



*Rebecca Cheetham Nursery
and Children's Centre*

Behaviour POLICY

Compiled by: RC SLT using LA guidance

Amended: RC Senior Leadership Team

Date: November 2018

Ratified by governors: Yes

Review date:

Governor's signature: _____

Behaviour Policy

1. PURPOSE

Classroom discipline is only effective in the long term when it supports the dignity of the student, builds the learner's self esteem and gives children the power of choices concerning their own behaviour. We aim in our behaviour policy to create an easy to use system, which has long term value to children and emphasises learning.

We believe:-

- ❑ That our school is a learning environment – so we work to ensure our behaviour system eliminates fear and high stress.
- ❑ Children are all basically good – they are trying to manage their daily lives the best they can. We aim to expand their resources for dealing with life.
- ❑ The best discipline is the kind nobody notices – we keep the focus on learning, managing states, and creating novelty and diversity.

This policy has been amended to take into consideration the guidance from the Department of Education 2016. Whilst a lot of the amendments may not seem particularly relevant to a nursery setting, it is imperative we have thought about these issues and what we will do if the issue came about. The School's Governing Body is responsible to ensure the policy continues to provide clear guidance and advice to the Head Teacher in regards to:

- a) Screening and searching pupils
- b) The power to use reasonable force and other physical contact
- c) The power to discipline beyond the school gates
- d) Pastoral care for staff accused of misconduct
- e) When a multi-agency assessment should be considered for the display of continuous disruptive behaviour

Every member of staff is responsible for following the Behaviour Policy. The Inclusion Manager is responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The Inclusion Team will support all staff and pupils regarding this policy and use outside agencies where applicable. It is recommended that this policy read alongside the School's Anti- Bullying Policy.

Promoting this policy

This policy is on our website and publicised in our welcome pack for new parents and in the School App. The key points of the policy are discussed at Open Afternoons held throughout the year and referred to in the school prospectus. New staff are given the policy as part of their induction.

2. SCOPE

Personal, Social and Emotional Development

“Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We must ensure support for children’s emotional well-being to help them to know themselves and what they can do”. Early Years Foundation Stage Guidance 2008.

Setting limits and consistently reinforcing them gives children a sense of stability, structure and self-esteem. We have some school RULES. Rules are there for all our benefit – to ensure the health and safety of us all and our property. We also have school AGREEMENTS. Agreements are made with staff and children, to agree to common ways of behaving that benefit everyone. *“Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs”.* EYFS statutory guidance 2007

Eg. of School Rules pertaining to learning 1. Good looking 2. Good Listening 3. Good Sitting
Whole School Agreement We all agree to:- 1. Listen to each other and respond appropriately. 2. To keep hands and feet to ourselves. 3. Be caring towards each other’s feelings. 4. Look after the school and all the things in it.

3. RESPONSIBILITIES

How we are in ourselves with children is crucial to creating a positive learning environment.

Remember:-

- ✓ Invest time in building relationships with children
- ✓ Smile lots and be yourself
- ✓ Link in to the motivations the children already have
- ✓ Use positive and specific language

We recognise that the mental health and wellbeing of individuals has a direct link to how people feel about themselves and the behaviour they display and how they treat others.

The schools commitment to mental health and wellbeing is illustrated in our wellbeing vision statement:

‘At Rebecca Cheetham, we believe that positive emotional wellbeing and good mental health are fundamental to our philosophy and aims.

Wellbeing promotes physical, mental and spiritual health as a sustainable value for the whole school community.

Our school is proactive in its approach and welcomes opportunities to promote emotional health and wellbeing through the formal and informal curriculum. Our ethos of 'everyone's responsible, everyone matters' enables the whole school community to support each other to fulfil their potential.'

We have a change team in place who consider all aspects of the schools practice to ensure that we meet the needs of everyone's mental health and wellbeing.

Supporting staff wellbeing, in turn, helps support the management of children's behaviour.

4. PROCEDURES

All our methods of celebrating and acknowledging achievement are aimed at instilling positive beliefs in children, to make them excited, confident and motivated learners. It is important that praise is evidence based and specific to what has been done, e.g. "Fantastic. I liked the way you helped ... to put away those puzzles".

