



# Positive Behaviour Policy

Date agreed by staff:	January 2024
Date agreed by governors:	February 2024
Date to be reviewed:	February 2025

*'Nurturing and inspiring our  
learners to reach for the stars'*

## **Aims**

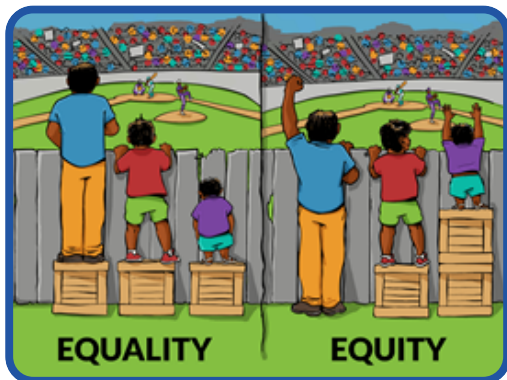
- To ensure that every child has the best possible start in life and the support provided at Northfields Infant and Nursery School enables them to fulfil their potential.
- To create a supportive and nurturing culture which enables pupils to behave well by having their social, emotional, physical and academic needs met.
- To provide a clear vision for promoting positive behaviour from the leadership team.
- To provide clear guidance within this policy to support staff to support the pupils to the best of their ability.
- To incorporate training and support into this policy to ensure that procedures are clearly understood by all staff.
- To develop and sustain a whole school behaviour policy which is supported and consistently followed by the whole school community. This includes pupils, staff, parents and governors.
- To support all pupils to feel good about themselves and consequently behave well.
- To support all pupils to talk about their feelings and to have a voice.
- To create a caring, happy, secure and stimulating learning environment where everyone will be inspired to do their very best.
- To teach, through the curriculum, values, attitudes, knowledge and skills which: promote responsible behaviour, encourage self-regulation, enable pupils to use strategies to manage their own behaviour which might be impacted on by emotions, encourage a respect for themselves, other people and school property.
- To create a learning environment which enables pupils to make choices and learn from them.
- As members of our school community we want pupils to take responsibility for their own actions through having a better understanding of their emotions and how to manage these.

## **Principles**

At Northfields Infant and Nursery School, a nurturing environment is created where pupils feel safe, secure, and respected. Positive behaviour is promoted through a whole-school approach with clear and consistent expectations. Staff teach pupils to take responsibility for their actions and adopt a zero-tolerance approach to bullying. High-quality teaching is emphasised, and effort and success are recognised and celebrated. The school works with staff, pupils, and parents to maintain a safe community where bullying is not tolerated. The school policy is formulated with consideration for statutory guidance on exclusions, and pupils are consulted yearly when formulating Class and School Rules.

## Philosophy

This policy is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of pro-social (positive) behaviour underpinned by Hertfordshire Steps therapeutic approach to the teaching of behaviour to support and enhance learning.



## Aims

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

## Promoting Pro-Social Behaviour

Northfields Infants and Nursery School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour exhibited might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Everyone who comes into the school: pupils, parents, staff and visitors are responsible for promoting and modelling pro-social behaviours and experiences by demonstrating clear values and principles through:

- honesty
- being inclusive
- the concept of 'different for different'
- respect for themselves and one another
- establishing positive (pro-social) relationships
- internal-discipline, self-regulation of behaviour and a sense of responsibility for positive (pro-social) behaviour
- rewarding pro-social behaviour with words. Agreed responses in place for children who require a specific, Risk Reduction Plan.

External discipline will often suppress anti-social behaviour. Long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding of expectations
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness (potential supportive hug (as per Hertfordshire Steps training))

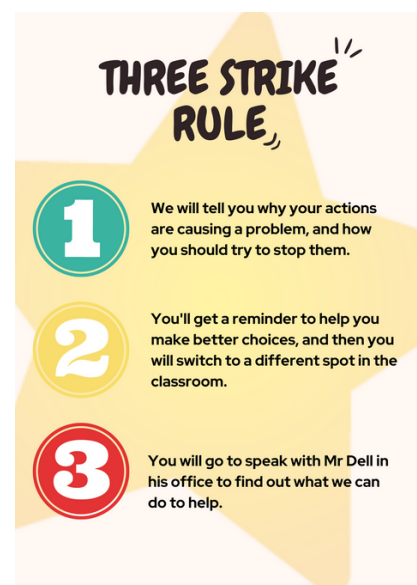
All staff at Northfields Infants and Nursery School are trained in Hertfordshire steps 'Step On' approach to behaviour management, which includes practical techniques of physical intervention. (i.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and support a positive school ethos.

