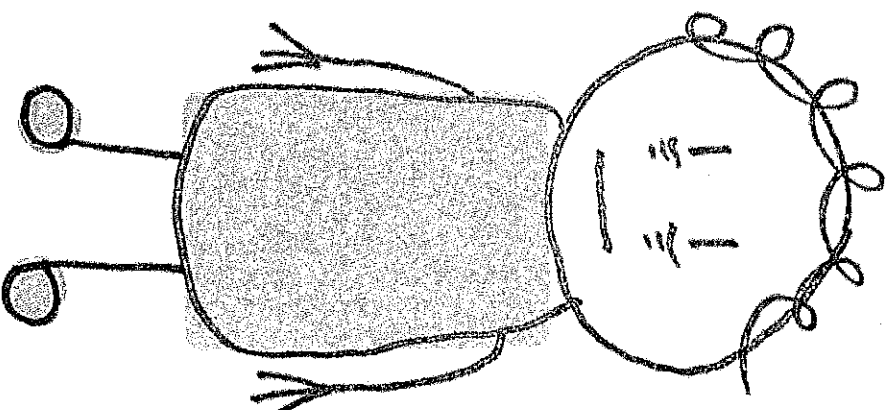
- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy
before exploring the
consequences of my behaviour



Submit

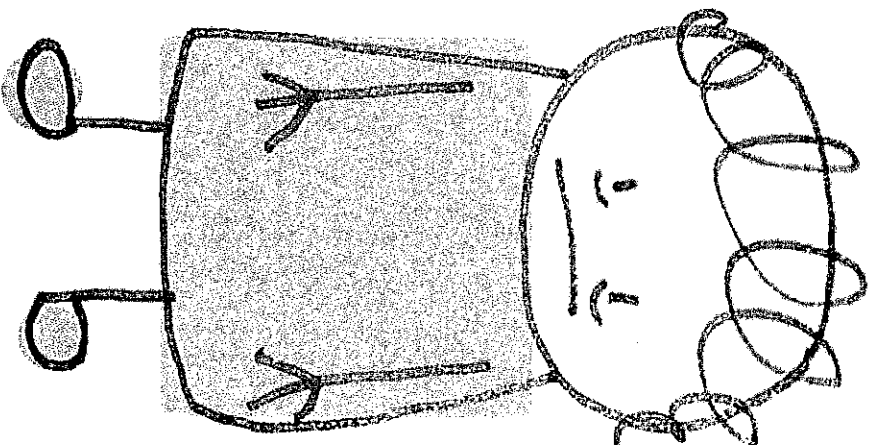
What I look like in Submit ...

- x Socially withdrawn
- x Compliant
- x Quiet
- x Unable to think just yes or no answers
- x Passive
- x Resigned
- x Neutral expression
- x Low mood



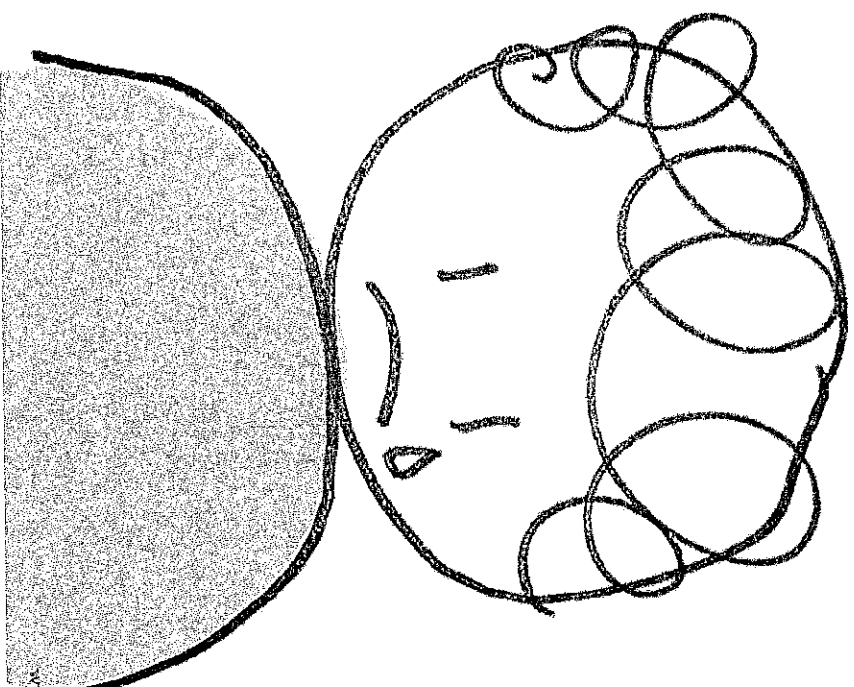
What I am aware of ...