It is also important that staff are conscious of the manner in which they speak to children and we explicitly encourage staff to not shout at children and to adopt positive reinforcement strategies instead in order to ensure children maintain expected behaviour standards.

GUIDELINES FOR STAFF

When agreements are broken we use a 5-level approach. However, through prevention, we aim to use these stages minimally.

Level 0 Preventative action

Adults will model language and behaviour whilst working alongside children at all times. To support children and model language when resolving situations independently e.g. You could tell ... that you would like a turn next. Adults to notice and comment on appropriate behaviours eg. I like the way you're sharing with... Adults to focus the children on how their behaviour makes them feel, rather than the emphasis being on how the behaviour makes adults feel eg. I can see from your smile that sharing with ... has made you happy. Adults to support children in expressing how certain behaviours make them feel e.g.. Don't push me, I don't like it.

Level 1 Diverting & Distraction

Handle minor inappropriate behaviours initially by distracting children. This may involve working alongside them in a different area of the learning environment eg. I know you want the bike now, but have you seen these scooters?

Level 2 Refocusing & Reminding

Adults to remind children about appropriate behaviours e.g. That's a very loud voice you're using, when we're inside we use talking voices or I understand that you want to play with ... but we need to put ... away first to make some space.

Level 3 Consequence Action

This action is put in place if the behaviour continues after using stages 0 – 2.

This puts emphasis on individual consequence. The adult is always clear and consistent. The child is made aware what agreement is being broken and the consequence is clearly explained e.g. “If you don’t stop bumping your bike into others, you will not be able to ride it”.

Use 4 progressive consequences –

1. Verbal warning – reminder of what we want to see and explanation of the consequences.
2. Time to reflect on the thinking space.
3. A discussion with the child to see if they understand why their behaviour was not appropriate.
4. If a persistent or serious issue, parents to be invited for a discussion with a familiar member of staff.

Ongoing communication with parents should be a long term approach and opportunities should be made for regular dialogue.

Inappropriate behaviour needs to be tracked from this stage and we do this, in part, through our morning briefing meetings so all staff are aware of the strategies being used to assist the child.

In relation to 2. Time to reflect, we encourage children to take time to think about their own behaviour and decipher for themselves, why their behaviour has had a negative impact on the setting and the people contained within. If a child has exhibited behaviour we are not pleased with we may ask them to take some time out on the “thinking space”; once the child has had some time to reflect we will ask them to tell the adult about how their behaviour has upset the member of staff. When children are self-reflective and can ascertain why the behaviour is not acceptable, they are more likely to be discouraged from displaying such behaviours again.

Level 4 Further Action

At this level the inappropriate behaviour is severe or consistent. At this stage it is important to uncover the underlying cause of the behaviour and decide on a long-term approach for dealing with the issue(s). This should involve a partnership dialogue between parents/carers, other school staff and children to decide on possible solutions/ways forward. Initial concerns should be made to Inclusion Leader and an IEP should be put in place.

Tracking

Key persons record these steps in their behaviour folder, so that they can be tracked and monitored from this stage. We may generally utilise an ABC (Antecedent, Behaviour, Consequence) approach, taking notes to record the information for further analysis and review.

Individual Behaviour Monitoring

Where necessary children’s behaviour can be closely monitored with their involvement using a range of strategies, eg. Visual charts.

In extreme circumstances where the safety of others is jeopardised, a member of staff would call for outside assistance from the Senior Leadership Team. If it was necessary, the child would be asked to hold the hand of a senior member of staff to give time for reflection and prevent harm to others.

Remember optimal learning, joy and harmony may not be maintained 100% in our Nursery – but life isn't meant to be perfect! Those times when it isn't 100% are opportunities for growth! All adults at Rebecca Cheetham are expected to use their resources to positively add to the children's sense of feeling safe and trusting. When you develop rapport with children, they will be more willing to abide by the agreements. Having children managing themselves is the ultimate sign of teaching success.