## Our Classroom Rules

To ensure that expectations of behaviour are clear, five classroom rules have been written following consultation with staff and children. These are displayed in every class, shared and adhered to throughout the school and reviewed on a regular basis.



- We look after things in our classroom
- We listen to each other
- We try hard in everything we do
- We learn from our mistakes
- We are kind and caring to each other



On the playground, an adapted set of rules (expectations) have been developed with the children to clarify some of the systems in place.

## **Classroom Management**

The way that a classroom is managed and the teaching methods that are used can significantly influence how pupils behave. In order to create a positive learning environment it is important to establish a culture of respect and value for pupils and their efforts. This can be done by having high quality displays, promoting pro-social language, and encouraging collective responsibility for the classroom environment. The relationship between adults and pupils, classroom layout, displays, access to resources, and strategies for positive behaviour choices all play a role in shaping pupil behaviour. Our goal is to ensure that all classrooms are designed to encourage independence and accessibility for all pupils, while maintaining an equitable philosophy.

## **Creating a Positive Learning Environment**

The success of learning depends on pupils being ready and motivated to learn. In order to achieve this goal, pupils must attend school regularly and be punctual. Additionally, they must have the necessary equipment such as home learning, reading books, reading records, and indoor shoes. Each classroom has a visual timeline on display that is updated daily.

## **Creating a Positive Learning Environment**

When pupils are fully engaged and learning we encourage with praise, celebration and reward. If a pupil has achieved something exceptional, they visit the Head Teacher (often with the piece of work they have done) for their photo to be printed for the achievement wall and a copy to go home. Pupils should also be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. Our weekly celebration assembly celebrates our values - REACH (Respect for ourselves and others, Expression of our whole selves, Achieve our best, Creative and curious minds and Hearts full of fun), as well as any relevant whole-school issues we want to focus on.

## **Planning and differentiation**

At Northfields Infants and Nursery School, we undertake a range of behaviour analysis to enable us to effectively support pupils in crisis.

These include (but are not limited to):

- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Roots and Fruits
- Risk Reduction Plan

## **Risk Management Plan**

The school's pro-social behavior policy is effective for the majority of pupils, but some may require an Individual Risk Management Plan to tailor strategies that differ from the policy. Those pupils whose needs are unique and require a specific form of intervention to ensure their safety and the safety of others, as well as to uphold a conducive learning environment, may need such a plan. These pupils may include those for whom the standard everyday strategies, techniques, and approaches are insufficient.

A plan will:

- be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and pupils to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take.
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens .
- take into account the age, understanding, and competence of the individual pupil.
- consider approaches appropriate to each pupil's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis.
- be based on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour".

## **Consequences**

Consequences are a significant aspect of the learning process for pupils. They provide a sense of reality and help pupils reflect on their choices. The consequences can either be educational or protective, and both types play a vital role in shaping positive behaviour. For most pupils, the following strategies can help them transition back to pro-social behaviours quickly:

- Non-verbal cues, such as a specific look
- Positive reminders of the Classroom Rules
- Recording the child's name and reminding them of pro-social behavior expectations
- "Time away" from the group or classroom environment
- Educational or protective consequences (bespoke)
- Risk management plan

Protective consequences may involve limiting access to playgrounds or adult-supervised play, while educational consequences should have a clear learning element that discourages the repetition of undesirable behaviour. When negative behaviour is exhibited, it is crucial to understand the underlying causes that led to it. The Hertfordshire Steps tools, such as "Roots and Fruits" and "Anxiety Mapping," can guide educators in identifying the root causes of problematic behavior and help in addressing them effectively.

