



# Positive Behaviour Policy

## Montgomery Infant School and Nursery



**Approved by:** Di Waddington (Chair of Governors) **Date:** 29.01.2019

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**by:**



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This policy will be reviewed in full by the Governing Body on a two yearly basis. This policy was reviewed and updated in *January 2019*

Next review date: *January 2021*

***Every child deserves the best possible start in life and the support that enables them to fulfil their potential.***

EYFS September 2014

***...‘Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised.***

EYFS 2012

### **Respect for all**

At Montgomery Infant School and Nursery we believe that we can ***achieve together*** and that *developing good relationships with all pupils is a vital precursor to managing behaviour and supporting emotional wellbeing-* Keeping pupils and staff safe (Essex County Council). This policy reflects the values, ethos and philosophy of Montgomery Infant School and Nursery in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving to achieve. The policy is agreed upon by all staff and presented to the Governing Body. The document is available for all interested parties.

At Montgomery Infant School and Nursery everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage positive behaviour through high expectations and mutual respect between pupils, and staff and pupils, and amongst staff.

### **STEPS:**

At Montgomery Infant School and Nursery all staff working with our children receive training in behaviour support. This training is called “Essex Step On Training”. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: *“The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.”* This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Steps training is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Step On tutors and have delivered the initial training to our staff.

Annual refresher training is provided for all staff.

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At Montgomery Infant School and Nursery it is recognised that positive behaviour is a necessary prerequisite to effective teaching, learning and enjoyment whilst at school. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To respect the rights of all individuals.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school through work, effort and achievement.

### Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.
- Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models.
- Using scripts, repetition and structure.
- Clear expectations of behaviour '**The Monty Way**'.
- Comfort and forgiveness.
- The school adopts a 'Growth Mindset' approach through our '**Learning Friends**'. Stories and characters that incorporate the characteristics of a 'Growth Mindset' alongside the 'Characteristics of Effective Learning'.

### Rights and Responsibilities

At Montgomery Infant School and Nursery our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the *dignity* of each person; their individuality, their feelings and their role in the school.
- Showing *respect* for each person, and empathy for their feelings.
- Building *confidence* and *self-esteem* by valuing each person's successes and achievements.
- Building *trust*, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- *Communicating* effectively, including *listening to hear*, so that each person feels able to contribute to the school's vision positively and to do the best job they can.
- Building a sense of *enjoyment* and *fun* into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to *improve*.

**Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair.**

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We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons. A calm, engaging, well ordered learning environment, with opportunity to grow within a positive structure, is conducive to positive behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to access learning in the classroom. Individual strategies will therefore need to be implemented to support them. This may include an individualised graduated response – assess, plan, do, review and/or an individual risk management plan.

### The Monty Way

Our school's vision statement is "Montgomery Infant School and Nursery strives to motivate and empower everyone in the school community to achieve their full potential as life-long learners, whilst nurturing their individuality in a joyful and respectful environment. Or to put it succinctly we believe that we can **'achieve together'**. We have four clear behavioural expectations that are shared with all children and modelled by all adults;

- **We look after each other -**
- **We keep the school tidy**
- **We are ready to learn**
- **We walk in school**

### Our school's Drivers

At Montgomery Infant School and Nursery we have four drivers that underpin all areas of the curriculum

- **A therapeutic approach** – which helps our children to prepare for their future
- **Environment** – which helps our children to appreciate the world around them.
- **Possibilities** – Which helps our children to build aspirations and know available possibilities for their future lives
- **Mindfulness** – which helps our children to concentrate, focus and to fully experience their lives

### A Thrive School

We have embedded the Thrive Approach and regular use of the Thrive-Online assessment tool as part of our whole school ethos. It gives staff (who have had training) the understanding of the underpinning theories and practical ways to remain in relationships when dealing with challenging behaviour. It supports staff to look at behaviour developmentally and differentiated provision can be put into place quickly for children who need help to regulate their emotions. It is preventative and reparative.

### A Therapeutic Approach

At Montgomery Infant School and Nursery we recognise that ***negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.*** It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problematic or complex behaviour. A change in the circumstances in which the behaviour occurs will be identified and addressed accordingly.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Essex Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

### The use of Consequences – Protective and /or Educational

At Montgomery Infant School and Nursery adults have the responsibility to use consequences, which have

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a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Refer to Appendix 2 for our consequence ladder.