Celebrating and Acknowledging Achievement

Recognition of positive behaviour, learning achievements and successes are essential, positive associations that fuel learning. It is important to link positive praise to feeling, eg. "You must feel very proud of ..." in order to build internal intrinsic motivation. It is vital though, when celebrating achievement to question it from the child's perspective. What may seem like great public recognition to you may be a silent nightmare to a child.

5. Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections."

Whilst children at a nursery age range are unlikely to adopt bullying behaviour, it is important that staff are aware of what constitutes bullying and the effect it can have on children.

6. Discipline beyond the School gate

Staff are made aware that they can discipline pupils off-site when they are:

- taking part in a school activity

- travelling to or from school
- wearing school uniform
- identifiable as a pupils of the school in any other way
- posing a threat to another pupil or member of the public
- doing something that may affect the school's reputation.

In extreme cases the police may need to be called by a member of staff. Suitable interventions will be put into place at them the time. Further discussion and actions may need to be carried out at the next available opportunity at school.

7. Pupils at Risk of Exclusion

There may be times when pupils need additional measures to support their behaviour, although this is rare in our setting. These pupils will be mentioned at relevant meetings, where the issue and possible solutions are discussed. These may include:

- Engagement with parents/carers
- Allocation of key workers
- Implementation of ABC Plan
- Working in partnership with other agencies such as Behaviour Support Services, Educational Psychologist or Social Services

If a pupil is showing persistently showing negative behaviour, the school will involve parents/carers and the pupil to discuss strategies to help improve behaviour. This will initially be in school support such as reward charts, Triple P parenting programme, work with our Family Support Team; the emphasis is on home and school working together to find things that work for the pupil. If strategies still do not work, we seek advice from agencies such as Educational Psychologist or Behaviour Support Services.

We may also refer families to *Child and Family Consultation Services*.

Managed Move to another school

There are circumstances that might lead to a *managed move* if this is considered to be in the best interest of the pupil or others in the school. This would only be undertaken with the consent of all parties involved, in the case of pupils risk of exclusion and as viable alternative to permanent exclusion.

The school follows the guidelines set out by London Borough of Newham and DFE guidance.

Fixed Term Exclusion

The Head Teacher makes the final decision about the length of the exclusion. A fixed - term exclusion occurs after consultation with staff and an investigation into the behaviour breach (which includes talking to staff, pupil and the pupil). The length of the exclusion depends on the severity of the incident and individual pupil circumstances. If the pupil is a 'vulnerable pupil', then they have the opportunity to spend their exclusion period at the Re- Integration Into Education Team (RIET) provision. When a pupil is excluded for a fixed period, the parent is informed and notified in writing detailing the incident, the reason for the exclusion, any history

or prior behaviour and actions the school has taken to support positive behaviour and take account of specific needs.

On return to school parents will be expected to attend a reintegration meeting with their child before he or she re-enters. This meeting will be with a member of the Leadership Management Team (LMT) and the Inclusion Manager. The aim of this meeting is to maximise the risk of further exclusions and /or permanent exclusion.

Permanent Exclusion

Permanent exclusion can only be granted by Governors and usually follows a period of fixed term exclusions that represent the culmination of on-going patterns of behaviour unmodified by a range of appropriate support measures. This measure will only be implemented:

- a) In response to serious breaches of the school's behaviour policy; or
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

The procedures for exclusion operate within the DfE guidelines 'Improving Behaviour and Guidance on Exclusion From Schools and Pupil Referral Units'

(Refer to the Exclusion Policy for further details)

8. Screening, searching and confiscation

Authorised School staff may search pupils for a range of items. These include: knives, weapons, alcohol, illegal drugs, stolen goods, mobile phones and any other item deemed to be harmful or detrimental to the school for any reason.

The Head Teacher, and staff authorised by him/her, may search pupils or their possessions, if they have reason to suspect the pupil may be in possession of one or more of the items below

If any banned items are discovered they may be seized by the school and parents/carers notified.

Use of Reasonable Force

School staff can use reasonable force to prevent damage or injury to the child or another child or staff. At Rebecca Cheetham Nursery a selected number of staff have completed training in 'Positive Handling ' to address the issue of using reasonable force as and when necessary.

(Refer to Positive Handling policy for further details)