

# Behaviour Policy

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Outline how pupils are expected to behave
- Identify how behaviour is managed and what strategies will be used
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools July 2022
- Searching, screening and confiscation July 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Whole School Approach to Behaviour

We have a positive whole school culture where all adults are committed to providing children with an environment which provides stimulating learning and a curriculum that provides them with a strong

foundation for the future. A consistent approach to managing children's behaviour is key to developing a successful culture where children thrive.

We believe that children flourish when they feel safe and secure in an environment with caring and respectful adults who have high expectations. We know that children are more readily able to manage their own behaviour when they have strong attachments with adults who provide warm, secure relationships, consistent routines and clear expectations of how to behave.

The school's curriculum is carefully planned to be rich in experiences and diversity to broaden children's horizons and provide them with a wealth of knowledge and skills. Emotional resilience, compassion, understanding, acceptance, tolerance and empathy are skills taught, encouraged, modelled and revisited throughout the school year as children become increasingly independent and responsible for their own actions.

Our pupils are at an early stage of learning how to interact with the world so we recognise that there are a number of reasons why children behave in different ways. Building a detailed knowledge of each child enables staff to recognise understanding underlying causes for unacceptable behaviour and put in place the best support to meet each child's needs.

We believe that children flourish best when they know how they and others are expected to behave so a consistent approach to managing behaviour is key to the success of our strategy.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a half termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **4.3 Staff**

Staff are responsible for creating a calm, safe environment where children feel emotionally secure.

Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships

Staff will communicate expectations, routines and values through the day to day interactions

Staff will provide a personalised approach to the behavioural needs of particular pupils

Staff will record behaviour incidents (appendix 2 behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

#### **4.4 Parents**

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Allow school staff to deal with concerns. Parents should not approach other parents to raise concerns relating to incidents occurring whilst a child is at school.

### **5. Behaviour Expectations**

We have high expectations of our pupils but we understand the importance of considering both the age of the child and the stage of their development when managing behaviour. Understanding child development and typical behaviours for each age group is essential to the process of helping children develop and behave in acceptable ways (appendix 3).

We expect children to:

- Play with and alongside others in a calm way, sharing and taking turns
- Follow the school routines and instructions given by an adult
- Tell an adult when they are sad
- Use kind hands and voices that don't hurt others
- Walk indoors

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

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of pupils with additional needs or disabilities. We have high expectations for all pupils and we will put in place measures and additional resources to enable all children to achieve including those children with special educational needs.

Where children with additional needs are displaying challenging or unacceptable behaviours the school's special educational needs co-ordinator will consider whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

The school recognises that behaviours are more likely be associated with particular types of SEND, such as pupils with speech, language and communication needs who may not understand a verbal instruction or be able to express themselves leading to frustration or tantrums. The school will anticipate likely triggers of misbehaviour and put in place support and reasonable adjustments to try to prevent them.

## **6. Responding to Behaviours**

We believe that a positive approach to behaviour has more effect than a negative reaction to it. We recognise that at a very young age children are yet to fully develop their social and communication skills and this impacts on how they react to situations. Children's development levels and underlying trigger are taken into account when managing negative behaviours.

Good behaviour is best encouraged by positive example, by recognising and rewarding good behaviour, and by the modelling of good behaviour. We aim to promote the understanding of what constitutes good behaviour; to celebrate and encourage good behaviour, courtesy and politeness and to manage unacceptable behaviour in a clear and consistent way.

### **6.1. Promoting and Encouraging Good Behaviour**

Key to promoting good behaviour is the creation of a calm environment and a curriculum that provides a range of opportunities for children to develop their social and emotional skills.

Strategies we use include:

- Modelling the behaviour and language of social interaction – including turn taking and sharing, saying please and thank you and teaching negotiation skills
- Use group time to share ideas and talk about different scenarios 'how would you feel if...'
- Encourage each child to express their feelings in a non-aggressive manner e.g. 'I don't like what you are doing. 'That makes me feel sad'.
- Promote positive behaviours by rewarding children with praise and positive attention
- Tell children what they **can** do as opposed to what they can't.
- Build children's self-esteem by having high expectations for all children and celebrating and acknowledging their successes.
- Encourage decision making and problem solving, helping children to make well-informed choices that will enable them to take responsibility for their own behaviour.
- Provide a varied curriculum that provides opportunities for every child to engage in learning in a way that supports their next steps and enables every child to succeed.
- Provide additional resources to support children with additional needs including visual prompts for children with communication difficulties.
- Adapt the curriculum to meet individual needs and provide positive strategies for dealing with children's behaviours including opportunities for physical activities outdoors or quiet areas to reduce anxiety
- Ensure the curriculum maximises opportunities for children to explore emotional well-being and develop their emotional literacy including learning the language of emotions so they are able to talk about how they feel.
- Encourage children to respect and value themselves and be proud of their home experiences and culture and through a rich and diverse curriculum, equip them to be able to challenge negative misconceptions

## **6.2 Adults as Role Models**

Children model good and bad behaviour from significant adults in their lives. The relationship between adults and children in the School is friendly and supportive. The behaviour of the adult is a positive role model for the children.

