



Behaviour Policy

To be considered in conjunction with our **preventing bullying, online safety, touch and safeguarding** policies

Reviewed by Governing Body – September 2024
Next Review Date – September 2025



INFINITI SCHOOL

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OUR BEHAVIOUR FOR LEARNING PRINCIPLES

It is imperative that our behaviour policy is flexible, effective and centred on rewarding positive behaviours and building positive relationships. Adverse childhood experiences include abuse, neglect, having a family member in prison and exposure to domestic violence. Our pupils also have histories of rejection and exclusion, including from previous schools or other educational settings. We therefore use a combination of strategies to support, encourage and reward behaviour that is conducive to learning. Most importantly, we strive to consistently acknowledge good behaviour, to praise pupils' achievements, to treat every lesson and every day as a fresh start and to always be as positive as humanly possible with our pupils, who are, regrettably, very familiar with being told off.

At Infiniti School, we understand that pupils' behaviours need to be viewed within the context of the many negative and complex factors outlined above. We, therefore, use strategies that work *with* pupils' difficulties in order to help them realise their full potential. This approach includes the following features:

- A nurturing approach that involves caring, consistent, empathic, non-retaliatory and 'boundaries' relationships between staff and pupils
- Recognising that pupils have unmet needs, likely from early years, which may need to be met before they can progress. This may mean providing support which is appropriate to their emotional/social age rather than their calendar age
- Having clearly-communicated expectations of behaviour
- Developing pupils' abilities to understand and communicate their emotions
- A positive and predictable approach with a focus on praising and rewarding good behaviour, recognising and developing strengths and abilities, helping pupils to develop an improved perception themselves and removing fear and doubt
- Our work is underpinned with unconditional positive regard – ensuring that pupils always feel wanted and supported despite their behaviour – and having firm expectations of behaviour without shaming or further damaging self-esteem
- Acting as appropriate role-models for our pupils. Being aware of our verbal and body language as well as our emotional reactions to the pupils and how we respond to them. Being conscientious about our personal wellbeing and seeking support when needed
- Providing good attachments for our pupils while being sensitive to and supportive of the relationships between parents/carers and their children
- Providing opportunities for children to demonstrate maturity and responsibility as they progress through the school.

MANAGING BEHAVIOUR THROUGH OUR THERAPEUTIC APPROACH

At Infiniti School, we focus on prevention rather than reaction. This is achievable because our staff invest in knowing our pupils, identifying their triggers, intervening quickly and praising whenever possible. Every aspect of our practice should contribute to the prevention of challenging behaviour. When challenging behaviour does arise, de-escalation, diversion and distraction methods are used, for example:



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- We speak quietly and use our body language and facial expressions to encourage pupils to regulate their emotions. We pick up on the positives, e.g. a time when they have successfully changed a response, or we remind them of their strengths or personalised targets
- We are there to support our students and always provide an emotionally available adult
- We use a change of face – swap places with a colleague if we feel this will be beneficial to the child or member of staff's wellbeing.
- We remind students of the schools' expectations and that their actions have consequence
- refer to and implement behaviour strategies created by pastoral

MEET AND GREET

Pastoral Leads along with members of the Senior Leadership Team will greet students on entering the building every morning.

Teachers/TAs will create a welcoming environment by greeting the children every morning through a formal meet and greet at the classroom door. This can be a simple 'good morning (name)' to provide a consistent check in and enthusiastic welcome to every child.

OUR PUPILS' NEEDS

It is essential that we understand what is behind our pupils' behaviour in order to be able to support them through their difficulties. Our pupils' behavioural difficulties are caused by a range of factors.

Typical behaviours include:

- **Insecure attachment behaviours** – clinginess, defiant independence, mistrust of adults, ambivalence (clinginess combined with rejecting behaviours)
- Lack of awareness or tolerance of external boundaries and lack of development of internal boundaries – **risk-taking behaviours, impulsivity, inability to manage emotions, inability to think ahead** and predict consequences, **oppositional defiance**
- **Inability to understand or communicate feelings**
- **Inability to tolerate difficult feelings** – projects them onto others through challenging behaviour to achieve temporary relief
- **Lack of empathy**
- **Intense envy** or comparison of their peers
- **Feelings of low self-esteem**, critical of self, unable to recognise achievements
- **Intense fear of failure**, inability to take healthy risks (for example in learning or relationship building)
- **A rigid need to control** born out of anxiety of the unknown (often in children from chaotic backgrounds)
- **Hyper-vigilance** – always on the lookout for threat, hypersensitivity to insult or perceived threat
- **Inability to tolerate 'good' and 'bad' in the same person** – categorises people as being either good or bad, but will often change how a person is categorised in

individual situations.

