



All learning and working together

Alexandra Infants' School

Behaviour and Relationships Policy



Be sensible



Be polite



Be excellent



Be kind



Be a good friend

School Ethos

Alexandra Infants School is committed to creating effective relationships and this policy is the cornerstone of the culture of the school. It is a culture for respect, equality of opportunity and endless tenacity to remove barriers for both child and adult success in school. Our five be expectations help pupils to understand how we build and foster strong relationships. We believe in the importance of relationships, ensuring children feel valued, safe and secure and provide a sense of connection with a member of staff and a belonging to the whole school community- **“Every child deserves a champion- an adult who will never give up on them, who understands the power of connection, and insists that they become the best that the can be.”** Rita Pierson.

Everyone is expected to maintain the highest standards of personal conduct and to accept responsibility for fostering strong relationships that are fair and consistent to enabling pupils to feel safe. We recognise that behaviour is a form of communication and our job as educators is to seek to understand what a child is telling us and how best to support them. It is also recognised that for some young children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs that require a personalised approach.

Our Guiding aims

- Adults model calm, controlled and caring behaviours
- A calm, consistent and predictable environment promotes feelings of safety for all children
- We over communicate and praise the expected behaviours and highlight those pupils who are following the expectations. As a school we will consistently give recognition, remind expectations and ensure consistent routines
- Adults use positive language with children and model positive interactions
- We recognise that behaviour is an un met need and not a deliberate attention seeking act
- We help to co-regulate, where needed
- We use boundaries and limit setting to support pupils in making the correct choice
- We use scripted interventions when needed

- We use restorative conversations to support children

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model. The following table explains how this is applied:

Behaviour is something to	interpret
Child and young people	are prone to make mistakes, are highly responsive to the environment and the context
Behaviour management is predominantly through	Relationships
Children who don't manage should be	Understood and included
Boundaries and limits are to	Keep everyone safe and to meet everyone's needs
Expectations should be	Clearly communicated and consistent
Consequences are	The logical response to a pro-social, anti-social or dangerous behaviour to restore what has happened.
Inappropriate or anti-social behaviour can be	A sign of an un-met need, stress, lack of understanding and skills and this should be explored.
The causes of difficulties are	Mostly in the environment and within the context of relationships
The solutions lie in	Understanding what the behaviour tells us about the child and their need Putting in the correct educational and/or protective consequences to ensure that everyone's needs are met in a dynamic e.g. those of the child but also those of the classmates
Practice and policy effectiveness is measured by	Pupil and staff wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have very high expectations for our pupils, while recognising some have specific needs. This means that expectations cover all times of the school day and where pupils are representing the school out of hours and off site.

Staff model expected behaviours and remind pupils of expectations. Any behaviour that falls below our expectations will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach is to support a child through their relationship with the adult. Staff will use PIP (Praise in Public) /RIP (Reprimand in Private) and be clear, calm and firm.

At our school staff ensure good routines and transitions are in place:

- Start and end of day
- Transition times
- Lining up, including for assemblies
- Moving around school
- Break and lunchtimes
- Cloakroom areas including toilets

Pupils are expected to:

- Show respect to members of staff and each other
- Make it possible for all pupils to learn in class
- Move quietly around school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences as fair when given

Adults are expected to

- Meet and greet first thing in the morning using the child's name
- Refer to the 5 B's regularly and praise those demonstrating these

- Be calm and always give 'take up time' when going through steps to prevent incidents escalating
- Be unconditionally positive and use affirming language
- Intervene appropriately
- Follow up behaviours promptly and support children to be reflective in order to support the understanding and learning of our 5 B's.
- Use zones of regulation to help pupils gain emotional self-control
- Reset positively with pupils after any intervention

Senior Leaders are expected to

- Welcome adults and children into school
- Be visible around the site
- Celebrate staff and children's achievements
- Use behaviour data (recorded on CPOMS) to assess and evaluate pupils requiring further support
- Review the provision for pupils to ensure that individual needs are met
- Use assembly time to reinforce the relationships policy and reinforce the culture and ethos of school

Responding to pro-social behaviour

When a pupil meets and exceeds our expectations we will celebrate their efforts with positive recognition and rewards. Positive reinforcements are rewarded by:

- Verbal personal and constructive recognition by adults
- Inform parents of their child's achievements verbally
- Certificates in assemblies
- A position of responsibility such as a reading leader, school council, science ambassador.
- Dojo points and certificates
- 5B certificates
- Proud cards
- Stickers
- Whole class rewards - STARS
- Year group treat linked to class dojo target
- For some children, this may include working towards an individual rewards which are flexible and revised according to circumstances.