- x I can't think
- x Tummy aches
- x Tired
- x Sad
- x Lonely



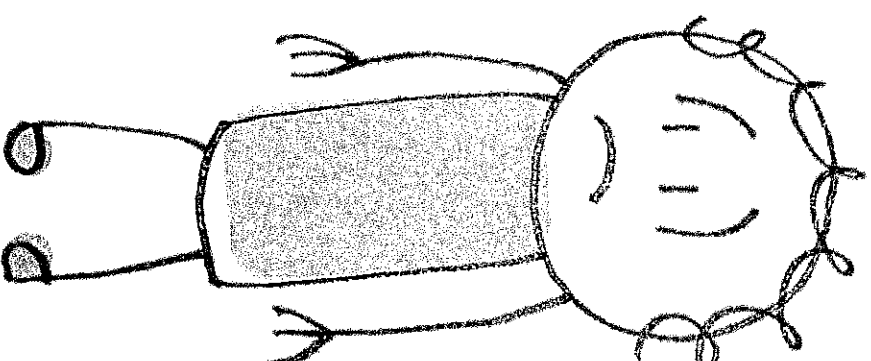
How my body feels ...

- x Worn out, no energy
- x Guilty
- x It's given up
- x Slow
- x Tearful
- x Poorly



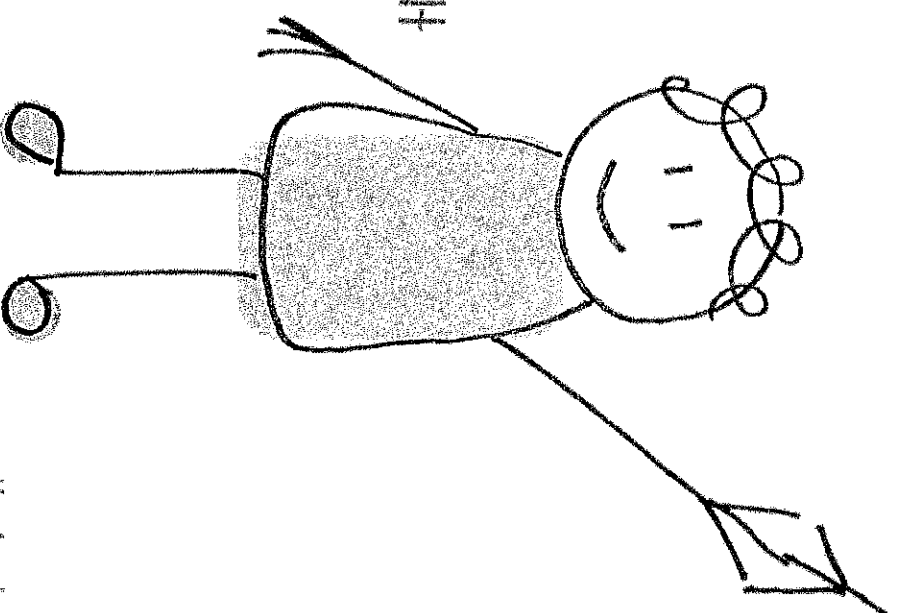
Whats happening in my Inner World ...

- ✗ Why couldn't I be better, I'm completely useless
- ✗ I hate myself, I am unloveable
- ✗ It's all my fault
- ✗ Nothing will ever feel ok
- ✗ I can't keep myself safe
- ✗ I want to die



You can help me feel safe with the following ...

- ✓ Repetitive simple tasks
- ✓ Weighted blanket
- ✓ Building with lego or play-dough
- ✓ Tell me I'm safe
- ✓ Deep breathing
- ✓ Spending time with a trusted adult
- ✓ Do the task with me
- ✓ Tell me what to do without showing frustration



Spending just a small amount of time making me feel safe, activates the calm part of my brain and I am ready for you to teach me again.

I might need you to do this a few times throughout the task but the more my brain knows how to stay in the calm zone, the less likely I am to go into survival mode.

Thank you for helping me every day to make safe and life changing differences to my brain.