Please note: this list is not exhaustive and Infiniti School staff will endeavour to understand the behaviours displayed from individual students.

Daily exposure to these behaviours can be frustrating and distressing; it is important that we continue to see them within the appropriate context and that we do not retaliate, therefore we separate the child from the behaviour and look at the emotions behind the behaviour.

These behaviours are not fixed, and given the right kind of support within a nurturing, positive and predictable environment; our pupils can and do make significant and lasting progress both emotionally and academically.

PROMOTING SOCIAL, EMOTIONAL & BEHAVIOURAL DEVELOPMENT

Social and emotional development is central to our curriculum and ethos. There are a variety of times throughout the day which are focal points for the facilitation of this development, however, it is acutely important that social and emotional learning is embedded throughout the entire day. Activities at Infiniti School that help to develop social skills and learning about emotions include:

- Thrive sessions
- One to one interventions
- Salus sessions
- Wellbeing sessions
- Life story work
- Break and lunchtime clubs
- Sport and games
- Sensory interventions
- Emotional regulation
- Form time discussions
- Having an assigned pastoral lead for each year group
- Community work
- Gardening work
- Reflection sessions
- Restorative justice sessions
- Off site therapeutic provisions

COMMUNICATING FEELINGS

Pupils need to be encouraged to communicate their feelings instead of acting out their feelings through challenging behaviour. We support them to achieve this the following ways:

- **Modelling** – talking about our own feelings and emotional reactions
- **Catching them being good** - highlighting positive behaviours
- **Praising** pupils whenever they are able to tell you about their feelings
- **Labelling emotions for pupils** (this is communicating their feelings for them)



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if they're unable to do it themselves)

- **Validate their feelings and meet their emotional needs**– normalise what they're expressing.

DIFFERENTIATING LESSONS

The importance of differentiation cannot be underestimated – if lessons are not differentiated appropriately, pupils may struggle to understand or engage with what is being taught, which often leads to disengagement and challenging behaviour.

ENDLESSLY POSITIVE

To help boost self-esteem and change how our pupils view themselves, we constantly catch them being good and praise/reward these successes. It is important to remember that we need to notice behaviours that might seem ordinary but are significant for our pupils. It could be something as simple as a pupil returning a greeting or saying please and thank you. We always keep language as positive and solution-focused as possible e.g. we celebrate all positive behaviours through our celebration assembly that links to our school values: engagement, compassion and ownership.

SUPPORTING POSITIVE RELATIONSHIPS

Relationships are the key to positive development. Secure attachments to caregivers are essential for children's psychological development, however, many of our pupils have not experienced this at home. Developing secure attachments with staff members can help to make up for some of the development that has been missed.

The staff at Infiniti School support relationship-building with pupils by:

- Being **consistent, patient and dependable**
- **Tuning into their needs** – noticing when they are hungry, upset, tired or angry and demonstrating care through our responses
- **Empathising** with and **validating their feelings**
- **Containing their distress/rage** – trying to understand the reasons for challenging behaviour and figure out solutions for the child, not retaliating through our reactions, **managing our own behavioural responses to challenging behaviour**
- **Demonstrating unconditional regard for the pupil** – disapproving of behaviours, never the child as a person (e.g. **“that language is rude”, as opposed to “you are rude”**).

Knowledge of pupils' histories is vital for building strong relationships with them because only once we understand their histories are we able to view their behaviours within the correct context. When a new pupil joins the school, all staff will be provided with the key information by the family liaison officer who will have met the child and the family prior to their arrival.

Positive strategies will be used consistently by all adults in the school. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the

children feel like valued members of our learning community and are motivated to reach their personal best.