Responding to pupils not meeting expectations and treating it as a learning opportunity *(See Appendix 1 for examples)*

As a school we accept that at times children may require support and guidance so that they can learn from their mistakes and improve next time. We help them to make positive choices by listening and explaining the impact of their behaviour on themselves and others.

We use restorative approaches and focus on finding a constructive way forward for all concerned. In using this approach we use four questions

- 1. What happened to you?**
(Additional questions: What did they say or do to you? How did it happen?)
- 2. What were you feeling or thinking at the time?**
- 3. How did it make you feel? How do you think the other person feels?**
- 4. How can we make it better?**
(Additional questions: What should happen next? Would you like some help?)

L e v e l o f R e s t o r a t i v e C o n v e r s a t i o n	First instance	Supportive	<ul style="list-style-type: none"> ● Use of non-verbal de-escalating strategies - nonverbal gesture to support pupil in following expectations. ● Private, low-key explanation of rule broken. ● Calm, clear and supportive re-iteration of expectation to the child ● Adult explains the behaviour they are looking for and encourages this, giving take up time.
	Second instance	Firm	<ul style="list-style-type: none"> ● Teacher takes the child to a quieter area (for privacy). ● Private, low-key explanation of rule broken (<i>calm but firmer</i>). Re-iteration of expectation to the child, showing disapproval of behaviour. ● Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing and gives praise).
	Third instance	Escalated	<ul style="list-style-type: none"> ● Reminders and positivity have not had the desired effect, and the pupil is not meeting basic expectations. ● Private, low-key explanation of rule broken (<i>calm but firmer still</i>). Re-iteration of expectation to the child, showing disapproval of behaviour. ● The child is taken outside the classroom to a member of SLT, with privacy, for an emotion coaching conversation (see appendix 2), to explore what has gone on, attempt to get to the heart of the problem, clearly and very firmly re-iterate the expectation and also make absolutely clear that one further episode of behaviour will result in a conversation with their parents. ● The incident is recorded on CPOMs.

Serious Incidents

Any act of discriminatory behaviour e.g racism or physical behaviour or swearing towards adults or other pupils will also be classed as a third instance and SLT will be called immediately. This will result in a formal meeting with parents. Repeated incidents would trigger a behaviour review to develop a tailored approach to supporting individual needs. This would be done in consultation with the SENDCo and parents.

Harm from dysregulated (stressed) behaviour

Our staff understand through training e.g. emotion coaching, trauma informed practice, CPI safety intervention, ELSA training, that this behaviour is not necessarily deliberate, rather that it is due to a stress response.

We recognise that some pupils are more at risk of these incidents and we ensure that a child is fully supported and regulated before any restorative conversation takes place.

Examples of protective factors used

- Safe adult
- Increased ratio
- Change of school day/ timetable

- Alternative arrangements for outside space
- Adult support at play/ lunch times
- Explicit teaching of self-regulation techniques
- Timetabled emotional literacy support
- Younger Minds counselling

Examples of language used to support regulation and deescalate

- Conditional direction – when/ then
- Positive reframing of situation
- Emotion coaching techniques

Physical intervention

At our school we make sure that we are fully aware of our duties of care and follow the law. Staff who use physical intervention are trained annually using the CPI Safety Intervention accreditation.

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Safeguarding pupils

Alexandra Infants' School recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding and Child Protection policy for more information

This policy is reviewed annually

Appendix 1 – Examples of dysregulation

Level	Examples	Response
Low impact (classroom or offsite)	<ul style="list-style-type: none"> • Disrespectful/ unkind comments • Calling out • Distracting others • Refusal to complete an activity • Swearing • Sensory seeking behaviour (e.g. spitting) 	Verbal interventions – supportive response
Medium impact	<ul style="list-style-type: none"> • Continued behaviours from above 	Verbal intervention – firm response
High impact	<ul style="list-style-type: none"> • Physical risk behaviours • Discriminatory comments 	Verbal intervention – escalated response

Appendix 2 – Emotion coaching stages

Emotion Coaching	
Step 1	Recognise the child's feelings and empathise with them
Step 2	Validate feelings and label the feeling
Step 3	Set expectations (If needed)
Step 4	Problem solve with the child

PRO-SOCIAL BEHAVIOUR.			<ul style="list-style-type: none"> ● ALWAYS LOOK FOR GOOD ● USE OF DOJOS ● OVER COMMUNICATE THE 5B EXPECTATIONS ● RELATE PRAISE TO THE 5B EXPECTATIONS 										
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