Adults should be aware of their own language both verbal and non-verbal. A calm, quiet approach is preferable in addressing children. A tactical raising of the voice used very occasionally will be more effective in expressing displeasure. Sarcasm, humiliation and shouting are totally unacceptable and we do not use negative language such as 'naughty' to describe a child or their behaviour.

Adults should be aware of their own body language and the messages it gives to children. They should encourage appropriate eye contact, whilst respecting cultural differences in this area. If there is a need to reprimand a child it should be done in an assertive not aggressive way. It is important that children are listened to respectfully and reasons given for the reprimand. Children must know that it is their unacceptable behaviour that is being rejected not the children themselves.

## **6.3. Discouraging unacceptable behaviour**

The judgement about a child's behaviour must be made according to the child's age and stage of development. A two year-old will have a very different response to a situation than a four-year-old and a number of factors may influence how a child behaves.

Different strategies may be used for uncharacteristic behaviours than for a consistent pattern of unwanted behaviours. Staff draw on a wealth of positive strategies for managing unwanted behaviours which are matched to children's needs, development levels and level of understanding.

At all times, it is the behaviour, which is to be challenged and moderated rather than the child being blamed. Adults should take every opportunity to praise good behaviour. Children should know that there is always an opportunity to behave in a better way. They should be given a positive image of themselves by all adults. There is always a 'next time' when they can improve.

Adults should encourage children to project their thinking.....'What would happen if?'.....and encourage a thinking process with questions like 'Why do you think I stopped you from doing that?'

## **6.4 Sanctions**

The following strategies and sanctions may be used in the event of unacceptable behaviour:

- Intervene immediately to keep children safe and support positive resolution
- Support the child's emotional regulation by guiding them to a quiet space away from any triggers so they have the opportunity to calm down, reflect and modify their behaviour
- Guide the child through a series of emotional regulation techniques including deep breathing exercises
- Once calm encourage critical thinking and support the child to reflect on the impact of their actions on others by giving clear explanations of why the behaviour is unacceptable.
- Encourage the child to show empathy and care towards a child they have hurt. Children should be encouraged to show this through actions rather than just the use of the word sorry.

- Time-out should be for a few minutes only (maximum five) and can occur in the garden or indoors - there is no special chair or area for this. Any child who is behaving in a dangerous way in the garden may be asked to go inside to think over their behaviour, especially if other children are at risk.
- In cases of serious aggression, including biting, staff should inform a senior member of staff. If deemed appropriate a child may be taken to the Head Teacher.

## **6.5 Prohibited sanctions**

The following sanctions are not permitted under any circumstances:

1. Corporal punishment - The intentional use of force as a punishment and includes biting, pinching, slapping, rough handling, striking with or without an implement or throwing missiles at a child.
2. Deprivation of food and drink - The deprivation of food and drink normally made available to a child is forbidden.
3. Requiring children to wear distinctive or inappropriate clothing is not allowed.
4. The use of accommodation to restrict the liberty of a child - The use of accommodation to isolate a child is totally prohibited.

## **6.6 Reasonable Force**

Whether planned or unplanned, the use of force should only be considered when other, non-physical strategies have failed. However, there may be occasions in dealing with young children when for their own safety, or the safety of others, physical intervention becomes necessary for example:

- Violence directed towards others;
- Self-injury;
- Dangerous disregard for their personal safety or the safety of others;
- Serious damage to property;

The range of physical interventions agreed within the school which staff might use are:

- Physically interposing between children;
- Blocking a child's path;
- Leading a child by the hand;
- Guiding or shepherding a child whilst holding a hand.

Details of our school's approach to physical restraint and what is and is not permitted is set out in our Physical Restraint and Reasonable Force policy.

## **6.7 Searching and Confiscation**

The school recognises that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Although we can expect the need for searching and confiscation to be very minimal due to the age of our pupils the school will use its statutory powers if it is deemed necessary.

The right to search a pupil or their possessions will be undertaken by senior staff when there is reasonable grounds to suspect that the pupil may have prohibited items in their possession. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline and safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation July 2022.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- tobacco
- illegal drugs;

## **6.8 Exclusion from school**

We have high expectations of reasonable behaviour and the strategies we use to manage unacceptable behaviour take into account each child's level of development and understanding. We work closely with parents to find the best ways to support each child whilst ensuring all children can access the education they are entitled to.

Exclusion from school is not an approach routinely used as part of the school's behaviour management strategy. Exclusion does not impact on the child's behaviour due to their age and level of understanding and only serves to disrupt the child's routine and create further triggers and challenges. With parents support the school will put in place additional support and seek professional advice to plan effectively for children with challenging behaviour,

Exclusion from school is a last resort and would only be used if all other levels of support have been embedded but have been unsuccessful in affecting positive change and a child has become a risk to staff and other pupils.

## **6.9 Child-on-child sexual violence and sexual harassment**

Due to the age of our pupils, the school will manage any report of child-on-child sexual violence as a safeguarding issue for both the victim and the perpetrator and will follow the principles set out in the schools safeguarding policy.