EXPECTATIONS

Expectations of Senior Leaders

Senior Leaders will;

- welcome children and families at the start of each day
- be a visible presence around the site and especially at transition times
- celebrate staff, leaders and learners whose effort goes 'over and above' expectations
- regularly share good practice
- support teachers in managing learners with more complex behaviours

Expectations of adults

We expect every adult to:

- meet and greet every child at the classroom door every morning.
- model positive behaviours and build relationships
- give first attention to best conduct
- often 'catch' children doing the right thing and praise them
- be calm and give 'take up' time when going through the behaviour steps.
- be consistent in expectations, strategies and routines
- never ignore or walk past learners who are making the wrong choice

Expectations of parents

We expect parents to:

- work in partnership with the school to ensure consistent messages are given
- inform the school of any issues at home that might affect a child's learning or behaviour.

Expectations of ambassadors;

We expect ambassadors to:

- act as a role model for other pupils
- use their own experiences to support others

REWARDS AND CONSEQUENCES^{*}

^{*}
(Known as 'sanctions' for the purposes of the independent school standards)

Clear consequences are essential for our pupils, but the emphasis should always be on rewarding

positive behaviour.

Possible rewards include:

- Catch children doing the right thing
 - All members of staff will give first attention to best conduct. They will praise children publicly or give them a quiet word of personal praise.
- Celebration Assembly and ECO Awards – (Engagement, Compassion, Ownership)
 - Every Friday we have a celebration assembly so we can acknowledge the progress and kindness that the students have shown throughout the week. Staff and students share their ‘best moments’ from the week and we issue certificates and awards from onsite and off-site activities. These awards are linked to our school values, Engagement, Compassion and Ownership.
- Fantastic Friday phone call home
 - Every Friday afternoon, some parents will get a phone call home from the class teacher to share an example of their fantastic behaviour that week.
- Headteacher’s Award
 - At the end of Term 6, the Headteacher will issue the Headteacher’s award. All members of Infiniti staff can nominate students for the award.
- Top 5 positives
 - The top 5 students who have received the most positive comments on CPOMS each term will attend a school trip of their choice.

CONSEQUENCES

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times a pupil's behaviour may fall short of Infiniti's expectations, and should be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times a sanction may be necessary to encourage pupils to recognise that their behaviour has consequences.

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- It should be the behaviour rather than the person that is sanctioned
- It must be clear what changes in behaviour are required to avoid future consequences.
- Take up time will be issued as a consequence
- Phone calls and text messages home to parents/carers
- Parental Meetings
- Daily Report
- Kindness Report

- Positive Report

With pupils as unique as ours, a ‘one size fits all’ approach to consequences is inappropriate.

Six steps to managing behaviour positively:



<p>Step 1 - redirection/ de-escalation</p>	<p>A gentle reminder, a 'nudge' in the right direction, a small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.</p>
<p>Step 2 - The caution</p>	<p>A reminder of the expectations of learners to be ready, respectful and safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. 'Name' remember our school rule is... When you.... That's not..... I need you to.... Thanks. Walk away and give 'take up' time. E.g 'Name,' remember our school values are..... When you tap your pencil while I am talking, that's not respectful or making a positive choice. I need you to put the pencil down, thanks' Walk away to give 'take up' time. Repeat the reminder if reasonable adjustments are needed. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.</p>
<p>Step 3 - The Reminder</p>	<p>A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices. This is done with a gentle approach, personal, non-threatening, side on, at eye level. Scripted 30 second intervention: • 'name I have noticed that you are still... • Because of that, you need to... • If you continue to The consequence will be... • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today. • Thank you for listening... then give the child some 'take up' time. E.g 'Name' I have noticed that you are still calling out while I am speaking. At Hayes</p>



