

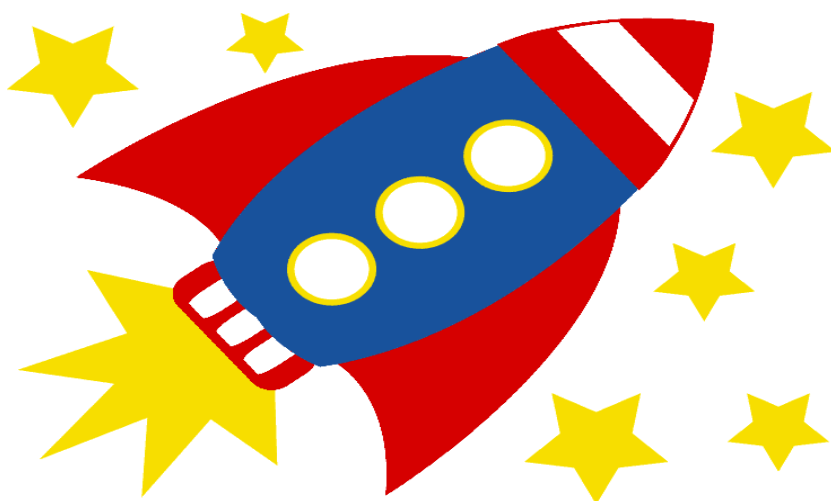
Behaviour for Learning Policy

Maun Infant and Nursery School



Policy Date: April 2024

Next Review: April 2025



Approving body	Management Committee
Date approved	May 2024
Supersedes	March 2023
Consultation undertaken	Staff, parents, governors, children
Complies with Equality Act	✓
Supporting Policies	Anti-Bullying, SEND, Teaching and Learning, Bullying and Prejudice related incidents reporting, Physical Intervention, Child Protection
Review date	April 2025
Lead person	Kerry Norman, Bridget Ramsdale
Signed	

Maun Vision



Maun, a safe place where we...

Aspire to succeed;

Understand and welcome uniqueness;

Nurture and challenge.

Introduction

At Maun Infant and Nursery School we have high expectations of children's behaviour. This policy puts learning at the heart of all we do and emphasises our belief that good behaviour is a key factor in our pupils achieving personal growth to reach their full potential. All members of the Maun Team are expected to help maintain an atmosphere conducive to learning, with respect as a basic requirement. We believe strongly that good relationships between pupils and staff are key, so we invest time in getting to know our pupils and their families well. We also believe that clear communication is vital in order that our high expectations of behaviour are realised, and to enable a collaborative approach between school and home.

We strive for behaviour at Maun to be **EXCELLENT** and celebrate this often. We encourage children to '**Reach for the Stars**' in all aspects of learning and that includes behaviour.

We believe that positive classroom experiences for pupils, will help them to feel more secure and self-confident so they can better regulate their emotions which results in improvements in learning and behaviour.

However, we recognise that some children may have barriers that make it more difficult to consistently show positive behaviour. These can include barriers as a result of Adverse Childhood Experiences (ACEs) such as bereavement, abuse, family dysfunction or other trauma. We know that children who have experienced higher numbers of ACEs are likely to have fewer positive outcomes in areas such as physical and mental health, positive behaviour, attendance, relationships and educational attainment.

Our approach to learning is designed to reduce poor behaviour by understanding the emotion behind it. We aim to provide vulnerable and anxious pupils with a more positive attitude towards school and themselves as learners, creating a calm and safe learning environment for all members of the school community. Part of this includes having consistent (but not rigid) ways of dealing with positive and negative behaviours. The consequences given for poor behaviour are either **developmental**, for example helping the pupil to understand the impact of their behaviour, or **protective**, preventing them from behaving in a negative way until they receive the support they need that helps them to make better decisions. This is where our emphasis on making those positive relationships will help us support each child in the right way for them.