**Protective Consequences:** Required to protect the rights of others could include

- Increased staff ratio
- Change of timetable
- Arrangements to access outside space; pond, forest school, allotment, Friendship Garden, apparatus.
- Differentiated teaching space ; library, Sunshine Room, teachers' room
- Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return)

As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan. All protective consequences should run alongside educational consequences to support long-term behavioural change.

**Educational Consequences:** Required to motivate and support the pupil to behave differently next time. Could include

- Ensuring the child completes the task they have disrupted
- Rehearsing/modelling situations through intentional teaching of prosocial behaviour
- Ensuring the child assists with repairs where they have caused damage (when possible and practical)
- Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours
- Providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

### **Reflect, repair and restore**

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Some examples of restoration questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help put this right?
- How can we make it OK for the next time something happens?

### **When faced with Challenging Behaviour**

Some behaviour exhibited can be more challenging. We use the Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- **Positive phrasing** e.g. "Stand next to me" "Put the toy on the table" "Walk beside me"

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- **Limited choice** e.g. *“Put the pen on the table or in the box” “When we are inside, lego or drawing” “Talk to me here or in the library”*
- **Disempowering the behaviour** e.g. *“You can listen from there” “Come and find me when you come back” Come down in your own time”*

### **Responding to Harmful/Dangerous Behaviour** (taken from keeping pupils and staff safe)

Most pupils do not display harmful behaviour. However, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. An individual Risk Management Plan will be in place for children who display harmful behaviours.

When faced with potentially harmful behaviour staff must use our de-escalating script. The pupil must be spoken to calmly, assertively and respectfully at all time.

1. **Name** (use the pupil’s name)
2. **I can see something has happened** (acknowledge their right to their feelings)
3. **I’m here to help** (tell them why you are here)
4. **Talk and I’ll listen** (it may be possible for staff to find out how the situation has developed, or how it may be resolved)
5. **Come with me and we can ...**(give them an ‘out’ to withdraw from the situation)

**Phrases in bold must not be deviated from and can be repeated. This will support both the child and the member of staff in what is possibly a stressful situation.**

During this period, the child should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided from the classroom to a place of safety with the assistance of another member of staff (if additional staff are not immediately available a walkie talkie can be used to request additional support). If this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. A member of staff must always remain with the pupil, but at a safe distance. At this point it is important not to raise the stress of the child further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

### **Use of physical contact**

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, this may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the child, other persons or significant damage to property.

In all situations where physical contact between staff and children takes place, staff must consider the following:

- The child’s age and level of understanding
- The child’s individual needs and history
- The location where the contact takes place (it should never take place in private without others present)

It should always be acknowledged that some children will not want to be touched and this should be respected.

### **Hugging**

A sideways on hug, with the adult putting their hands on the pupil’s shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated.

### **Hand-Holding**

It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However if the handholding is being used by an adult as a method of control to move the child, this can become a constraint. Therefore, best practise is the





use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required.

### **Lap-Sitting**

Lap-sitting should be discouraged, so neither staff nor child is vulnerable. Children should be taught to seek comfort/attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

### **Risk assessments**

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Deputy Head and SENCO who will ensure that they are reviewed and updated in order to reflect changes and progress.

Children who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include children who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the child greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the child's anxiety and enable the child to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the child to lessen difficult and dangerous behaviours.

### **Exclusion**

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

### **Praise, Reward and Celebration**

Children should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

- Praise from adults and peers
- Showing good work to other classes, teachers, Deputy Head or Head Teacher.
- Displaying good work and achievements around the school and on Tapestry.
- Being awarded a Headteacher award.
- Being awarded reward ribbons in assembly:
  - Red ribbon – for improved reading
  - Blue ribbon – for improved writing
  - Purple ribbon – for improved maths
  - Gold ribbon – for positive behaviour
  - Silver ribbon – for an act of kindness
  - Olympic colours ribbon – for outstanding achievement in sport
- Class teachers have the autonomy to choose their own rewards systems that meet the needs of the children and that do not go against the ethos of this policy.

### **Bullying**

At Montgomery Infant School and Nursery we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a happy and secure environment. By following our Positive Behaviour Policy we believe that our environment prevents bullying from being a problem. All staff build positive relationships with children and have an understanding of situations which may provoke





conflict and thus develop strategies to prevent bullying occurring in the first place.