	<p>we are always respectful. Because of that I need to stop calling out. If you continue to call out, you will have to give back 3/5/10 minutes at playtime. Do you remember in maths when you put your hand up to ask a question? That's who I need to see today. Thanks for listening. Walk away and give 'take up' time. The amount of 'give back' time is at the adult's discretion. Giving back time may increase in small increments if reasonable adjustments are needed.</p>
Step 4 - consequence	<p>If the child continues to make the wrong choice, privately tell them what the consequence will be. 'Name', you have continued to Now you will have to The behaviour will be logged on CPOMS.</p>
Step 5 - Time out	<p>If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA, Pastoral Lead or with SLT. This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level. It is at this point when the staff member involved will radio for Pastoral support.</p> <p>Parents must be informed and the behaviour logged on CPOMS If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room whilst being accompanied by the TA. If Pastoral support is required the member of staff involved will radio for support.</p>
Step 6 - repair/restorative conversation	<p>Following the consequence or time out, a restorative conversation must happen with the adult who gave the consequence. This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened. Choose 2-5 of the following questions, depending on the incident and the age of the child.</p> <ol style="list-style-type: none">1. What happened? Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement.2. What were you thinking at the time?3. What have you thought since?



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	<p>4. How did this make people feel? 5. Who else has been affected? They may think it's just them, here you can say 'What about ??? who was ...' You are teaching them to use their conscience. You might end with 'That's quite a lot of people who have been affected, isn't it.' 6. How have they been affected? 7. What should we do to put things right? This doesn't have to be an apology, especially if it isn't going to be sincere. 8. How can you do things differently in the future? All Restorative Justice is to be logged on CPOMS.</p>
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In the first instance, support should be requested to the Pastoral Team. A member of SLT may be called if needed. If possible, the teacher should radio the relevant member of staff for support. A member of SLT may be called if:

- The learner refuses to engage with the above process.
- The behaviour is verbally or physically aggressive.
- The behaviour shown is racist or homophobic.

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation (see step 6). At times the Pastoral Leads will lead on the restorative justice conversation and in the event of a serious matter this will be escalated to a member of SLT.

PAYMENT FOR DAMAGES

In the event that a student damages school property, communication will be made with the students' parents/ carers to reclaim the costs to repair. School property includes damages to the school building itself as well as equipment. Methods of payment will be outlined in the communication.

STUDENT BEHAVIOUR OUTSIDE OF SCHOOL

Infiniti School takes the preservation of our good reputation within the local community very seriously and has always assumed responsibility for the behaviour of our students on their way to and from school. When someone is wearing our uniform they are a representative of the school and fall within our jurisdiction, something that is recognised by groups as diverse as bus companies, local shopkeepers, the police and members of the public. For this reason we would encourage anyone to report concerns directly to us (or examples of students behaving particularly well).

PHYSICAL INTERVENTION

Physical intervention (known as positive handling or restraint) is only used as a last resort. It is not used



as a behaviour management strategy – it is used when there is a risk to the safety of a student or others. The focus of this is on de-escalation rather than needing to physically intervene with students. Only those members of staff with training should physically intervene with a student, alternatively, if a member of staff who isn't trained is present and a dynamic risk assessment has been made at the time of the incident, they may intervene.

RESTORATIVE JUSTICE

Restorative justice brings those harmed by conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. If an incident occurs between students or between a member of staff and a student/s, we will aim to conduct a restorative justice session on the same day or as soon as is reasonably practicable. Restorative justice will be held with the pastoral lead of the students year group and may be escalated to the senior leadership team by the appropriate pastoral lead if appropriate. Parents/ carers may also be invited to attend to further support the child.

TOUCH

Please refer to our touch policy. Students should respect personal space amongst other students and staff. Students must not touch staff members or their property including lanyards and radios.

SUSPENSIONS AND EMERGENCY ANNUAL REVIEWS

Occasionally, families will be asked to collect their child if it is obvious that the child requires time to regulate.

In extreme cases, the headteacher may suspend a pupil for up to a maximum of 5 days. A fixed-term suspension of more than two days is exceptionally rare. When the decision is taken to suspend a pupil, an explanatory letter is always posted to the parent/carer within the same day. Class work will be provided for the duration of the student's suspension via google classroom.

Return to school meetings will take place with parents/ carers on the day of return from suspension.

In very exceptional circumstances, such as physical assaults towards staff and students or bringing illegal drugs or weapons into our school, the headteacher may make the decision to permanently exclude.

On the rare occasion that we cannot meet a pupil's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not the same as exclusion.

We have a designated Police Officer that is assigned to our school, they are part of the Child Centred Policing Team for Swale.