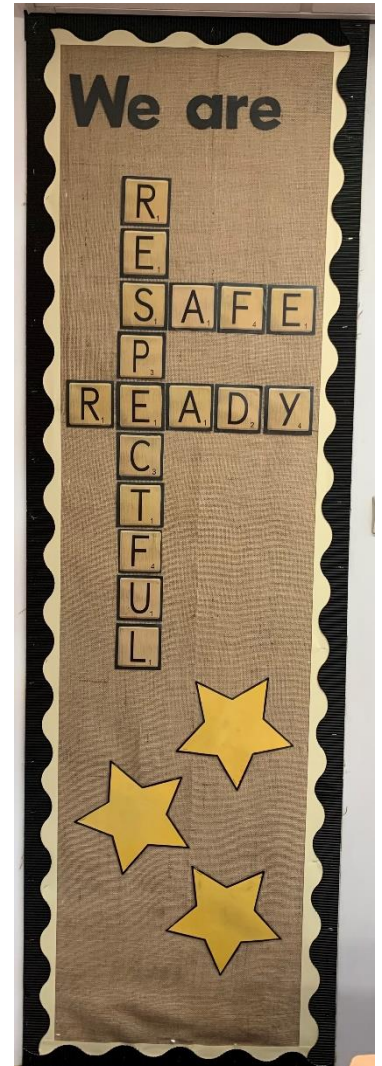
Aims and Expectations

Through this policy we aim to:

- Enable equal access to learning for all within our school community, regardless of age, gender, race, religion, belief, disability or ability
- Instil positive morals and values within our children. These will be based upon our six school values (cooperation, ambition, kindness, respect, honesty and independence) alongside the five British Values
- Develop children's self-discipline and ability to take responsibility for their own actions
- Ensure **all pupils and all adults** feel safe, valued and cared for

At Maun, our **school rules** reinforce our team approach to life at school and the positive behaviours we aim to instil within our children, for support throughout all aspects of their lives:

- Be ready
- Be respectful
- Be safe










Behaviours for Learning

At Maun Infant and Nursery School, our identified behaviours for learning are based on the three Early Years Characteristics of Effective Learning, which help us to smooth the transition between the Early Years Foundation Stage and Key Stage 1. These are:

1. Engagement (Playing and Exploring)
2. Motivation (Active Learning)
3. Thinking (Creating and Thinking Critically)

We personify these characteristics and display them both within classrooms and around school, so that they are accessible to all our children as shown below:

Thinking	Reflecting Rhino I can check my progress and see how well I am doing. 	Slinky-Linky Snake I can make links between ideas. 	Creative Chameleon I have my own ideas. 
	Proud Peacock I achieve my goals. 	Persevering Parrot I keep trying. 	Analysing Alligator I am beginning to correct my mistakes by myself. 
	Exploring Elephant I explore and plan my ideas. 	Choosing Chimp I make independent choices. 	Go For It Gorilla I try new activities based on my interests. 

Specific links are made between characteristics and learning across the curriculum, and children are supported to self-evaluate and up-level their behaviour in accordance with our traffic light overview with a focus on 'going for green!' (See Appendix 1). We specifically teach our children what these behaviours look like and provide varied opportunities for them to be applied. Rewards in line with those outlined within this policy, are awarded to children demonstrating positive behaviours for learning, and parents are notified of these regularly through Marvellous Me badges specific to the characteristics.



Celebrating Excellence at Maun



We strive for behaviour to be 'EXCELLENT' at Maun.

Our primary approach to managing children's behaviour is through consistent, active recognition of positives, distinguishing between expected behaviour and that which is exceptional. We use rewards such as stickers and Marvellous Me badges to positively reinforce expectations and celebrate effort and achievement in learning through the Headteacher's Award for WOW Work. In addition, all children aim to '*reach for the stars*'.

To recognise and celebrate 'EXCELLENT' behaviour in each class:

- Each child has an 'excellence card' displayed in the classroom
- Each Friday, class teachers will award two children 'Star of the Week' for exemplary behaviour for learning:
 - These children are awarded a gold 'Headteacher's Award' sticker on Friday (F2 and KS1 will receive their sticker during Friday's Superstar assembly).
 - The names of the children are written on 'Star of the Week' stars in the classroom.
- As a reward for consistently demonstrating 'EXCELLENT' behaviour, children will take part in 'Golden Time' each Friday. For F1, this will be a 15-minute session. For F2 and KS1 children this will be for 30 minutes.

In our staged approach to managing behaviour, this is our 'EXCELLENT' stage

EXCELLENT STAGE

Achieved when...

- A child consistently displays excellent behaviour all week
- The child will have 30 minutes (15 in F1) 'Golden Time' on a Friday
- Children who consistently display excellent behaviour for a half a term will receive an 'Exceptional Behaviour' certificate
- If a child receives six certificates over an academic year they will receive a book prize and their name will be put on the wall of fame.