## **Indoor Time\***

During morning and lunch break, sessions are supervised by our dedicated SEN Teaching Assistant. This is for pupils who may be overwhelmed with the busyness of playtime to have a quiet space to draw, complete unfinished work, utilise our fidget toys or play collaborative games with others.

\*at the time of writing this policy the name of this initiative has not been finalised.

## **Protective and educational consequences**

Some behaviours exhibited can be identified as difficult and dangerous.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Difficult behaviour = anti-social behaviour (that is not dangerous).

Our response to dangerous behaviours is set in the context of Hertfordshire Steps therapeutic approach to behaviour. Responses to these behaviours will aim to de-escalate and may include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Educational consequences

## **Behaviour outside the classroom**

Teachers can apply educational and protective consequences should pupils display anti-social behaviour outside of the school premises "to such an extent as is reasonable" as prescribed by Department for Education guidance. This includes occasions when pupils are on educational visits, competing in sporting events at other locations, are receiving education at another location and when incidents of anti-social behaviour have been reported to the school by members of the public.

## **Exclusions/Suspensions**

At Northfields Infants and Nursery School, exclusions/suspensions are only ever used as a protective consequence in the most dangerous scenarios, when more time is required to enable the school and parents to collaboratively plan, write and resource a Risk Management plan as these plans are used as a tool to prevent exclusion.

Permanent exclusion may be a consequence of persistent disruptive behaviours or dangerous behaviours which are at the highest levels of severity and where all other strategies have been exhausted.

Examples of dangerous behaviours which could lead to permanent exclusion are:

- possession of an offensive weapon
- use of or dealing in, illegal substances
- severe violence towards a member of the school community resulting in hospitalisation or injury

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion when “in exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.”, if the circumstances warrant this. In the absence of the Head Teacher, the Assistant Head Teachers may exclude pupils.

If the Head Teacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

### **Pupils with Special Educational Needs**

We recognise that within a climate of inclusion, there will be pupils who need a personalised approach to their specific behavioural needs. In some cases this will mean that the rewards and consequences are not the most appropriate means of effectively dealing with their behaviour. The school will use other programmes of intervention and support may be used in conjunction with external agency advice and recommendation.

Therefore, pupils with behaviour difficulties on the Inclusion register may well have personalised support. See Inclusion Policy for further details.

### **Monitoring**

Behaviour monitoring is undertaken on a termly basis by the Senior Leadership Team. This ensures that there is a consistent approach across the school. Monitoring outcomes are reported to staff.

A termly report is made to the Governing Board by the Head teacher which includes statistics about the number of high level incidents reported, the number and year group of pupils involved and any exclusions.

Exclusion data is included in the Head Teacher's termly report to the Governing Board.



## **The Role of Governors**

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out the guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **Support for Staff**

At Northfields Infants and Nursery School, we acknowledge that working with pupils in challenging situations can have an impact on our staff's well-being. As such, we prioritise the mental health of our team members. Our Head Teacher and Governor responsible for overseeing staff well-being convene regularly to develop strategies that enhance the well-being of our staff. Additionally, we maintain an open-door policy to encourage our team members to share any concerns they may have.

## **The Zones of Regulation**

The Zones of Regulation is a framework used at Northfields to help pupils develop emotional regulation and self-control. The framework categorises emotions into four colour-coded zones:

**Blue Zone:** Represents feelings of sadness, boredom, and tiredness.  
Encourages activities that promote relaxation and calming strategies.

**Green Zone:** Indicates a calm and focused state.  
Pupils are encouraged to maintain this zone for effective learning and positive social interactions.

**Yellow Zone:** Signifies a heightened state of alertness and intense emotions, such as excitement, frustration, or anxiety.  
Teaches pupils to use strategies that help manage these emotions and bring them back to the Green Zone.

**Red Zone:** Indicates an extremely heightened state of alertness and intense emotions like anger or extreme anxiety.  
Focuses on teaching children to recognize and use strategies to regain self-control and return to a calmer state.

We use this as a tool for teaching pupils to recognise and manage their emotions effectively.