

# Behaviour Policy and Statement of Behaviour Principles



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## 1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › 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 and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [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. Definitions

**Misbehaviour** is defined as:

Not following the nursery expectations of their age or stage of development, for example:

- Hurting others or themselves
- Using inappropriate language or making offensive remarks
- Damaging the resources/environment
- Not following adult instruction when required

### 4. 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 and an awareness of the impact of the bullying behaviour.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance (and attention) to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour;
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving;
- where necessary incidents of bullying behaviour will be reported to the local authority.

## **5. Roles and responsibilities**

### **5.1 The governing body**

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

The governing body 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.

### **5.2 The head teacher**

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

The head teacher 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.

### **5.3 Staff**

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording specific behaviour incidents for example biting and those incidents which require the restraint of a child
- › If a child repeatedly misbehaves, a log may be kept to track triggers and consequence outcomes.

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

### **5.4 Parents**

Parents are expected to:

- › Support their child in adhering to the rules and routines of the school
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

## Monitoring of the policy

The implementation of the policy will be monitored through the following strategies:

- Head Teacher's monitoring walks
- Observations of staff
- Governor visits

## 6. Behaviour management

### The importance of high Self Esteem

Self-esteem is the feeling of value or worth. We believe every child needs good self-esteem in order to fulfil their potential. Self-esteem is linked with academic performance. Children with low self-esteem feel inside that they cannot do things. If you believe you can do something you are more likely to succeed.

Self-esteem is learned from past and present experiences and from relationships with other people. Children learn about their value to the outside world by being told about it. If they often hear negative things about themselves, they will feel negative about themselves. If they often hear positive comments about themselves they will grow in confidence and try harder to achieve more. It is important that we take every opportunity to praise children's good behaviour.

Children with low self-esteem may appear:-

- Fearful
- Anxious for approval
- Self-conscious
- Isolated
- Reluctant to join in
- Under-achieving
- Never satisfied with their efforts
- Over-sensitive to criticism
- Disruptive

### What we at Ronald Tree Nursery School do to build children's self-esteem:-

- We utilise children's interests and strengths in our curriculum delivery.
- We treat children as individuals and utilising a key working system to establish relationships without children. A Keyworker is a special person who develops a secure relationship with a specific group of children.
- We respect and support our colleagues, parents and other adults. A clear model of mutual support and respect is a very powerful influence on children.
- Children must not do anything that might hurt themselves, hurt other children or living things or cause unnecessary damage to equipment. Our focus is on promoting what we want children to do e.g. 'Please walk inside, as you might bump into someone'. We encourage children to listen to each other, negotiate and reach mutually agreeable solutions. We will also model language and strategies to support this. We also support children in developing empathy towards each other, 'I noticed you saw your friend was lonely and you asked her/him if she/he would like to play with you, which was very kind'.
- We are approachable, we listen to children, show interest in them, value what they say, and respect them.
- As far as possible we encourage children to be independent and make their own decisions. We respect their ideas and initiatives. This makes them feel trusted, which increases their self-esteem.
- We try to establish positive links between home and school, particularly by reporting a child's successes to their parent/carer this is done through informal chats at the end of day, through Tapestry (online learning journey) and through termly meetings with parents/carers.

- When children's behaviour is unacceptable,
  - We point out that it is the behaviour we don't like, not the child e.g. "I know you're not an unkind boy but you've hurt .....". It is alright to be angry but we do not hurt others".
  - Unless you saw it happen, assume positive intent, e.g. "Did you do that by accident? How can we clear it up?"
  - It is a good idea to itemise our response, saying one or two positive things before the negative e.g. "You tidied up really well just now, but what you're doing now is not helping".
  - Identifying the behaviour and its consequences often helps. There are three parts to this:-
    - Identifying the behaviour
    - Describing its effects
    - Explaining your feelings

e.g. "Please don't call out during story, its disturbing the other children, spoiling the story and that is making me sad".
  - If bad behaviour is still persistent we might ask them to sit by themselves for a short time. If they still do not respond, they may be brought to the Head teacher's office to sit and reflect.
- We encourage children to talk positively about themselves and their work. Talking positively will help them to think positively about their own skills.
- Encouragement is important. Sometimes when a child says "I can't do it", the appropriate answer is "Yes you can try". Another time, it might be appropriate to say, "No you can't do it yet, but maybe we can help each other".
- We praise and celebrate children's achievements as much as possible – all children in all situations. We praise:-
  - On a one to one basis.
  - In front of other children.
  - To the parent/carer.
  - To other staff.
  - We use the child as a model e.g. "Look how .... is doing it. It's wonderful. See if you can do it too".
  - Non-verbally e.g. smiling, patting, clapping.
- To encourage a child to persevere an adult may use themselves as an example eg "I didn't do that very well, never mind, I am going to try again".

**Restraining a child** should only be used as a last resort, where the child is in immediate danger or the wellbeing of others is being severely compromised.

- The Head Teacher needs to be informed immediately after this has happened, parents informed by Head/Deputy Head Teacher.
- Parents will be informed and where necessary as determined by the Leadership Team, parents may be requested to come and collect their child.
- Any dangerous behaviour towards members of staff must be reported to the Head Teacher. Staff should seek support from colleagues. It may well be necessary that the child is provided with some time out. Once Head Teacher is informed a strategy will be put in place in partnership with the parent concerned.

## Excluding children

In extreme situations where the wellbeing of a child or the wellbeing of other children or staff is severely threatened it may be necessary for a child to be sent home. This will only be done in exceptional circumstances; in such circumstances the Head Teacher will inform Governors as well as the parent. The Head Teacher will meet with the parent to discuss the concerns and what actions are needed to ensure the child is safe, or the well-being of others is protected. Where exclusion takes place, a record will be kept in the Head Teacher's office and a copy sent to the Local Authority. A date when the child can return will be agreed

along with expectations of behaviour with the parent. Where necessary a staggered return will be planned in conjunction with the parent/child and school.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### **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.

## **7. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **8. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

## Appendix 1: written statement of behaviour principles

### Statement of Behaviour Principles

- All members of the Nursery School have the right to be treated with respect and to be part of a welcoming, supportive, stimulating, calm, clean and safe environment.
- We concentrate on positive behaviour for all. Staff, volunteers, visitors and parents are to set an excellent example to the children at all times.
- We strive for an environment that is inclusive of everyone, valuing and appreciating everyone as a unique individual with individual needs whilst working towards a common ethos. All children, staff and visitors are free from any form of discrimination.
- Strategies that involve shouting, humiliating children or punishment are not used at Ronald Tree Nursery. We recognise the importance of supporting and working with our children to understand the boundaries in the nursery, at home and the wider world in order to build successful and positive relationships. It is important to us that children understand why a boundary is in place and why certain behaviours are not acceptable. There is a consistent approach to managing children's behaviour by all staff across the nursery.

We aim to create an environment that promotes appropriate behaviour through the following key objectives:

- Allowing a child time to adapt to a new environment
- Enabling children to develop key relationships with both peers and adults
- Challenge and inspiring learning
- Fostering a positive disposition to learning and social interaction
- Providing a learning environment that is calm and purposeful
- Promoting independence with a clear sense of responsibility