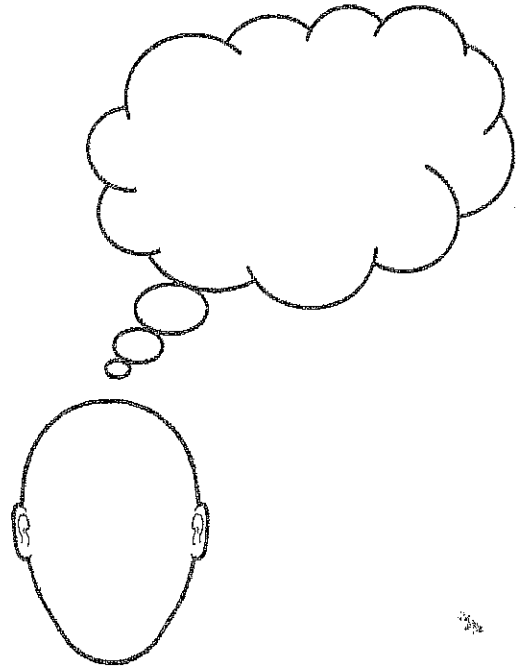
It's an amazing thing you're doing for me.

1

What happened? Write or draw it.

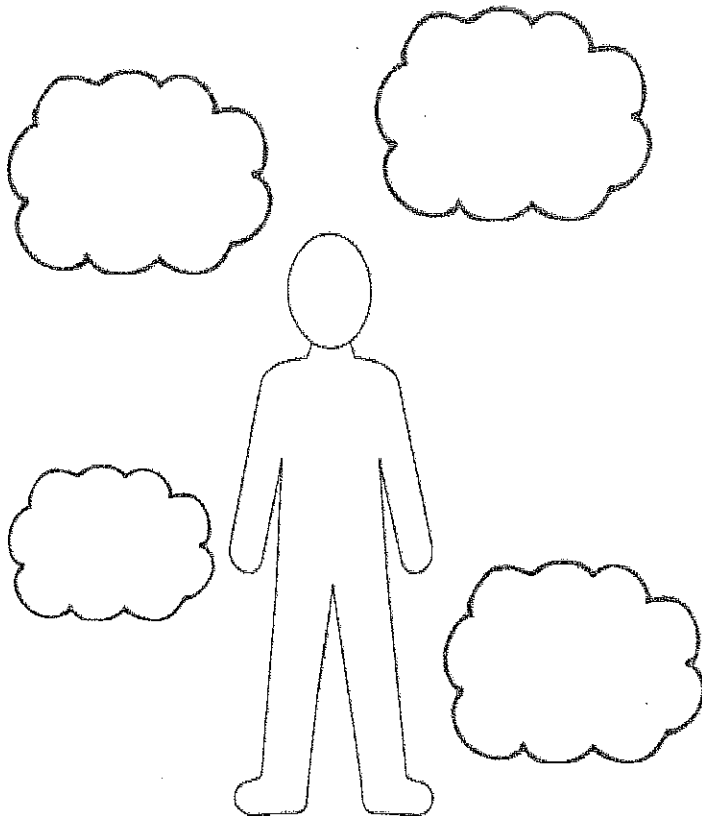
2

How did it make you feel?
Draw your face and write in
any thoughts.



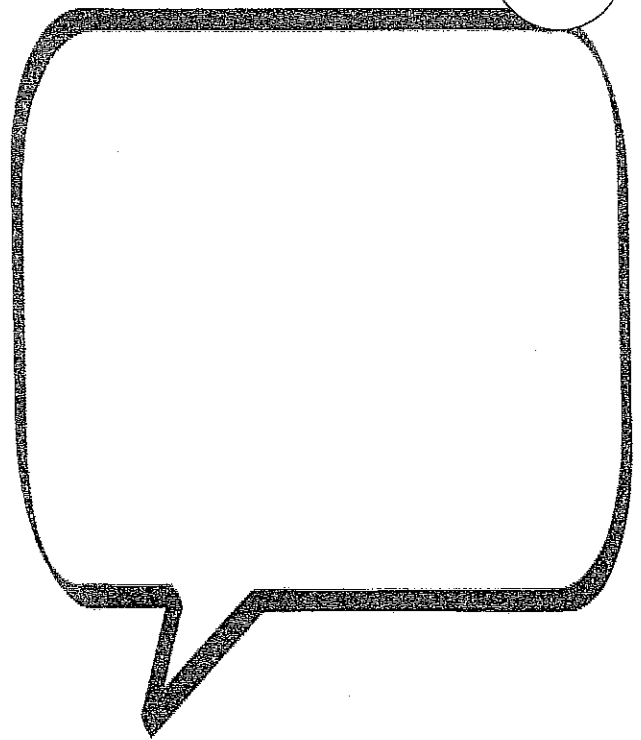
3

Who do you think has been
affected by your actions?