Wall Of Excellence

Excellent behaviour at Maun is celebrated weekly in our Superstar assembly each Friday. During this time the 'Wall of Excellence' will be updated to include the percentage of children that have maintained excellent behaviour throughout the week. At the end of the half term the team with the most weeks of 'EXCELLENT' behaviour, will be displayed in the shooting star.

Hall Superstars

Also displayed on our 'Wall of Excellence' is our Hall Superstars.

When a child has demonstrated Excellent behaviour in the hall, whether this is during lunchtime or assembly time. **ANY** adult can award that child's class a positive point for their team. Each team will try to accumulate the most points for that week.

Each Friday the class with the most points will have their names put into a hat and drawn for the Superstar Top Table on the following Monday.

This is to celebrate Excellent behaviour in all areas of school not just in the classroom.

Class Star Points System

Our class 'Star Points' system:

- Promotes team spirit
- Encourages a sense of achievement
- Encourages a sense of pride



Class star points are awarded to children for a variety of reasons, for example:

- Showing positive behaviours for learning
- Following our 'Golden Rules'
- Demonstrating the School Values

All staff can award children star points. When they are awarded, the child will add a star to their class's shooting star. At the top of the shooting star will be a number which determines how many stars the class need to accumulate to be able to receive a class reward. It is expected that this number will increase over the academic year. When the class achieves the targeted number of stars, they will receive a 'treat', for example extra time on the trim trail, bringing a teddy to school or as the number of stars increases, a movie afternoon

Thinking/Talking Time

However, despite the many opportunities that children have to shine at Maun, we are aware that for some children this will be difficult.

We understand that behaviour is a form of communication, so 'poor' or 'unacceptable' behaviour is often a communication of an unmet need.

As a result, we have developed a 'Stage Approach' to managing behaviour to support ALL children. A key part of this approach was to introduce 'Thinking and/or Talking Time'

In some situations, our children's survival brain is activated, and they will go into 'Flight,' 'Fright' or 'Freeze' and their rational brain shuts down. During this time, it may be appropriate for the child to have 'Thinking' time rather than 'Talking' time. This will allow them time to regulate their emotions so that their rational, thinking brain is activated again. Only after this will 'Talking' be effective.

By using Thinking or Talking time to address challenging behaviour, it gives the adult a real opportunity to connect with the child and their needs, rather than disconnecting with them because of their behaviour. Ultimately our aim for is that children will to be able to regulate their emotions, be ready to learn and end the challenging behaviour

Our responses and prompts during this time should be about the emotion that is behind the behaviour at first. We will:

- **Connect** with their feeling and make them feel validated
- **Link** their feelings to their behaviour
- **Support** the child to regulate and problem solve the issue. The adult should not 'rescue' the child and do the problem solving for them.



The Thinking Zone is an area of the classroom that is away from the main learning area, but still remains visible to staff. It will have various resources to support pupils to regulate such as:

- Play dough
- Jigsaws
- Fidget Spinners
- Poppers
- Mindful colouring
- Lego
- Music
- Take 5 posters.



An adult will support a child through their talking time but as mentioned above, this may be after the child has had some time on their own to 'calm' before talking with an adult.

Children can be given a **thinking card** as an intervention. This is an opportunity for the child to spend some time with the resources, regulating themselves to be ready for learning. This is not a consequence, but a strategy to reduce incidents of challenging behaviours.

Staged approach to managing behaviour

For Foundation Stage 1 children

- **STAGE 1 Reached when...**
 - A child who is not showing Excellent behaviour for learning will be given a warning and a reminder of the Golden Rules
 - If negative behaviour continues, the child will receive a 'Timer Card' and have 3 minutes thinking/ talking time
- **STAGE 2 Reached when...**
 - After stage 1 thinking/ talking time has been completed, negative behaviour continues, another warning will be given and another reminder of Golden Rules
 - If negative behaviour continues, children will receive a further 'Timer Card' and will have 5 minutes thinking/ talking time.

At Stage 2 parents will be informed at this stage

Timer cards for Foundation Stage 1 represent one minute (per card) that children will lose from their Golden Time.

For Foundation Stage 2 and Key Stage 1 Children

- **STAGE 1 Reached when...**
 - A child who is not showing Excellent behaviour for learning will be given a warning
 - Adults **MUST** support the child to de-escalate the situation at this point (a little intervention here could prevent a lot of disruption later)
 - If the child continues to display negative behaviour, they will be given a 3-minute thinking/talking time.
 - A '3- minute card' will be placed behind the child's 'Excellent Card' and they will lose 3 minutes of 'Golden Time' on a Friday
 - When the 3 minutes talking/thinking time is complete, the child will return to learning

At **playtime** and **lunchtime** children will be given the same staged responses by adults. In the playground they will be encouraged to use the thinking/ talking zone outside. In the dinner hall the child will use the thinking/talking zone there.

