



Behaviour and Relationships Policy

DEFINITION

All behaviour is a form of communication.

AIMS

School Motto: *'Right from the Start'*

School Ethos: *"At Jackfield we work towards the healthy and wholesome development of all children at all times."*

At Jackfield our ethos is based around the Jackfield Promise: The 3 Bees encompass the Values which we are working together to be:



Be Kind - empathy, unity, team work, kindness, friendship, helpful, caring, compassion, inclusive, sharing, thinking of others.



Be Polite - respect, good listener, empathy, polite, helpful, considerate, thank you, please, excuse me.



Be Sensible - persevere, following rules, good choices, helpful to others, supportive, independent thinkers, initiative, role model.

At Jackfield we believe that good relationships matter. This Behaviour policy ensures staff are fair and consistent with children (taking into account individual needs) and allows children to understand that the staff are in control at all times enabling children to feel safe. This policy is developed to provide guidance for staff in order to promote positive behaviour in school.

LEGISLATION AND GUIDANCE

DFE Use of Reasonable Force (July 2013).

DfE Behaviour in Schools (February 2024)

APPROACH

STAFF

We believe that adults need to make regular, intentional amounts of time to develop connections with children, which enables them to become aware of events before their effect becomes extreme. This connection ensures that there is more chance of modifying any negative change in a child by making a positive interaction. Staff must be approachable and there to help (not only there to discipline) and children must understand this. At Jackfield staff explicitly teach learning behaviours in order to minimise misbehaviour. The staff and SLT have high expectations for our children while recognising some children have specific needs. Our ethos is based on praising good behaviour rather than highlighting negative behaviour. At all times staff will ensure that parents are kept well informed about any incidents or concerns linked to their child. This will generally take place at the end of the school day (dismissal) or at a mutually agreeable time.

PUPILS

It is essential that each child has the knowledge that staff have them in their mind, care about them as a person and care about what they are doing. Our school recognises that for some pupils variance on procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in

the appendix and approaches can be discussed with a member of SLT. At Jackfield we work on the explicit teaching of learning behaviours in order to minimise misbehaviour. Pupils who are aware of their own behaviour can self-regulate and deploy coping skills; these skills develop into essential life skills and provide the motivation and determination to succeed.

REWARDS

Rewards are part of the regular routine.

1. Praise.
2. Star Book.
 - a) 1 Star on Card = A paper replica badge is taken home to show to parents to share in their child's success.
 - b) 5 Stars = 1 Superstar badge which will be presented in Reward Assembly. This badge is kept for 1 week and returned on Friday morning.
 - c) 5 Superstar Badges = 1 special certificate which is taken home and kept. This is recorded in their 16th Day Books.
 - d) 5 Certificates = name in 'Gold Book' which is kept in the Hall for all to see. A letter will also be sent home to parents to say how proud they should be of their child.
 - e) 6 Certificates = Purple Certificate.
 - f) 7 Certificates and Higher = Child presented with a medal at the end of Year 2.
 - g) A "Proud" card is presented to children for 'special' work they have done that the Class Teacher feels should be shared with the Head Teacher. The cards will then be placed into a weekly draw and the child whose card is chosen will be invited to select a prize from the Treasure Chest.

CLASS REWARDS AND ROUTINES

Clear reward systems are used to improve pupil behaviour as part of a broader teacher classroom management strategy. These start in Reception. In Nursery the children receive stickers to praise good work and behaviour.

At the beginning of each academic year each class works together to write their own rules. These will be displayed within the classroom. Each class will display a visual timetable to support children through transitions. Effective 'attention grabber' strategies will be used, as identified by individual teachers, to regulate behaviour and ensure smooth transitions at different times of the day.

Each class has a jar in which a bead or a marble is placed for whole class Good Behaviour. When 20 beads have been placed in the jar the whole class will get a treat. The children are given a choice. It might be an extra playtime, a video, a free play afternoon. If the whole class misbehaves then a bead is may be removed from the jar. Hopefully this will encourage the children to have a sense of belonging and develop team work strategies.

DAILY SANCTIONS (from Reception onwards)

1. Verbal warning and a conversation with an adult
2. Miss 5 minutes of the next play time/choose time
3. Spend time with a member of SLT
4. Call home to parents

PUPIL RESPONSES TO INCIDENTS

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Examples may be:

- Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. We do not force children to say sorry.
- A natural reparation should be used e.g. mess tidied up.
- When a particular activity has caused a problem, they may choose to have reduced time/supervision/or not take part in the activity.
- A child may decide they need to earn an extra star before a 'Superstar' badge can be obtained.

Restorative Question Themes

When trying to resolve issues we aim to recognise the impact of actions and any harm caused, and consider steps to make things right. The purpose of the restorative approach is for the nurturing and repair of relationships. We aim to encourage acceptance of responsibility, empathy for others and problem solving.