What do you need to do to make
things right?

4



Child's name:

Adult's name:

Date:

Guidelines

At Moulsham Infant School the Moulsham Code underpins all that we do and we live by these principles:
Stay Safe , Speak nicely, Move calmly, Listen carefully, Act Kindly

Expectations for staff

- Give time for a child to engage ('calm compliant') so that a change in behaviour is genuinely appropriated (e.g : ask for an apology only when the child is able to respond and if appropriate).
- State clearly what the inappropriate behaviour is and how to correct it.
- Discuss problems/reprimand pupils in a private space away from others.
- Use positive directives telling children what to do, rather than what *not* to do.
- Keep the focus on the primary behaviour (first instance that needs addressing). Tactically ignore the secondary behaviour (unless safety is compromised). Do everything to avoid a situation escalating further by remaining calm and non-confrontational.
- Sarcasm, humiliation and put-downs are strictly not allowed.
- Use a calm, quiet voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. These may be deferred if necessary or helpful.
- Complete a restorative sheet as per our behaviour policy.
- Allow the consequences to have impact enabling children to reflect on behaviour – avoid continually talking about the situation.

Level 1**Examples of inappropriate behaviour at this level**

Shouting out, talking when an adult is, unkind remarks, bad language (one off), telling lies (low level with an admission of doing so), pushing in the line, running in the corridor.

Steps

1. Children are given a positive reminder (e.g. "We are kind and helpful in our School")
2. If the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose...")
3. If the child chooses not to correct their behaviour, they are told they will lose.....(An individual child has received two warning prompts and on the third repetition of the inappropriate behaviour has a consequence).
4. If a child receives a consequence at this level parents will be informed (Phone call if not collected at gate).
5. A record of this lost time is kept by class teacher and this record is shared by staff at parents evening, and if specific incidents are frequently occurring, parents are asked to meet with the class teacher to discuss the issue.

Consequences (personalised to the individual).

Children lose a privilege e.g. up to 5 minutes loss of some time at playtime, loss of up to 5 minutes busy learning time.

Level 2**Examples of inappropriate behaviour at this level**

Rudeness to staff, failing to keep on task, persistently distracting others from learning, deliberately damaging resources/environment, spoiling others work, stealing (one off).

Consequences (personalised to the individual).

1. A child is moved to another area within the classroom to work in isolation, and is told, "This behaviour is unacceptable in our school."
2. Ten minutes is taken from their playtime (This will be in Magnolia classroom overseen by teaching staff).
3. For persistent Level 2 behaviour children are sent out of class to work in another environment. The child will be sent with a note specifying how long they are to remain in a different classroom.
4. If a child receives a consequence at this level parents will be informed (Phone call if not collected at gate).

5. A record of this lost time is kept by class teacher and this record is shared by staff at parents evening, and if specific incidents are frequently occurring, parents are asked to meet with the class teacher to discuss the issue.

Level 3

Examples of inappropriate behaviour at this level

Absolute refusal to follow an instruction given by a member of staff, incidents of aggressive behaviour, abusive/offensive language/gestures, persistent stealing, spitting.

Consequences (personalised to the individual).

1. The child is sent to work in the SENCo / Deputy Headteacher's class/office and is told, "This behaviour is unacceptable. Your teacher will speak to your parents at the end of the day about this incident."
2. A restorative sheet will be completed (If child is calm do immediately, if not wait until calm and ready to talk). Incidents of Level 3 behaviour are recorded on the sheet with reference to what happened and whether the incident should be deemed as racist or bullying (If deemed racist/bullying report to HT).
3. The class teacher will contact the parents / carers at the end of the school day.
4. If another incident of Level 3 behaviour occurs within the next two days, the child needs to report to the SENCo / Deputy Headteacher at lunch time and before the end of the day to reflect on their behaviour during the day (Level 3 report).
5. If the child is choosing not to improve their behaviour at the end of a Level 3 period, they automatically move to Level 4 Report.