Staff are responsible for reporting back to class teachers, any thinking/ talking time that is issued outside or in the hall.

- **STAGE 2 Reached when...**

- A child has completed Stage 1 thinking/ talking time and their negative behaviour continues
- Another warning is issued and adults **MUST** again support the child to de-escalate the situation
- If the child continues to display negative behaviour, they will be given a 10-minute thinking/talking time
- A '10-minute card' will be placed behind the child's 'Excellent Card' and they will lose an additional 10 minutes of 'Golden Time'
- When the 10 minutes talking/thinking time is complete, the child will return to learning
- Class teacher will contact parent/carer to discuss behaviour and record the incident on Scholar Pack (Behaviour logging system)
- If it is felt that a child is moving to Stage 2 too frequently, this should be raised with the Behaviour Lead or Child and Family Support Worker

At **playtime** and **lunchtime** children will be given the same staged responses by adults. In the playground they will be encouraged to use the thinking/ talking zone outside. In the dinner hall the child will use the thinking/talking zone there.

Staff are responsible for reporting back to class teachers, any thinking/ talking time that is issued outside or in the hall.

- **STAGE 3 (a,b,c and d) Reached when...**

- A child has completed Stage 2 thinking/ talking time and their negative behaviour continues
- Another warning is issued and adults **MUST** again support the child to de-escalate the situation
- If the negative behaviour continues it will lead to internal exclusion with a member of our Senior Leader Team (SLT) for the remainder of the day or until lunchtime the following day if the incident occurs after 2.30 pm
- Class teacher will provide the child with work to complete
- SLT will contact child's parents/carers to discuss the behaviour
- Any child who goes to Stage 3 will miss **ALL** of their Golden Time and spend this time with SLT/ headteacher- to think about their actions and talk about a way forward

At **playtime** and **lunchtime** children will be given the same staged responses by adults.

Stage 3 is where behaviour has progressively become more serious.

This is reflected in our decision that if a child reaches Stage 3, four times in a half term, they will be excluded for a fixed period in line with the schools Exclusion Pathway.

Monitoring of Stage 3

Unfortunately children may reach Stage 3 more than once and it is necessary to have Stage 3 a,b,c and d to monitor how many times this happens and have a progression of actions to support the child

- Every Stage 3 incident will be viewed as being of equal seriousness
- SLT will keep a record of Stage 3 incidents over each half term. They will record the incident on Scholar Pack and on the Stage 3 Behaviour Spreadsheet.

The following actions will be taken

- Stage 3a: No further action
- Stage 3b: Children's Champion in place for rest of the half term
- Stage 3c: Behaviour Plan
- Stage 3d: External Exclusion

Stage 3a

- Children will be internally excluded with a member of SLT for the rest of the day or until lunch time the following day if the incident happens after 2.30pm. The SLT member will also facilitate reflection time.
- The child will complete learning set by the class teacher
- The SLT member will contact parents/carers to discuss the behaviour displayed.
- In addition the child will miss **all** of their 'Golden Time' and will spend this time with an SLT member/CFSW/Headteacher in the hall. During this time, they will have some reflection time/ mindful activity and complete a behaviour agreement. See proforma (appendix 4)
- The parent/carer will be expected to speak to the child and go through the Behaviour Agreement with them and encourage the child to adhere to it, focusing on the positives

Stage 3b

As Stage 3a with the addition of

- The behaviour agreement is revisited and update if appropriate. Parent/ carer to be spoken to about updated version if necessary
- The child will be issued a 'Children's Champion'. A member of staff (SLT/CFSW) who will support the child, providing them with support and guidance in all areas of school life.

Stage 3c

As previous Stage 3 incidents with the addition of

- A Behaviour Strategy Meeting is arranged with the child (where appropriate), parent/carer, Behaviour Lead, CFSW, class teacher and TA
- A behaviour support plan will be developed and put in place.
- The behaviour support plan will either work alongside this behaviour policy or supersede it, depending on the child's needs.

