Behaviour Policy

Contents

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024

- Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010

- Keeping Children Safe in Education

- Suspension and permanent exclusion from maintained schools

- 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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives 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 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 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 the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure reward 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 any data recorded in a 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 and 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 and carers

Parents and carers, where possible, should:

- 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.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle development and behavioural issues.

5. Behaviour Expectations

We have high expectations of our pupils but we understand the importance of considering both the age of the children 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 aspire for children to be able 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 or Disabilities

The school recognises its legal duty under the Equality Act 20210 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 pout 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 schools special educational needs coordinator will consider whether they have any underlying needs that are not currently being met. Where necessary, support and advice will be sought from specialist teachers within the local authority, educational psychologists, medical practitioners and/or others to identify or support specific needs.

The school recognises that behaviours displayed by our pupils are often associated with particular types of needs. Pupils with speech, language and communication needs may not understand a verbal instruction or be able to express themselves leading to frustration or tantrums. Staff will anticipate likely triggers of unacceptable behaviour and put in place support and reasonable adjustments to try and prevent them.

6. Responding to behaviour

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 triggers are taken into account when managing unacceptable behaviours.

Good behaviour is best encouraged by positive example, recognising and rewarding doo 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 acceptable 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, greeting people with good morning/good afternoon and teaching negotiation skills

- Use groups times to share ideas and talk about different scenarios – 'how would you feel if…'

- Use key stories to teach children the language of emotions so that they have tools to express their feelings in a positive way and are able to recognise when they need adult support

- 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 or signing 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 fell.

- Encourage children to respect and value themselves and be proud of their home experience 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 int eh school is friendly, caring and supportive. The behaviour o 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 required when 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 children it should be done in an assertive not aggressive way. It is important that children are listened to respectfully and reasons given to 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 to deal with 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 al 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 how they behave.

Adults should encourage 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 a 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 ctions on others by giving clear explanations of why the behaviour is unacceptable.

- Encourage the child to show empathy and care toward 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 children 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 Assistant Headteacher or Headteacher.

6.5 Prohibited Sanctions

The following sanctions are not permitted under any circumstances:

- 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.

- Deprivation of food and drink – The deprivation of food and drink normally made available to a child

- Requiring children to wear distinctive or labelled clothing intended to humiliate

- The use of accommodation to restrict a child's liberty or to isolate a child – Shutting a child in a cupboard

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 of the safety of others or serious damage to property

The range of physical interventions staff are permitted to use are:

- Physically standing between children

- Blocking a child's path

- Leading a child by the hand

- Guiding or shepherding a child whilst holding a hand

Details of the schools approach to physical restraint and what 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. Although we can expect the need for searching and confiscation to be very minimal due to the age of 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 are reasonable grounds to suspect that the pupil may have a prohibited item in their possession. Any prohibited items found in pupils' possessions will be confiscated and these items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline and safety. These items will be returned to the child's parent.

Searching and confiscation is conducted in line with the DfE's Guidance on searching, screening and confiscation.

Prohibited items are knives and weapons, alcohol, tobacco or vapes, illegal drugs and medication.

a. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. There will be another member of staff present as a witness to the search. An appropriate location for the search will be found, where possible, away from other pupils.

The authorised member of staff will explain to the pupil what is happening and seek their co-operation e.g. 'I'd like you to empty your pockets'. Where a pupil refuses to co-operate the authorised member of staff may use reasonable force to search for any prohibited items, but not to search for any other items. The decision whether to use reasonable force to search will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others.

An authorised member of staff may search a pupil's outer clothing, pockets or possessions. Staff are **not** permitted to remove a pupil's inner clothing during a search as this would be classified as a strip search which is not permitted.

Although The Police and Criminal Evidence Act 1984 (PACE) Code C. permits police officers to carry out strip searches on school premises the school has a duty of care to the pupil involved and as such will protect pupils from such actions. As advocates for pupil wellbeing at all times, the school would not contact the police to instigate a search due to the age and development levels of pupils.

b. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

c. Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable what happened, what was found, if anything, what has been confiscated, if anything and what action the school has taken.

6.8 Suspension and permanent exclusion

We have high expectations or reasonable behaviour and the strategies we use to manage unacceptable behaviour takes 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 or 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 harassment and sexual violence

Due to the age of our pupils, the school will manage any reports 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.

7 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

More information is provided in our child protection and safeguarding policy.

8. 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. Bullying is, therefore deliberately hurtful, is repeated, often over a period of time and is difficult to defend against.

Bullying can include:

Emotional	Being unfriendly or tormenting another
Physical	Hitting, kicking, taking another's belongings
Prejudice-based	Taunts, gestures or physical abuse focused on a particular characteristic eg gender, race or sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing

Bullying can also be experienced online, known as cyber bullying. Due to the age and development stage of our pupils the risk of online bullying is reduced due to their limited literacy skills. Staff are alert to children's increasing use of technology and information is made available to parents in regard to online risks.

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 school.

Although many of the definitions of bullying do 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. Children are exploring boundaries and what is appropriate behaviour which can result in conflict and clashes of personality during play. There is limited academic research regarding the age at which children demonstrating premeditated bullying behaviour but our staff recognise that older, more able children may begin to develop behaviours that if unchallenged may lead to bullying.

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

9. Working with Parents/Carers

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.

10. Training

As part of their induction process, our staff are provided with training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

11. 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 behaviour. At each review, the policy will be approved by the headteacher and presented to the full governing board.

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy

Reviewed: November 2024

Approved by the Headteacher: 2nd November 2024

Approved by the Full Governing Board: 8th November 2024

Next review date: November 2025

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 deliver 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.

Appendix 2: behaviour log

Pupil's name:	
Pupil's known protected characteristics: *(sex, race, disability, religion or belief, gender)*	
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 the incident (staff, governors, parents/carers):	

Appendix 3: Typical Behaviours

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

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