

Phoenix Infant and Nursery School



Behaviour and Relationships Policy

A positive and restorative approach

Philosophy

At Phoenix we aim to create a welcoming environment, where good behaviour is rewarded, and unacceptable behaviour is discouraged. We provide a place a security and a happy environment where everyone feels valued. By providing an orderly and positive atmosphere effective teaching and learning can take place.

We believe that in order to learn and develop, socially and emotionally children need a calm and caring environment where adults expect and maintain clear, consistent and positive boundaries by supporting and praising appropriate behaviours.

With a caring yet firm positive attitude, we encourage each child to appreciate the part that he/she plays as a member of the school community to become tolerant, understanding individuals who respect the rights, opinions, beliefs and property of others.

We prioritise respectful social behaviours through teaching specific values during the school year and the application of a positive growth mind-set. We expect and encourage children to achieve greater self-awareness and a sense of personal responsibility. We provide clear, consistent messages and explanations of rules, rewards and sanctions which form the framework of our approach to behaviour management.

We recognise the importance of high self-esteem and the role it plays in developing self-motivation, achievement and self-discipline. Each child is respected as an individual. We believe a positive self-image is developed by encouraging self-confidence, independence and self-control.

We expect positive social behaviour. Anti-social, inappropriate behaviour, including bullying is unacceptable and will not be tolerated.

The staff have the right to:

- teach

- establish a classroom organisation and routine which provides the maximum opportunities for positive learning in light of his/her own strengths.
- determine and request appropriate behaviour from the children which encourages the positive social, emotional and educational development of the child.
- be respected by others.

The child has the right to:

- learn
- a positive and nurturing learning environment
- the provision of positive support for his/her appropriate behaviour in order to change his/her inappropriate behaviour.
- choose acceptable/appropriate behaviour and as a result learn the consequences of this choice.
- respect from others.

School Rules

All communities need rules and values to live by. The Golden Rules are specially developed for children as they encompass the key broad moral values. These rules are different from the classroom routines which help to organise the classroom, like putting away the scissors or lining up quietly. These golden rules are clearly depicted, discussed and embedded at Phoenix so that the children will have a clear picture in their mind of what good and respectful behaviour is.

The Golden Rules are -

- We are gentle (We don't hurt others)
- We are kind and helpful (We don't hurt anybody's feelings)
- We listen (We don't interrupt)
- We are honest (We do not cover up the truth)
- We work hard (We don't waste our own or others time)
- We look after property (We don't damage or waste things)

The rules are displayed in each classroom and throughout the school. Each rule is specifically taught using relevant stories. The behaviours are modelled at all times at Phoenix.

Encouraging good social behaviour

We agree to:

- recognise and praise respectful behaviour as it occurs.
- ensure that all children are praised for positive behaviour, taking into account different starting points and needs.
- explain, demonstrate and model the behaviour we expect to see.
- encourage children to be responsible for their own behaviour.
- inform parents about their child's behaviour.

- Acknowledge and praise individual children and groups of children for positive and respectful behaviour.

Appropriate behaviour is acknowledged so that children can recognise the expected standard. As each child is an individual with particular needs, our behaviour management strategies reflect this.

We encourage good social behaviour by:

- Encouraging the children to follow the school Golden Rules
- noticing, acknowledging and praising expected appropriate behaviours, mind-sets, and attitudes
- teaching specific values/SEAL assemblies/relationships education
- Utilising the First Aid for Feelings resources
- positive use of language.
- Stickers alongside verbal praise. Children aim to complete a sticker chart and become King/Queen for the day
- Verbal Praise
- to acknowledge positive group behaviour
- to acknowledge individual behaviour in group situations
- to encourage e.g. the power of "yet", " because I know you can....."
- to be specific about particular behaviour
- acting as a role model
- Child / children sent to other teachers/head teacher for recognition.
- Sharing praise with parents- eg verbally, notes on learning platforms, phonecall.
- Star reward system for whole classes - at the end of the week the class with the most starts vote for a class treat
- Mrs Harper's Heroes
- Special Assembly

Strategies used in the classroom to minimise inappropriate behaviour:

- Modelling expected language and mind-sets
- Eye contact/non- verbal and reminders.
- Verbal reminder/request
- Positive language to be used in classroom and at playtime and lunchtime
 - Use directive language to reinforce expected behaviour, such as, "Remember to walk down the corridor", rather than "Don't run".
 - Point out what the children are doing right. "You're good at sharing". "I liked the way
 - you used a quiet voice in the dining hall". "Well done XXX you are showing good
 - manners by putting your hand up".
 - Show agreement with good behaviour "You followed my instructions straight away didn't you?" "You are caring for everyone aren't you?" "That was a good choice xxx,

- you did the right thing".
- Time out (of appropriate) within classroom
- Time out in another classroom/ loss of a proportion of playtime
- Time out with Head Teacher. Parents to be made aware as to why this was necessary.

Generally, these strategies are sequential, however sometimes the adult may need to go straight to number 5/6, depending on the severity of the behaviour.

When dealing with an incident use a de-escalation script or strategy.

- Say child's name
- "I can see something is wrong/something has happened".
- "I'm here to help".
- "Talk to me and I'll listen". Listen to facts and feelings of child.
- Ask open questions to gain information. "What happened?" Don't make judgements.
- Encourage children to explain their feelings "What were you feeling?" "How did that make you feel?" "How do you think xxxx was feeling?"