Stage 3d

- Child is excluded in line with the Exclusion Pathway (Appendix 3)
- A Reintegration Meeting is arranged with the child, parent/carer, Head Teacher and Behaviour Lead/ CFSW or class teacher
- Revisit the behaviour support plan from Stage 3c



Children's Champion

The SLT member/CFSW who has supported the child during their time out of the classroom for reaching stage 3b second time, becomes the Children's Champion.

As a Children's Champion the staff member connects with the child and takes opportunities throughout the day/week or half term to seek the child out and 'check in' on them. This will be to build on the messages given during their time together and to recognise positive behaviour.

Key Points to note as children progress through the staged approach:

- Behaviour stages are reset at the beginning of each session (start of the day, after playtime, after lunch and after 2.30pm).
- Between each behaviour stage, children are given the opportunity to change their behaviour and time to reflect on how they can do this. They will use the 'Thinking Zone' in their classroom either on their own or with an adult
- Warnings are always given before a consequence
- When children have completed their consequence, the minute cards are ALWAYS moved to the back of the Excellent Card. This marks the end of the consequence
- Some children may have a behaviour support plan which will be used alongside the school's behaviour policy. On occasions a behaviour plan will supersede this policy.



Purposeful Physical Violence

Purposeful Physical Violence is never accepted and will be dealt with in each instance.

If purposeful physical violence is displayed, children will receive a 15-minute card. Children will spend this time with an SLT member who will talk with the child about their actions and a way forward. The SLT member will inform the parent and record the incident on Scholar Pack.

If children display two purposeful physical violence incidents within a half term, Stage 3 is initiated

Physical Intervention

It is anticipated at Maun Infant and Nursery School that all the above measures will ensure the behaviour of children is safe and acceptable. However, there may be 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 (see Physical Intervention Policy for further information).

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) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

A number of staff have been trained in *Coping with Risky Behaviours* (CRB).

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 Maun 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.

Exclusion

We hold the right to exclude a child if we feel there has been a breakdown in behaviour as part of a sustained series or single, significant incident, and this poor behaviour is seriously affecting the safety of other children and staff (see Appendix 2 for more information). When the exclusion route has been initiated, the pathway shown as Appendix 3 will be followed.





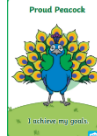






Response to Bullying

Maun Infant and Nursery School recognises bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be physical, verbal or psychological, prejudice based and discriminatory and can happen face-to-face or online through cyberspace.

Bullying of any nature is unacceptable at Maun. To find out more about how we deal with this, please see our specific policy on Anti-Bullying.



Characteristics		Room for Improvement	Good	Excellent
Engagement - Playing and Exploring Children investigate and experience things and 'have a go'	Exploring Elephant I explore and plan my ideas. 	I stay where I am comfortable. I use equipment in the same way.	I explore and plan my ideas. I have a goal to achieve.	I can discuss and plan what I will do and how I will do it.
	Choosing Chimp I make independent choices. 	I need an adult to show me a strategy which I can copy. I give up easily when my plan doesn't work.	I make independent choices about how I want to achieve a goal.	I notice when my plan isn't working and make improvements. I can say how well my plan worked.
	Go For It Gorilla I try new activities based on my interests. 	I am easily put-off by new challenges. I say 'I can't do this' without giving it a try.	I try new activities based on my interests.	I like to be challenged and try new things. I always show a 'can-do' attitude. I am not put off if I don't get things right the first time.
Motivation - Active Learning Children concentrate and keep on trying if they encounter difficulties and enjoy achievements	Persevering Parrot I keep trying. 	I give up easily when I find something tricky. I usually need adult help when I am 'stuck'	I keep trying even when I find things difficult. I can use the classroom to help me when I am 'stuck'.	I keep trying, even when I am in the Learning Pit. If I find things tricky, I try harder or try something different.
	Proud Peacock I achieve my goals. 	I do not show pride in my work. I don't enjoy being in the Learning Pit. I need an adult to help me recognise what I have done well.	I achieve my goals. I am proud of what I can do.	I am particularly proud when I achieve a goal I set. I show pride in my learning journey. I enjoy making it out of the learning pit, even without a 'well done' from my teacher.
	Analysing Alligator I am beginning to correct my mistakes by myself. 	I know when I have made a mistake.	I am beginning to correct my mistakes by myself.	I am able to find ways to correct my mistakes. I may need to try more than one way to correct the mistake.
Thinking - Creating and Thinking Critically Children have and develop their own ideas, make links between ideas and develop strategies for doing things.	Slinky-Linky Snake I can make links between ideas. 	I need an adult to help me make links in my learning.	I can make links between ideas. I can predict and test my ideas from choices I am given.	I make links and spot patterns in my learning. I predict what I think will happen. I test my ideas.
	Reflective Rhino I can check my progress and see how well I am doing. 	I need help to know how well I am doing.	I can check my progress and see how well I am doing. I am able to concentrate on achieving my goal.	I can describe my progress and understand how close I am to achieving my goal. I show high levels of concentration to ensure I achieve my goal.
	Creative Chameleon I have my own ideas. 	I need an adult to help me think of ideas.	I have my own ideas. I have my own ideas for how to solve problems.	I have good ideas for how to solve problems. I can find new ways to do things.

