

Chaucer Infant and Nursery School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.


At Chaucer Infant and Nursery School we believe effective relationships are built on **Kindness**, **Curiosity** and **Connection**. This reflects in our school values that everybody will:

Belong
Enjoy
Aim high
Respect.

1. PRACTICES WITHIN SCHOOL


School Values


Our School Values play a pivotal role in shaping the ethos of school and the expectations of our learners. We use these values to frame all desired behaviours and attitudes in school. Our BEAR Values poster outlines the share language of expectation and instruction for all adults to use in school. The consistent language supports consistency and understanding of a value and it's linked expected behaviour.




Chaucer Infant and Nursery School

We always show our BEAR Values







B



E



A



R

Belong	Enjoy	Aim high	Respect
We welcome everybody	We love learning	We try our best	We are respectful listeners
We are kind	We try new things	We are resilient	We walk respectfully
We are caring	We are curious	We know the power of 'yet'	We talk respectfully
			We line up respectfully

Community Building: **We all Belong**

A structured opportunity for children and their families, staff and Governors to develop:

- A strong sense of belonging to their school, class and group
- Connection to each other and the values the school community promotes
- A sense of value as a member of their class and group

How we do this:

- School Values - We have whole school values displayed in the Hall and around school. Copies of these are displayed prominently in all classrooms and children are reminded of them regularly.
- Staff are dedicated to ensuring all basic needs are met as part of our school day to ensure all learners are ready to learn. For example: All children are greeted with breakfast in the morning, every child has a place in the classroom, there is dedicated space for them to organise their belongings, all children can sit comfortably and see the board. All children have access to a 'Calm Space' when they need time to regulate themselves ready for learning.
- Staff are dedicated to ensuring all academic needs are met as part of our school day to ensure all learners are ready to learn. For example: Visuals are used to show the routine and expectations for the day, classrooms are neutral and clutter free to ensure a calm space to learn, all learning is carefully planned to meet the individual needs.
- Staff are dedicated to ensuring all emotional needs are met as part of our school day to ensure all learners are ready to learn. For example: All classes have a calm space for children to regulate, restore and rest. Children have regular opportunities for an emotional check in. Staff use 'Emotion Coaching' language to support children when they are dysregulated.
- Class teams value creating daily opportunities to connect with classes in different ways- For example, eating greeting each children every morning, lunch with their class, playing together on the play ground, singing and dancing together, reading together, playing together, getting to know interests outside of school, paying children positive affirmations
- We connect with children before we correct them – relationships are key to good behaviour.

Adult Language (including body language and use of voice): **We show respect**

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be exemplary role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

We are careful what we say and how we say it.

How we do this:

Kind

- Non Judgemental - (Separate the deed from the doer)

Curious

- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future

Connected

- To help pupils understand the effect of their actions and the importance of taking responsibility to make things right

Common Language

When supporting behaviour across school, all adults use a common language to reinforce positive behaviours and consistent approach to supporting dysregulated learners. Consistent language allows learners to feel

comfortable understanding what is expected of them in the classroom and can provide predictability when other areas of their day change so frequently.

How we do this:

We use 'Micro scripts' to support with reinforcing expected positive behaviours (Boundary Script), to respond to unsettled and connection seeking behaviours (Calm Script) and celebrating positive behaviours to encourage more (Win Script)

<p><u>BOUNDARY SCRIPTS</u></p> <p><i>I won't allow ...</i></p> <p><i>You can't ..., but you can</i></p> <p><i>We don't, but we do</i></p> <p><i>We (Say agreed expectations e.g. we respectfully listen) *pause*</i></p>	<p><u>CALM SCRIPTS</u></p> <p>C-Connect with the Child <i>I care about you / Let's get on the same team</i></p> <p>A – Acknowledge the feeling <i>I can see / I know / I wonder if</i></p> <p>L – Limit the behaviour <i>We can't ... / We don't ... / It's not safe to...</i></p> <p>M – Move forward <i>Why don't we... / Here are 2 options ... / I have a plan...</i></p>	<p><u>WIN SCRIPTS</u></p> <p>W- Witness the behaviour <i>I noticed / I saw / I could see how ...</i></p> <p>I – Invite the feeling <i>Tell me more ? What made you feel that? / How does it feel?</i></p> <p>N– Name the character trait <i>That's what I can / That is a Great example of ... / Way to be ...</i></p>
---	--	---

Our 'microscripts' support children in understanding their own emotions in the moment with out putting any pressure, shame or blame on the child. As a school, we believe in 'emotion coaching' to support dysregulated children learn to regulate their own emotions.

Emotion Coaching

<p>Step 1 – Recognise feelings and empathise</p> <p><i>>I can see something's not right because..... (you're under the table, your coat is over your head etc- name what you are seeing)</i></p> <p><i>>It must feel very disappointing when something you enjoy finished ...</i></p> <p><i>>I understand you must feel cross that your team lost at football...</i></p>	<p>Step 2 – Validating and labelling the emotion</p> <p><i>>I can see from your face, you are feeling upset....</i></p> <p><i>You're very fidgety, I can tell you're</i></p> <p><i>>I understand why you're feeling upset. That's sad news.</i></p> <p><i>>I can see that you get angry when that happens. I would feel angry if that happened to me too. It's normal to feel that way,</i></p> <p><i>>Gosh I can see your face is red....</i></p> <p><i>>Can I lend you my thinking brain?</i></p> <p><i>I wonder if...</i></p>
<p>Step 3 – Setting limits and boundaries around behaviour</p> <p><i>>It's OK to feel It's not OK to....</i></p> <p><i>>At Chaucer, no kicking, no swearing.</i></p> <p><i>>At Chaucer, we need to keep you safe.</i></p>	<p>Step 4 – Problem Solving (at appropriate time)</p> <p><i>>Can you remember what happened?</i></p> <p><i>>How were you feeling when?</i></p> <p><i>>Let's think what we could do instead...</i></p> <p><i>>Let's decide...</i></p>