## **6.10. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

We believe that our children have the right to play and learn in a supportive, caring and safe environment. If behavioural expectations are consistent and reasonable boundaries are in put place by caring and supportive practitioners, we can minimise the occurrence of bullying.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at our School.

Although bullying in the strongest context of the word does not generally occur at our Nursery Schools due to the age and development level of pupils it is recognised by practitioners that preschool children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality. We understand that some negative behaviours, if not addressed may escalate and be more closely identified with bullying behaviours.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **7. Working with Parents and Carers**

Effective partnership with parents and carers is essential for success in managing children's behaviour. Providing a welcoming and accessible setting is important in developing a good relationship with parents and carers, as this can be significant in reducing difficult behaviour. We will try to avoid giving parents only bad news, whilst recognising that they have the right to be concerned about their children's progress.

When children's behaviour is of particular concern staff will work with carers to develop strategies to support the child's development. For children whose behaviour is particularly concerning the School will call upon professional support; involving the parents/carers, the head teacher and SENCO.

## **8. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management and supporting the needs of pupils with special educational needs will also form part of continuing professional development.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log.

At each review, the policy will be approved by the headteacher.

Maintained schools, pupil referral units and non-maintained special schools add:



The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-Bullying
- Physical restraint and reasonable force

Reviewed: July 2022

Approved by the Headteacher: July 2022

Approved by Full Governing Board: 23<sup>rd</sup> September 2022

## **Governors' written statement of behaviour principles**

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour policy by stating the principles which governors expect to be followed.

This statement is informed by our values:

### **Values**

- To provide outstanding practice which provides the best outcomes for children.
- To provide an exciting, stimulating environment that promotes independent learning.
- To provide experiences that enable children to take risks with their learning, developing confidence, self-esteem and a love for learning.
- Aim to provide a holistic approach to learning where all children have the opportunity to reach their full potential regardless of their ability or needs.
- To build relationships with parents and the community recognising that education is a shared role.
- To be an extended family where everyone is special, unique and important and is treated with care and respect.

The Governing Body believe that all members of our school community should be able to learn and achieve their full potential in a safe and secure environment. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards.

It is recognised however, that on occasions sanctions are necessary and these must be appropriate to the age and development level of the pupil.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.

The Governing Body recognises that the age and development level of pupils has a significant influence on how they behave. The school avoids using exclusion as a strategy for managing pupil behaviour as absence from school does not support the development of young pupils and their understanding of acceptable behaviour.

Due to the age of the pupils at the school the Governing Body does not believe that it is appropriate for pupils to be disciplined for poor behaviour that occurs away from the school, outside of the school day.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community.

**Behaviour Incident Log**

Child's Name	
Known Protected characteristics	(race, gender, disability, religion)
Name of staff member reporting the incident	
Date	
Where did the incident take place?	
When did the incident take place?	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed, if so give details	
People informed of incident	

## Typical behaviours

<p style="text-align: center;"><b>Two year olds</b></p> 	<p style="text-align: center;"><b>Three year olds</b></p> 	<p style="text-align: center;"><b>Four year olds</b></p> 
<p>Has a clearer self-image, but still does not appreciate others as separate people</p> <p>Is very possessive of their own toys - everything is 'mine'.</p> <p>Sharing has not yet become a way of life.</p> <p>He/she needs to be shown how to share by frequent and sensitive adult intervention.</p> <p>Does not like to wait for demands to be met, impatience is normal.</p> <p>Will have frequent tantrums when frustrated.</p> <p>Is able to show and express feelings, of affection, fear, anger, distress.</p> <p>Can understand when others are upset, hurt, excited or happy and will respond appropriately</p>	<p>Knows him/herself well and is becoming increasingly independent.</p> <p>Is often resistant to being told what to do and how to do it, usually thinking they know best!</p> <p>Will go happily with people they know, and is much less worried about strangers, they are becoming more sociable and less shy.</p> <p>Is willing to discuss what he/she needs to do, and to negotiate appropriate behaviours and responses.</p> <p>Usually has a good command of language and therefore is less likely to have a tantrum or behave rebelliously.</p> <p>Has sudden mood swings and sometimes behaves in extreme ways without necessarily knowing the reason why.</p> <p>Likes to be seen to be well behaved, and knows what to do when taken into a wide range of social situations</p>	<p>Can take part in discussions, negotiate and reason.</p> <p>Is very friendly and can be helpful to both other children and adults.</p> <p>Understands their own feelings and is therefore more likely to respond in a predictable way and to express feelings verbally.</p> <p>Is mostly able to behave appropriately in different situations, understanding what to do where and when.</p> <p>Takes turns in group games with other children.</p> <p>Will argue the case and put their own ideas quite strongly.</p> <p>Sometimes blame others for their own misbehaviour and denies their own part in it; this is part of a need for approval and a growing awareness of consequences.</p> <p>Will sometimes behave badly as a way to gain a reaction from an adult.</p>

Reference: Garner, M, Featherstone, S, Hardy, M 2005 *Including Children with Behaviour and Attention Difficulties in the Early Years Foundation Stage*, Black Publishers Ltd, London