After incident

- "What could you do differently next time"? "How can we put this right"? "How could you make better choices next time"?

All teachers will track the individual behaviour in their class using a '**Ladder of Success**' on the Phoenix classroom display and judgments will be made based on how well they are following the 'school rules':

Ladder of success

- ▶ Impeccable attitude and growth mindset
- ▶ Great attitude and growth mindset
- ▶ Making good choices
- ▶ Ready to learn
- ▶ Time to think
- ▶ Make better choices



Any serious (eg swearing, physical harm with intent, racist comments, bullying) inappropriate behaviour will be logged by the class teachers and will be logged on CPOMs. These incidents will be discussed with parents and appropriate sanctions put in place. If children are

continually being logged then, the Head Teacher will discuss strategies used to minimise inappropriate behaviour with the class teacher, and if appropriate, the SENCO/ parents. Individual children may have a pen portrait in place to help identify the child's strengths and areas of difficulty as well as strategies that work for them.

Organisation that contributes to our Positive School Behaviour Plan

Around School:

- Show respect to everyone
- Walk quietly and respectfully around school, particularly up the stairs and through the hall/past other classrooms.
- Close doors quietly / open doors for others
- Saying " Please, "Thank you" and "You are welcome"
- Offering to help when others are in need.

Morning/ End of day routine:

- Children are expected to be independent coming into/ out of school and also with regard to the care of their belongings: hanging up their own coats etc.
- Children are expected to settle down quietly and quickly with a positive attitude to learning.

Assembly routine:

- Children line up in single file under their teacher's supervision and walk quietly into assembly.
- Children sit in horizontal lines.
- Staff allow sufficient time in order to be prompt into assembly.
- Children sit listening to the music at the beginning and end of assembly without talking.

Playtime:

- Children are not left unsupervised in classrooms.
- Children go out to play in a calm and orderly manner.
- The teachers on duty should be on the playground to receive the children.
- Children using the toilet should ask the person on duty and then report to that person when they return to the playground.
- End of playtime/lunchtime
 - When staff arrive :
 - Ring the bell once.
 - All children stand still

- Ring the bell again
- Children to walk smartly into line and stand quietly
- Each teacher walks their class into school.

Dinner time arrangements:

- During the whole of the lunch time break the Middays have the authority and must be perceived as such by the children.

During the lunch time playtime:

- Middays/ sports club to play with children in the playground.
- Any child wishing to use the toilet must ask first and then report back when returning to playground.
- Anyone entering the school grounds must be challenged and reported - send for teacher or Headteacher if necessary. Use emergency procedures if appropriate.

Wet lunchtimes:

- Activities in the classrooms

Bullying and Racial Incidents

At Phoenix Infant and Nursery School we encourage all children to have respect for each other and welcome diversity. Bullying in any form is not tolerated and any incidents are reported to the Head Teacher for investigation and a report written in the Incident File. Parents are informed and invited to school to discuss the matter.

All members of staff take incidents of racial abuse very seriously. Any incidents are reported to the Head Teacher for further investigation. The incident is reported to the LA using the appropriate form, a copy of which is put on CPOMs. Parents are informed and invited to school to discuss the matter. (see anti bullying policy)

Extreme Behaviour

In cases of extreme or violent behaviour or prolonged disruptive behaviour the 'red card' is sent to the Head Teacher or Deputy so that they can deal with the incident. The parent will be informed and may be asked to come into school. The members of staff present will write an account of the incident and a discussion with the Head Teacher will take place to identify any possible causes for this behaviour. This policy links with the Physical Intervention and this outlines the use of reasonable force.

The Use of Physical Intervention

It is anticipated at Phoenix Infant and Nursery School that all the above measures will ensure the behaviour of young people is safe and acceptable. The staff will always utilise de-escalation strategies initially. However, there may be a rare occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself)

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools - a guide for Head teachers and School staff.

The necessary use of any physical intervention at Phoenix Infant and Nursery School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

Exclusions

It may be necessary to exclude a child from school. Behaviour resulting in exclusion may include:

- A physical assault on a staff, governors or visitors
- Repeated aggression towards, or physical assault on other children.
- Repeated verbal abuse to staff.
- Excessive damage to school property
- Consistent refusal to comply

Should exclusion be necessary the Headteacher will contact:

- the parents
- the Chair of Governors

Partnership with Parents

Parents have a vital role to play in the education of their children. It is very important that we work together in supporting the learning of the children. Communication is vital and we will inform parents of excellent work and/or behaviour. Parents are invited to celebrate success and also to discuss any issues.

Family Support Worker

Our Family Support Worker works with us for one day a week, supporting parents and children with any issues at school or at home.

Monitoring and Evaluation

The Head Teacher will report to the governors each term on issues concerning behaviour. She will also monitor and report any racial or bullying incidents. Staff will regularly discuss successes or concerns during Key Stage meetings and daily briefings.

The procedure/guidance/documentation set by the LA will be followed.

Approved by:	Governors	Date: Autumn 2020
Last reviewed on:	Reviewed Autumn 2021 Autumn 2022 Autumn 2023 Autumn 2024 – ladder of success added Reviewed Autumn 2025 no changes	
Next review due by:	Autumn 2026	