Common Classroom Management Strategies: **We Aim High**

Behaviour and learning go hand in hand, and high expectations of behaviour and conduct lead to strong outcomes in learning. Consistency is important to pupils, so that boundaries are clear, school feels fair and safe, and teaching, learning and positive relationships can thrive. With this in mind, we have consistent ways to stop and communicate with our classes during lessons.

How we do this

- A chime bar to signal time to stop and listen
- Call and responses, specific to the class. E.g. Teacher “Super...” Children – “...Sycamore”

Restorative Practices: **We all Belong**

All language and practice provides the opportunities for everyone to:

- Repair and restore the relationship with those harmed and the school community (**Be Kind**)
- Learn about the effects of their wrongdoing or inappropriate behaviour (**Be Curious**)
- Take responsibility for making amends to those they have harmed (**Be Connected**)

How we do this:

Informal Restorative Practices:

- Affective Language – Provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response.
- Restorative Conversations – A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right. We use visuals to guide this conversation.
- Impromptu Restorative Meeting – As a restorative conversation but involving 2 or more people.

Formal Restorative Practice

- Formal meeting – as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed to participate.

2. REWARDS AND SANCTIONS

Rewards

We praise and reward children for good behaviour in a variety of ways

- Verbal praise
- Stickers
- Certificates handed out in our weekly “Chaucer Champion” assembly.
- Positive Class Dojo points
- Sharing successes with other classes / year groups
- Referral to Key Stage Lead
- Referral to Head teacher
- Postcard/texts sent home

Adults aim to recognise positive behaviour quickly. Verbal praise is given at every opportunity, linking to our BEAR values and it is specific in describing the behaviour that is being rewarded. Class Dojos are used across the school. Each student has a profile (complete with their own avatar) to which teachers can assign positive points (or 'dojos') throughout the lesson. There are weekly rewards such as a dip in the box or hot chocolate with the teacher for the highest Class Dojo scores.

Sanctions

Our 'Behaviour Scripts' outlines the restorative conversations for staff to support children who are finding managing their behaviours difficult.

Stepped Sanctions

- Praise in Public – Reprimand in Private (PIP/RIP)
- Reminder of rule in private
- Second Reminder of rule in private
- Last chance (using micro-scripts)
- A time out in the calm classroom space
- A time out from class – with the year group peer, the Early Help Officer or a member of SLT
- Restorative conversations

A range of other strategies may be used to support individual children with specific needs. These may involve 1:1 or small group interventions. A referral to the Behaviour Support Service may be appropriate to advise on specific behaviour management technique.

Adapted Rewards and Sanctions

We acknowledge that for some children at sometimes there is a need for a differentiated approach. These children will be provided with personalised rewards and sanctions as part of their support plan. Support is available from the Key Stage Leads, SENCo and Head of School.

Steps that might be taken include;

- Learning in isolation from the normal class base for an agreed period of time.
- Monitoring behaviour in partnership with parents
- Temporary exclusion

3. BULLYING

Bullying is defined by the school as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we always take action to stop further occurrences of such behaviour.

Whilst we accept that it is difficult to eradicate bullying, particularly when it exists in cyber-space, we aim to do everything in our power to ensure that all children attend school free from fear.

Please see our Anti- Bullying Policy for further information.

THE ROLE OF THE CLASS TEACHER AND SUPPORT STAFF

- It is the responsibility of staff to ensure that the school expectations, BEAR Values, are enforced in their class and that their class strives to demonstrate positive behaviours for learning.

- Staff will discuss the school expectations with their class.
- Staff treat each child fairly and enforce the school values consistently.
- Staff treat all children with respect and understanding.
- If an individual child receives three time outs the class teacher should seek support and guidance from the Head of School and SENDCo
- When appropriate it is the responsibility of staff to liaise with external agencies in order to support the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist or Behaviour Support Service with support from our SENDCo.
The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.
- The class teacher will also contact a parent if there are concerns about the behaviour or the welfare of a child, after first discussing this with a member of the SLT.

4. THE ROLE OF THE SENIOR LEADERSHIP TEAM

- It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school relationship policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- The Senior Leadership Team supports the staff by implementing the policy, by setting the expectations of behaviour, and through supporting staff in the implementation of the policy.
- The Head of School, and Executive Headteacher, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- For repeated or very serious one-off incidents, the Head of School and the Executive Headteacher may permanently exclude a child. Each of these actions are only taken following the notification of school Governors.

5. THE ROLE OF THE PARENTS

- The school aims to work collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. We make the school expectations very clear in the welcome pack, and we expect parents to support us in implementing them.
- We expect parents to support their child's behaviour for learning, and co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has considered sanctions to make it clear to a child that certain choices are unacceptable, we expect parents to support the actions of the school. If parents have a concern about this, they should initially contact the class teacher. If the concern remains, they may contact the Head of School. If the concern remains, they may contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.