- What happened?
- What were/are your thoughts and feelings?
- What was the impact to those involved?
- Who has been affected and how?
- What needs to happen to put things right?
- What will be done differently in the future?

LUNCHTIME SUPERVISORY ASSISTANTS

During lunchtime, the Supervisory Assistants will operate a sticker system. Good Behaviour at Lunchtime stickers will be given to children by the Lunchtime Supervisors. SLT and identified members of staff will be available at all times to support children who experience difficulties during 'free time'.

Supervisors also have 'Good Behaviour' and 'Well Done' stickers to reward children instantly. The kitchen staff have 'Well Done' and 'Clean Plate' stickers.

What do I do if a child is showing inappropriate behaviour?

Any behaviour falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:

Examples of Unwanted Behaviour	Escalation	Intervention
Positive behaviours and attitudes to learning	(0)	
Minor disruption to learning Pushing Running inside school Shouting out Rudeness to peers and adults Not completing work Work not being at the expected standard for the individual Behaving inappropriately in the bathrooms Interrupting others Swearing	Child demonstrates inappropriate behaviour Minor disruption to learning (1)	Conversation with adult about reasons
Disruption on a few occasions Refusal to work Work of a poor standard for that child (although reminders given) Leaving the classroom without permission Verbal/Written unkindness to others	Child continues to demonstrate inappropriate behaviour or Disruption on a few occasions (2)	Miss 5 minutes of next playtime EYFS: thinking spot/chair before choosing time

Running off Hurting others Biting Pinching	Child continues to demonstrate inappropriate behaviour Serious disruption (3)	Spend time with member of SLT
Ongoing multiple issues throughout the day Seriously hurting someone else Significantly disrupting the learning of others	Child continues to demonstrate inappropriate behaviour (4)	Phone call home to parent

We aim that by working together with children and parents we will achieve positive behaviour and excellent behaviour for learning "*Right from the Start*".

ROLES AND RESPONSIBILITIES

Senior Leadership Team

Pupil behaviour patterns will be tracked on a daily basis, through a grading system on a class tracking sheet. Grades will reflect the level of sanction that has been necessary (see table at end of policy). On a weekly basis all class tracking sheets will be monitored by SLT to identify any repeated patterns and areas for concern. SLT will decide what action needs to be taken. This might be some nurture intervention with an identified member of staff, regular checking in with a child, or conversations with home. Any contact with parents will be noted in the comments section of the tracking sheet.

In all cases where the behaviour is a significant cause for concern, the incident will be recorded on CPOMS. The incident should be recorded by the person initially dealing with the incident. Staff should aim to deal with the incident and the reparations and only escalate this to the SLT if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe immediate support should be sought from another member of staff, or member of the senior leadership team. The Head Teacher will ensure that identified staff have the specialised training (CPI Safety Interventions) to deal with these situations to ensure all incidents are dealt with in accordance to legislation, including DFE Use of Reasonable Force (July 2013). Any pupils who regularly use risk behaviour will have a risk assessment completed, in consultation with parents.

Governors

All governors are responsible for taking an oversight of behaviour. Information is provided within the termly Head Teacher report.

INCLUSION

At Jackfield Infant School we are committed to providing all of our children with the opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background.

In our school we create a culture that offers a secure, accepting, collaborating, stimulating community in which everyone feels valued.

Our school recognises that for some pupils variance on procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach. Strategies for self-regulation and mindfulness are used as support.

HEALTH AND SAFETY

Pupils always work in a safe environment, both inside and outside of the classroom. All staff are responsible for checking that equipment and resources used within lessons are safe, as well as ensuring the environment is safe and purposeful for learning.

Physical restraint would only be used as a last resort by a member of staff who has been trained in Safety Interventions. (See MAT Positive Handling Policy.)

PARENT PARTNERSHIP

The partnership with parents is crucial and Jackfield are committed to building and maintaining positive relationships with parents. As part of our open door policy staff are readily available to speak to parents at the start and end of the day. Communication is key to identifying triggers for changes in behaviours for this reason issues are dealt with on the day of occurrence. Parents are encouraged to inform staff of any incidents or changes which might influence a change in their ability to self-regulate and have a positive approach to the day. Parents are encouraged to celebrate successes. The school holds workshops to inform parents of strategies to support families at home. This policy is available for parents.

MONITORING AND EVALUATION

Pupil behaviour patterns are tracked on a daily basis, through a grading system on a class tracking sheet. On a weekly basis all class tracking sheets will be monitored by SLT to identify any repeated patterns and areas for concern. This will be followed by a discussion with the class teacher and the pastoral team.

LINKS TO OTHER POLICIES

NGT Physical Restraint Policy

PSHE and RSE Policy

Last reviewed on:	May 2025
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Next review due by:	May 2026
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