During assemblies and PSHE lessons we talk to pupils about issues of difference, and any other issues that may arise.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. If bullying occurs, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Bullying can be defined as ***“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”***. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

#### **Procedures for dealing with incidents of bullying**

Any reports of bullying will be investigated, and if necessary reported and monitored. If we believe bullying has taken place we will support the child who is being bullied and make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, a circle of friends, engaging with parents, referring to local authority children’s services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

#### **Our behaviour policy may be differentiated to meet the needs of individual pupils**

### Appendix 1

#### **Consequence Ladder**

Following is an outline of how we intend to manage children who behave inappropriately around school. The examples outlined below are there to provide insight as to some of the challenges that may be faced during a school day, both in the classroom and around school. They are by no means exhaustive and teachers will be encouraged to use their professional judgement to address situations that are not outlined as part of this document. Teachers are reminded to use educational consequences to support children in modifying their behaviour.

#### **Consequence Ladder**

During all steps class teacher must be informed verbally if dealt with by another adult and teachers monitor the frequency of behaviour. Apologies should be sought if deemed appropriate and at a time when the child has had a chance to understand the consequences of their actions on others.

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| Consequence   | Example of Behaviour   | Response / Action/consequence   |
|---|--|---|
| <p>Step 1</p> <p>First time behaviour</p> <p>Unusual for the child</p>            | <p>Behaviour that effects other children's learning and any inappropriate behaviour</p> <ul style="list-style-type: none"> <li>• Refusal to follow instructions</li> <li>• Impolite</li> <li>• Rough play</li> <li>• Running from adult</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion with child: <ul style="list-style-type: none"> <li>○ Is everything ok?</li> <li>○ Do you understand the task?</li> <li>○ What should you be doing?</li> <li>○ What should you have done?</li> <li>○ Can you think of a different way to deal with the problem?</li> </ul> </li> </ul>   |
| <p>Step 2</p> <p>For persistent, low level behaviours</p>                         | <p>As above but persistent behaviour.</p> <p>A behaviour log should be being used to record frequency of behaviour and begin to recognise any patterns in behaviour and/or triggers</p>  | <ul style="list-style-type: none"> <li>• Warning with explanation for how to improve</li> <li>• Time away in class at a different/separate table</li> <li>• If continued, send to parallel class to complete their learning.</li> <li>• If learning not completed to the expected standard. Child misses part of break to complete work or come back during lunchtime to complete work. (Insure that the work was attainable for the child in the first place and explain that <b><i>"we come to school to learn and because you missed your learning earlier, you need to complete it now, I am here to help you."</i></b>)</li> </ul> <p>EYFS – 5 minutes<br/>KS1 – 10 minutes</p> <ul style="list-style-type: none"> <li>• Class teacher informs parents informally – catch at end of day/ quick phone call</li> </ul> |
| <p>Step 3</p> <p>For persistent or intentional behaviours</p>                     | <p>Persistent behaviour is deliberate or intentional</p>   | <p><b>Key Stage Leader involvement</b></p> <ul style="list-style-type: none"> <li>• Send to Key Stage leader's class</li> <li>• If learning not completed to the expected standard follow above advice and Work can be sent home for completion.</li> <li>• Class teacher informs parents , outlining key stage leader involvement</li> <li>• Record on cpoms</li> </ul>  |
| <p>Step 4</p> <p>For persistent or intentional behaviours which are dangerous</p> | <ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Bullying</li> <li>• Harming other students or adults intentionally</li> <li>• Theft</li> <li>• Deliberate damage of resources or property</li> </ul>                       | <ul style="list-style-type: none"> <li>• SLT involvement</li> <li>• Child to write a letter of apology. (If appropriate)</li> <li>• Children to lose a proportionate amount of time from their break-times – "because you did this ... obviously we cannot allow you to .... Until you can show us that you can ..."</li> <li>• Class teacher informs parents, outlining SLT involvement</li> <li>• Parents requested to attend a meeting in school</li> <li>• Create and use a weekly report that focuses on positive behaviours</li> <li>• Record on cpoms</li> </ul>   |
| <p>Step 5</p>   | <p>Any consequences / sanctions that are deemed necessary beyond step 4, will be discussed privately with parents and children when necessary.</p>   | <p>As above and</p> <ul style="list-style-type: none"> <li>• Involvement of external agencies to discuss further support strategies for the child, through support of Senco</li> <li>• Possible involvement of Family Support Worker and Learning Mentor</li> </ul>   |