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UNIFORM

Pupils are encouraged to wear full school uniform and appropriate footwear at all times, however, this will not be a barrier to learning. If a school uniform is not worn, appropriate clothing must be worn. What is deemed appropriate is at the discretion of the school. Pupils will always be encouraged to consider their health and safety when wearing jewellery to school. The school is not responsible for loss, theft or damage of any personal belongings whilst at school.

MOBILE PHONES AND ELECTRICAL DEVICES

All students are required to hand their mobile phones in at the beginning of each school day in order to safeguard students and staff. Refusal to hand mobile phones in will result in a phone call home and a parental meeting. Students will not be allowed access to the school building without handing their mobile phone in.

RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS

- all incidents are logged daily via our system, CPOMS
- Accidents, injuries and use of first aid are reported on CPOMS

All events logged are reviewed by the pastoral team on a daily basis so they can be actioned. Further analysis is completed termly by the pastoral team to update behavioural strategies, identify patterns and implement interventions. Where appropriate, incidents will be escalated to SLT for additional support or decision making.

RECORDING PUPILS

CCTV is in operation on site at all times. This is used to safeguard staff and students and may be used occasionally in restorative justice and reflection sessions.

BULLYING

This policy must be considered alongside our preventing bullying policy. All types of bullying, including outside of school, is unacceptable and our policy should be referred to at all times. **We take a zero tolerance approach to bullying.**

RACIST AND HOMOPHOBIC COMMENTS

We take a zero tolerance approach to Racism and Homophobic comments. If a student does not adhere to the school rules they will receive a 1 day suspension. Pupils are expected to write a letter of apology and this is in line with our school values. Students will return with a parental meeting and will engage in Restorative Justice when they return to school.

If students return to school and continue to present us with Racism and Homophobic comments then we will follow the same procedure as above and in addition will involve the police and ask them to come in to

speak to the students involved. We have a designated Police Officer that is assigned to our School, they are a part of the Child Centred Policing Team.

ONLINE SAFETY

This policy must be considered alongside our online safety policy. Online safety incidents will be treated the same as any other behavioural concerns.

CHILD ON CHILD ABUSE

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 22)

Peer on Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers.

All staff should be aware of the different forms of abuse that could occur (the following is not exhaustive and full definitions can be found within the Child on Child abuse section of the Safeguarding Policy.

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals
- Prejudiced behaviour including but not limited to homophobic/transphobic/racist behaviour
- Teenage relationship abuse

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions. Staff will talk to the children in a calm and consistent manner.

Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. Possible action that may be taken immediately after a disclosure may include:

- * Gain a statement of facts from the students
 - Assess the needs of the victim and alleged perpetrator
 - Consideration of a referral to multi-agency partners eg Social Services, Early Help
 - Parents of both victim and alleged perpetrator will be informed of the allegation



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- Sanctions may be put in place, depending on the seriousness and the intent of the actions towards the victim in line with our behaviour policy.
- All incidents will be recorded on CPOMS
- Where behaviour is sexualised, the Designated Safeguarding Lead must be informed who will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf
- For both victim and alleged perpetrator, a referral to multi-agency partners will be considered; in cases of sexual harassment and violence, a referral to Specialist Children Services will be made when appropriate in line with DfE Guidance.
- Once the support required to meet the needs of the alleged perpetrator is met, it is important that the young person receives a consequence for their behaviour, and that parents are informed.
- It may be that the behaviour that the student has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required.
- Following any incident it is important that all students feel supported and receive any help that they wish in order to deal with the incident.
- All decisions and outcomes to be recorded on CPOMS.

DISCRIMINATION INCIDENT PROCEDURE

All discriminatory incidents will be recorded on both CPOMS which the Senior Leadership Team or Pastoral Lead will then deal with.

Support will be offered for the victim of a racial incident, be this staff or student.

The alleged perpetrator of a racial incident will also be offered support, and once this need has been established they may also receive an appropriate sanction in line with our behaviour policy.

Parents/ carers of both parties will be informed by Pastoral Leaders, DSL.s or SLT.

Where behaviour becomes persistent a referral to multi-agency partners will be considered

POLICY REVIEW CYCLE

This policy and all policies at Infiniti School will be reviewed and updated by the leadership team & governing body as per our policy review cycle.