



Behaviour Policy

Ethos underpinning our Behaviour Policy

We want our children to develop as responsible citizens who possess and can demonstrate emotional literacy, self-regulation, resilience, empathy and an understanding that all actions have consequences and an impact upon those around them.

As a Nursery and Infant School, we understand that teaching children what constitutes socially acceptable behaviour is a crucial part of our work. This is taught explicitly through PSHRE curriculum and is reinforced through all aspects of school life.

We understand that every behaviour is a communication. As a trauma sensitive school we understand Adverse Childhood Experiences and their possible impact upon our children's behaviour, attendance, physical and mental well being and academic success. We actively demonstrate our understanding that children have very different life experiences and that some of these experiences may impact negatively upon an individual child's ability to regulate their behaviours and manage their needs within the school day. We believe it is part of our role to anticipate and prevent inappropriate behaviours in our children and we know that an important part of this is our understanding of each child, their anxieties, their history and their current lived experience.

We know that developmentally appropriate behaviours for the children in our care are very different from the very youngest of our children (3 years of age) to the oldest (7 years of age). This also relates closely to our understanding of the importance of recognising the emotional maturity of a child rather than merely the chronological age of a child.

We have created a school which is a safe, secure and nurturing environment for every child and where there are safe, secure nurturing relationships for all children. Within a climate of inclusion all members of the school community understand that all children need a personalised approach to support their specific needs. In some cases this will mean that the expectations, consequences and rewards generally used are not the most appropriate means of supporting an individual's needs. In this case other methods of support and intervention are used.

It is the responsibility of every staff member to remove any barriers to a child's learning and this includes behaviour. We understand the relationship between behaviour, curriculum and teaching and learning and know that if one of these aspects is not right then the other two will be negatively affected.

Implementation:

- We have a shared understanding of expectations across the school which underpin the personalised classroom rules the classes write with their teacher each year. These rules are broad and can apply to the whole school day. They are worded using positive phrases. (i.e. 'We use walking feet' as opposed to 'Don't run' Indoor voices rather than 'don't shout' and kind feet rather than 'don't kick')
- Classroom rules are referred to on a regular basis to help children understand and follow them
- We have established routines which are explicitly taught to all children and modelled by all staff. For example how we walk through corridors, how we enter assembly etc.
- We have a simple reward system which is consistent throughout the school.
- It is of vital importance that each child feels nurtured, loved and valued by the adults in school. All interactions with children by adults are positive. We equally know that facial expressions and body language give subliminal messages .
 - We ensure that all children are greeted with a smile and by their name at the beginning of each day.
 - When helping children to reflect upon their behaviour when they are calm, we ensure that there is no element of shaming.
- Induction meetings with parents enable us to garner and discuss information about the child's life experience to date so that we can support the child in the best way possible.
- The Open Door policy to all staff means that parents can share information or concerns with us at the earliest possible moment.
- Celebrations of good behaviour and academic success are frequently communicated to parents.
- All staff recognise that transitions can be difficult for some children and any transition is planned and managed carefully:
 - throughout the school day.
 - when children are moving from one year group to another.
 - starting school
 - moving school
- We have a very basic routine for each school day as this helps children who find changes in routine difficult.
- Any conflicts are dealt with carefully and in a manner which allows children to repair the relationship. We encourage restorative approaches and conflict resolution which includes supporting children to express their feelings in a safe space and to repair relationships in meaningful ways.
- We are explicit in our valuing of the concept of 'fairness' and will 'listen to both sides' and encourage the children to see the viewpoint of the other child/ren.
- We ensure that the building and outside environment allow the children to feel safe.
- Protocols are in place to support a positive connection between teaching and learning and pupils behaviour

- Furniture is arranged to provide an environment conducive to on-task behaviour.
 - Materials and resources are readily available and arranged to aid accessibility and therefore reduce uncertainty and disruption.
 - Displays help develop self-esteem through demonstrating the value of every individual's contribution.
 - We use visual timetables for all classes and additional more detailed for individual children.
- The explicit and hidden curricula support positive behaviour
 - We have a comprehensive spiral PSHRE Education curriculum which supports our work to develop positive behaviour including pupils' interactions with each other.
 - We take part in a number of activities that are 'calming' and 'soothing' for all children including mindfulness, dancing, singing, drumming.
 - Marking is used as a supportive activity, providing feed-back to the children on their progress and achievements and as a signal that the children's efforts are valued.
 - We use proximal praise to reinforce the positive behaviours seen.

Rewards

We use rewards to reinforce good behaviour, we believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most frequently used reward is praise, informal and formal, public or private, to individuals and groups. It is earned by the maintenance of desired behaviour as well as by particularly noteworthy achievements.

Rewards include:

- Smiles
- Gestures - such as, thumbs up/high five
- Name being placed under the 'Happy Hedgehog' or other class name
- Working towards good class behaviour to gain all the letters in the class name
- Verbal praise given privately or publicly
- Stickers
- Sharing with parents, Head Teacher
- Certificates
- Head teacher's Award
- Celebration Assembly

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for clear consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

Consequences usually are:

- Sad face
- Explaining that you are upset and disappointed.
- Having quiet time in the classroom to think about what has happened.
- Speaking to parents

The use of any consequence should be characterised by certain features:-

- It must be clear why the consequence is being applied and this must, at some point, be explained to the child;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- Unfair group consequences must not occur;
- There should be a clear distinction between minor and more serious incidents;
- It must be made clear that it is the behaviour rather than the child that is unacceptable; we do not use the phrase naughty child.

It is crucial that we give children a chance to make amends, to redeem themselves and to repair relationships preferably before the end of the school day.

When the behaviour of a child is a cause for concern

This should be shared with the SENDCO, Safeguarding Lead and the Head Teacher so that

- possible special educational needs and/ or child protection concerns can be explored.
 - strategies can be discussed and agreed before more formal steps are required.
- Where behaviour is causing concern parents are informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action .
 - At times it may also be necessary to include external agencies to support us in addressing the needs of individual children for advice or to undertake direct work with the child and/or their family.