Level 4

Examples of inappropriate behaviour at this level

Fighting, racist or other discriminatory comments, sexually explicit comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour including biting, hitting, kicking, strangling, stabbing, pushing, punching, hair pulling, scratching, pinching (intentional harm to others including staff and children), bullying, leaving the premises without permission, refusal to follow instructions given by the Headteacher.

Behaviour involving peer-on-peer abuse or other safeguarding issues will be dealt with in line with the school's Child Protection policy.

Consequences (personalised to the individual).

1. The child is sent to the Headteacher, accompanied by the class teacher, and is told, "Your behaviour is totally unacceptable and will not be tolerated in this School." If class teacher cannot accompany, another child will be sent with the red card to JLA who will come immediately.
2. If the Headteacher is not on site, the child is sent to the Deputy Headteacher. The child remains out of class for an appropriate amount of time and is placed in the time out zone.
3. No adults (other than the Headteacher) will communicate with the child. The incident will be recorded on the level 4 sheet as with Level 3 behaviour. Parents will be informed.
4. The child is placed on a Level 4 Report, requiring them to report to the Headteacher every lunchtime and at the end of every day, until there is evidence the behaviour has improved.
5. Immediate action will be taken by the Headteacher in the case of serious incidents. These may result in short term internal or fixed term exclusion or ultimately permanent exclusion. Exclusions will only be implemented if behaviours are persistent or extreme and when there is no other option. In such incidents parents will be informed verbally and in writing.

Playtime and Lunchtime

Not allowed on the playground:

Age inappropriate games such as Squid games, Call of Duty, Grand Theft Auto.

Imitating weapon games e.g. use of pretend guns, knives, use of sticks/rocks as weapons.

Kissing games.

Play fighting of any kind.

Level 1

Examples of inappropriate behaviour at this level

Bad language (one off), being unkind to other children, not looking after school property, play fighting.

Consequences

1. Children are given a positive reminder (e.g. "We are kind to each other. Why don't you move to another area, play with... or alter the game by.... If you continue to do ... you will be asked to hold an adults hand").
2. If the child chooses not to alter their behaviour then they will be told to hold an adults hand for 5 minutes. Once the child has spent five minutes holding hands, the adult will speak to them and say, "As a consequence of doing... you were told to hold hands with an adult. What can you now do differently to stop this happening again?"

Level 2

Examples of inappropriate behaviour at this level

Persistently continuing Level 1 behaviour after holding an adults hand, deliberately damaging property or the environment, disrupting someone else's game, aggravating other children.

Consequences

1. Children are to be sent to 'Timeout Zone'- Gazebo.
2. Member of staff to discuss the incident briefly with the child and give them a 5 minute time out (more if required).
3. If the child is sent to time out again on that day, they move to Level 3.
4. Adult to record incident/name on sheet, to be kept in Gazebo.
5. Teacher to inform parents.

Level 3

Examples of inappropriate behaviour at this level

Refusing to follow an instruction given by any member of staff, incidents of aggressive behaviour, abusive language.

Consequences

1. The Deputy Head teacher / SENCo is sent for. They will deal with the incident outside and decide on the course of action after speaking to those involved.
2. Children found to have been using Level 3 inappropriate behaviour will miss the remainder of their playtime/lunchtime.
3. The incident will be recorded on the Level 3 sheet.
4. Parents will be notified of the incident by the class teacher at the end of the school day, and a decision will be taken if the child will lose further playtimes and lunchtimes.

Level 4

Examples of inappropriate behaviour at this level

Fighting, racist or other discriminatory comments, sexually explicit comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour including biting, hitting, kicking, strangling, stabbing, pushing, punching, hair pulling, scratching, pinching (intentional harm to others including staff and children), bullying, leaving the premises without permission, refusal to follow instructions given by the Head teacher.

Behaviour involving peer-on-peer abuse or other safeguarding issues will be dealt with in line with the school's Child Protection policy.

Consequences

1. Children are brought in by a member of staff (if they are compliant) and taken directly to the Head teacher.
2. The incident will be recorded on Level 4 sheet as with Level 3 behaviour.
3. Parents will be informed.
4. The child will be internally excluded from playtimes and lunch times for a specified period of time.
5. In the cases of serious incidents these may result in short term internal or fixed term exclusion or ultimately permanent exclusion. Exclusions will only be implemented if behaviours are persistent or extreme and when there is no other option. In such incidents parents will be informed verbally and in writing.