

WOOLENWICK INFANT & NURSERY SCHOOL

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BEHAVIOUR POLICY

Therapeutic Approach to Behaviour Support

Ownership: Head Teacher

Document Date: September 2023

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MISSION STATEMENT:

Learning Growing Achieving Together

AIM

This document is a statement of the aims, principles and strategies for promoting positive behaviour at Woolenwick Infant and Nursery School. It has been developed through a process of consultation with staff and governors. It is intended to be a working document and, as such, will be reviewed and updated at regular intervals.

This policy should be read in conjunction with the school's Bullying and Racial Harassment Policy which aims to develop strategies to promote good behaviour and outlines unacceptable behaviour and how it is dealt with.

Our therapeutic approach to behaviour support takes account of the Step On training we received from Hertfordshire Steps.

This policy outlines the purpose, nature and support we provide for behaviour in line with Hertfordshire Steps. Every school relies on its members of staff behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's overall well-being and their learning.

Our vision is that everyone at Woolenwick Infant and Nursery School is valued, treated with respect, fulfils their potential, through an ambitious and inclusive curriculum.

"You can't teach children to behave better by making them feel worse. When children feel better they behave better." - Pam Leo

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. All behaviour is communication or a form of information. Children do not deliberately choose to annoy, irritate, or disrupt. Their feelings drive what they do. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they are trying to tell us something and we need to help them regulate.

'Therapeutic Thinking Hertfordshire Steps' is the local authority's preferred approach to supporting positive behaviour management in schools and settings. This approach approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. At Woolenwick Infant and Nursery School, Usha Dhorajiwala (Head Teacher), Laura Pezeshkpour (SENCO), have been trained to deliver the Hertfordshire 'Step On' training and have in turn trained the whole staff team.

Therapeutic Thinking Steps approach is based on the following principles:

- ✓ De-escalation and techniques that reduce the risk of harm
- ✓ Consistency
- ✓ Focus on care and control
- ✓ Focus on inclusion of all children
- ✓ Shared values
- ✓ Open communication
- ✓ Risk management
- ✓ Reflection and Restoration

OUR SCHOOL RULES

The children have been at the centre of the development of a few positive school rules.

This 'code of conduct' is displayed around the school and published in the school brochure.

- We do our best learning.
- We listen to others and show good listening.
- We look after everything.
- We are kind, polite, helpful, and friendly.
- We tell the truth.
- We walk in school.

CLASS BEHAVIOUR PLANS

In addition to the school rules, each class also has its own classroom behaviour plan, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The following principles should be observed:

- Good behaviour can be promoted through praise and encouragement.
- Children's self-esteem must be protected and enhanced whenever possible.
- Children should be listened to and encouraged to listen to each other.
- Poor behaviour is discussed with the child following the principles of de-escalation, reflection and restoration.
- Adults must be set achievable targets, and acknowledge small steps forward.
- Parents should be informed at an early stage if there are concerns about a child's behaviour.

REMINDERS AND REWARDS

At Woolenwick Infant and Nursery School we realise that rewards are preferable to sanctions and believe it is important to highlight good behaviour.

We recognise, praise and reward children's behaviour in a variety of ways.

- ✓ We have clear expectations at the beginning of each school year. The main focus is building positive relationships with all children as these relationships are essential to support positive behaviour.
- ✓ Adults show kindness, make connections, listen to the children and greet them when they see them. This supports children to feel safe, valued, respected and liked by adults.
- ✓ Circle-time in each class acts as a weekly forum for discussing feelings and showing concern for each other.
- ✓ Positive behaviour is recognised in assembly, informally and through the reward system.
- ✓ Stickers, smiley faces, a message to go home, help to raise the profile of the praise.
- ✓ Personalised strategies to prevent predictable behaviour, for example supporting a child who may find transition times through the day challenging.
- ✓ It is important to acknowledge, praise and reward the children whose behaviour is always good.
- ✓ We notice children making good choices and vocalise this to the children:
e.g.
Thank you for...
I noticed that you...

I'm proud of you for...
I liked the way you...

'I've learned that people will forget what you said, people will forget what you did, but people will remember how you made them feel.' - Maya Angelou

UNACCEPTABLE BEHAVIOUR

Possible behaviours	De-escalation and Restoration
<ul style="list-style-type: none"> • Unacceptable language, such as swearing. • Using hurtful language • Spoiling someone's work. • Physically hurting someone • Damaging equipment 	<ul style="list-style-type: none"> • Conversation and Exploration with the child <i>(What happened? What triggered this?)</i> • Time for reflection • Discussion and Action <i>(Making it right, e.g., apology, cleaning up)</i> • Agreeing the consequence <i>(e.g., missing some of playtime, limit to preferred activity)</i> • Discussion with parents/ carers, including strategies. <i>(eg home/school communication book, reward charts for school and/or home)</i> • Record of incident on CPOMS

Our school will not accept harassment of any kind, including racial harassment (*see anti-racism statement*) or bullying. If anyone feels they have been harassed this will be recognised and responded to.

POSITIVE HANDLING

There are occasions when staff will have cause to have physical contact with individuals. A child may be guided or steered into a safe area where the adult uses 'mitten' hands as outlined in the Steps approach.

Open mittens have:

- ✓ Fingers together
- ✓ Thumb away from fingers
- ✓ Palms parallel to the floor
- ✓ The hand remains in the mitten position to avoid the possibility of gripping.

Lap sitting

- ✓ Must be initiated by the child.
- ✓ Adults aim to limit this level of contact and move the child to the side to sit alongside them as soon as is practical and appropriate to do so without distressing the child further.

Hugging

- ✓ Must be initiated by the child.
- ✓ Adults aim to limit this level of contact and move the child to the side to a side hug as soon as is practical and appropriate to do so without distressing the child further.

Removing an upset child from a parent/carer in the morning

- ✓ Adults check with parent/carer if they are happy for them to take the child with them
- ✓ Adult prepares the child 'Say goodbye to...'
- ✓ Adult uses 'mitten' hands to guide the child into school.

Removing a child from an area

- ✓ If a child is becoming anxious or the behaviour is dangerous, an adult may remove the child from the area using 'mitten' hands.

RESTRICTIVE PHYSICAL INTERVENTION

The use of physical intervention is only appropriate in the following circumstances and must only be carried out by a member of SLT:

- ✓ To prevent a child from committing a criminal offence
- ✓ To prevent a child from hurting themselves or others
- ✓ To prevent a child from causing serious damage to property

FIXED TERM AND PERMANENT EXCLUSIONS

A decision to exclude a child permanently will only be taken "in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." This is consistent with the DfE guidance on exclusions.

If a fixed term exclusion is put in place, this allows the school to put a plan in place to ensure the safety of the child and of the school community for when they return to school.

Parents will be informed of on-going poor behaviour and all incidents will be recorded. Persistent poor behaviour may lead to the temporary exclusion of a child from school. Extreme or persistent poor behaviour may eventually lead to a permanent exclusion.

The decision to exclude any pupil is taken very seriously and the decision, although made by the headteacher, is informed and influenced by discussion with the SLT, SENCO and any other staff involved with the child.

If the Headteacher permanently externally excludes a pupil, parents/carers are informed as soon as possible, with reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term.

If an exclusion is taken to appeal, the Governing Body will form a Discipline Committee which will be made up of three members. This committee will consider any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parent/carer and the LA and consider whether the pupil should be reinstated. If the Governors appeal panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

A copy of Hertfordshire Exclusion Guidance can be found on the Hertfordshire Grid for Learning at: <https://www.thegrid.org.uk/info/welfare/exclusions.shtml>