Exclusions – Fixed Term and Permanent

Exclusions will be used as a last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion.

Only the Headteacher (or the Deputy Head Teacher in the absence of the Headteacher) can 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 and may also exclude a pupil permanently.

If a pupil is excluded:

- Parents are informed immediately with reasons for the exclusion which is followed up in writing.
- The Headteacher will inform parents that they can appeal against the exclusion and the process for how this is done.
- Work will be provided for the child for the first 5 days of the exclusion.
- From the sixth day of exclusion, we will provide the child with alternative education which may be at a different location to the school e.g., at a pupil referral unit.
- For a fixed-term exclusion, a reintegration (or 'return to school') meeting is arranged for the pupil, parents/carers and the school (see Appendix 3 for further details).
- The Headteacher will follow LA guidelines for reporting of an exclusion. All exclusions will be reported to the governing body.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school

Useful guidance:

"Exclusion from maintained schools, academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion" (DfE Sept 2012, updated Sept 2017).

Exclusion Pathway

The annual pattern of exclusion and the stepped procedure

Step	Description
1 (First Offence)	Internal isolation for at least one day. This is used for first offences with children who have one-off difficulties and is the equivalent of reaching Stage 5 in our staged response to dealing with behaviour as outlined within the policy (see p6).
2 (Second Offence)	External exclusion for at least one day, with a warning that a further excludable offence will result in an external exclusion of at least 3 days. At this point a Reintegration Plan will be put in place as part of the re-admission process and the support available made clear to all relevant parties. Agreed plans and actions will be recorded, documented and held by the school.
3 (Third Offence)	External exclusion for AT LEAST 3 DAYS , with a warning that further problems will result in a five-day exclusion. A review of the Reintegration Plan must be completed by the Head Teacher. Agreed plans and actions will be recorded, documented and held by the school.
4 (Fourth Offence)	External exclusion of FIVE DAYS . A review of the Reintegration Plan must be completed by the Head Teacher and a referral must be made to external agencies for additional support i.e., Sherwood Area Partnership, Family Services or School Health if appropriate - this will always be discussed with parents. A written warning regarding possible permanent exclusion must be given at this point. A behaviour panel consisting of members of the senior leadership team, governing body and class teacher will be convened to review the support plan and issue the formal warning.
5 (Fifth Offence)	External exclusion FIVE DAYS , with a warning that any incident that warrants a further exclusion will almost certainly lead to permanent exclusion. Further consideration of the Reintegration Plan will be given by the Behaviour Panel and appropriate colleagues, which will be re-convened to discuss the original support plan agreed.
6 (Sixth Offence)	Depending on the circumstances, this will normally be a permanent exclusion. The Head Teacher will make this recommendation to the governing body. This is the most severe sanction and will be reviewed by the governing body.

- Following any exclusion, a **reintegration meeting** must take place between parents/carers and the school. The Reintegration Plan and further consequences of poor behaviour/failure to follow the school behaviour policy will be explained during these meetings.
- In serious cases, children may enter the exclusion pathway at a later stage, for example, a student with no previous exclusions may be permanently excluded or moved to alternative provision following a serious incident.
- As part of the re-admittance procedure, all children will spend their first day back to the school in isolation and may spend all break times during the first week back in isolation, to complete restorative work and reflect upon the consequences of further inappropriate behaviours.

Positive Behaviour Agreement



Child's Name: Date:

Your child missed Golden Time this week because:

Accumulation of lost minutes:

Stage 3a

Stage 3b

Stage 3c

During their reflection time with

They agreed to these targets:

1.

2.

3.

Please talk about these targets with your child and try to reinforce them at home. We will take opportunities throughout the week to reinforce them at school.

Child's signature:

Staff member's signature: