KING EDWARD'S PRE-PREP AND NURSERY SCHOOL
POLICY DOCUMENT

Title: BEHAVIOUR POLICY

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BEHAVIOUR POLICY

Rationale

Our aim is to be an inclusive community where everyone (regardless of race, gender, religion, ability or any other differences) will be valued, respected and cared for. We recognise that learning self-regulation and socially appropriate behaviour is a developmental process. We will treat each case on an individual basis as every child is unique with their own specific needs.
At King Edward's Pre-Prep and Nursery, corporal punishment, or the threat of corporal punishment, is strictly forbidden.

Aims:-

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, and empathy for others.
- To promote community cohesion.
- To ensure that excellent behaviour is a minimum expectation for all.

Home/School Partnership

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through outside agencies.

We promote a relationship with parents/carers so they feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff in implementing positive behaviour strategies.
- Be a positive role-model for their child.

Objectives

Nursery and Pre-Prep age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development, and we help them to learn when

something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps (see Appendix 1).
- Sharing information with parents/carers about their children's behaviour both in the Pre-Prep and Nursery and at home.
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. gestures, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSE circle time, PSHE lessons using Jigsaw, Zones of Regulation (see PSHE & RE policy). Assemblies (focus on school purpose and values)
- Encouraging our children to see themselves as a member of the school community and recognise their responsibility within this.
- Having a positive and consistent approach to playtimes and lunchtimes and the movement around the school.
- Creating a stimulating environment-indoors and outdoors.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child.

We Promote good behaviour through our school rules which are consistently used through the Nursery and Pre-Prep:-

- Ready
- Respectful
- Safe

At the beginning of each school year, every teacher will hold a discussion with the children going over the rules (this will be reinforced in whole school assemblies and linked to our school values). These will be displayed in a prominent place within the classroom and around school and referred to and reinforced on a regular basis.

Incentives to Positive Behaviour

We recognise all forms of social and academic achievement and effort. To ensure every child can experience success, we use the following as rewards. In each level, there are a variety of options which can depend on age, need or pupil choice.

<u>Level One</u>

Non-verbal

- Smile, nod of the head etc.

Verbal Praise

- At King Edward's Pre-Prep School and Nursery we believe that verbal praise is the most important factor in creating positive atmospheres which will create good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class and often will be related to the school rules and values. We understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Recognition Boards

- Children who consistently follow the school rules (closely linked to our school values) will be recognised by having their names placed on the recognition board in each classroom.

Display

- Children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort.

Feedback/Marking Policy

- Within each class, the marking will be used to build on success and encourage by its comments (see Feedback/Marking Policy).

Privileges or Jobs

- Within each class, there will be special roles as perceived by the children, eg. Bistro Buddy, Line Leader, Snack Time Helper, Playground buddy, Class monitor etc...

Level Two

Sharing

In recognition of a particular task or behaviour, the pupils may share their success with others e.g.

- the class
- the neighbouring class or teacher
- a chosen adult
- the Head teacher

Level Three

The ultimate reward is an 'Achieveosaurus' for Reception and a Head Teacher's Certificate for Years 1 and 2 presented by the Head or class teacher to the individual child for exceptional behaviour or exceptionally good work. Children may also be sent to the Head teacher to show work that demonstrates exceptional effort-a Head teachers sticker/stamp will be given to the child.

Procedures for Negative Behaviour

If a child displays negative behaviour within the school environment, which is inconsistent with our expectations, the most appropriate procedures from the list below will be followed:

Level One

Private Communication with the Child/Children (see Appendix 1, Conflict Resolution Steps) and a possible warning:-

- (It may be appropriate to provide time for the child away from the situation to calm down and reflect before talking things through).
- Be clear about the behaviour that is unacceptable.
- Remind the child of our 3 school rules,
- Restorative Approach-Help the child/children to think of the changes they should make in the future e.g. 'if we could go back in time what would you do differently?'

Strategies That Could Reduce Negative Behaviour

- Change of position within the learning environment
- Physical breaks
- Support the child to think of solutions to put things right.
- Use of personalised Social Stories

Break and Lunch Times

If a warning is given to a child and then they continue the inappropriate behaviour, their name, the action, time, date is recorded in the on-line Behaviour Log (Sharepoint) and they sit out immediately on a bench in the playground for 5 minutes. The log is monitored by the Head and Deputy Head teacher. If a child appears regularly in the log action is taken.

Level Two

Referral to Parents

If a child appears regularly in the Behaviour Log and the situation has been discussed with the Key Stage Co-ordinator and the Headteacher, then the class teacher will contact the parents to arrange a meeting to discuss a consistent home/ school approach to tackling the behaviour problems. A home/school behavioural record may be introduced at this stage with clear behavioural targets. A referral may be made to the Head of Learning Support with a view to devising an "individual behaviour programme" to help the child understand and learn appropriate social behaviour in school. The Head of Learning Support and the class teacher will work with the child and the parents to put this programme in place.

Level Three

If it is felt that due to the seriousness of the behaviour and or the consistent nature of the behaviour, the parents will be contacted again at this stage by the Headteacher and a meeting organised as soon as possible. This will involve the class teacher, Headteacher, the child (where appropriate) and parents (see Solution Circle). It may also involve others such as the Head of Learning Support, or outside agencies such as an Educational Psychologist or Child and Adolescent Mental Health Service so they can provide further guidance and support.
It may be necessary, in rare circumstances, to contact the parent/carer and request the child is taken home and then a meeting will take place as soon as possible e.g the next day.

Level Four

The Headteacher may feel that the behaviour is so serious or so persistent that it may necessitate an internal (fixed-term) exclusion where a child will be working away from the class, but still supervised for a short time.

When the procedures don't work

Exclusion

In rare cases it may be necessary to exclude a child. The decision to exclude, either temporarily (fixed-term) or permanently, can only be taken by the Headteacher after discussion with the Senior Deputy Head or Headmaster of the Senior School. A child returning to school following a fixed-term exclusion will be helped to behave appropriately.

A decision to permanently exclude would only be taken as a last resort after all strategies and sanctions in this policy have been exhausted, or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils and staff.

The School will always offer the right of appeal to any child excluded or required to be removed from the School. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Procedure, and should be made in writing to the Head of the Senior School within five working days of the child's exclusion/required removal. The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

For the purposes of this policy "working days" refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half term.

Fast Track

Some behaviours are extremely concerning e.g.

- racist remarks
- inappropriate touching
- verbal aggression
- persistent harming (of themselves or others, see Anti-Bullying Policy)
- Intentional damaging of property.

For certain severe behaviour, a child will by-pass Level 1 and enter the sequence at a later level. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or to property, or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with the school's Physical Handling Policy.

Specific Behaviour Management Plans

Some children have severe difficulties managing their emotions and behaviour. These children may have social, emotional and mental health (SEMH) needs. They might, by way of example, display severely disruptive and uncooperative behaviour, and/or frustration and anger. Children with these specific needs require a differentiated approach to behaviour management so they will be given a Specific Behaviour Management Plan. This will be prepared by the class teacher with input from the child, the parents, the Headteacher and the Pre-Prep SENCo. A child with a Specific Behaviour Management Plan will be placed on the Learning Support Register so that all staff will be aware of (and can therefore support) their needs. The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with a date agreed between the School and parents. The Headteacher and the SENCo will revise their support and interventions in light of the pupil's progress and development, deciding on any changes to the support in consultation with the parent and pupil (as appropriate).

Application

This behaviour policy is for all our school community. If it is to be effective everyone must use it with confidence and consistency. In all cases, of behaviour (i.e. positive or negative), it is important that the response from the School is proportionate to the behaviour concerned. We log behaviour so that patterns can be identified and followed up.

A copy of this Behaviour Policy is made available to all parents.

Monitoring, Review and Evaluation

The policy will be monitored to check effectiveness.

Appendix 1-Conflict Resolution Steps

Approach calmly and with an open mind
Walk over and get down to their level.
Acknowledge feelings
Say "I can see you're feeling hurt/cross/upset/angry"
Gather information from both sides
Say "What's the problem?"
Restate the problem
Say "so the problem is…"
Ask for solutions and choose one together

Say "I wonder what we can do to solve the problem/help you feel better?"
Be prepared to give follow-up support
Keep an eye out for what happens next and give further support if needed.

It is important to involve all parties concerned in a conflict resolution so that everyone gets the opportunity to express their thoughts.
With acknowledgement to Rachael Underwood and the High/Scope Educational Research Foundation

Appendix 2-Solution Circle

A Solution Circle is a quick way of solving a problem by making the best use of everyone's time and abilities. It usually takes less than an hour, It encourages a group of people to:

- **work together to find the answer to a shared problem**
- **find ways of overcoming obstacles or barriers to achieving a shared goal**
- **concentrate on solutions.**

How to do it
Preparation

You will need to appoint:-

- three people to run the session.
- a facilitator (to act as timekeeper and make sure everyone stays focused on the topic).
- a presenter (who has in-depth knowledge of the problem and the goal).
- a recorder (to note the main points of the discussion).

Invite appropriate people with an interest in the issue. These participants must be prepared to come forward with helpful, constructive ideas, not just obstacles.

Developing Questions
It is vital that you express clearly what the shared problem is and what is wanted from the participants.

Facilitating the Session
To start the session:-

The facilitator welcomes people to the 'circle'

- Introduces the presenter (and recorder) and explains how the group is expected to work
- If appropriate, each participant can introduce him/herself, but the facilitator must ensure that these introductions are kept very short.

Then the presenter is given a specific amount of time (no more than 10 minutes, which must be made clear at the outset) to explain the problem, making use of examples, documents or whatever else will help people to understand the situation. The recorder summarises this information on a flip chart.

Next, the participants have a set period (similar to the time allowed to the presenter and similarly must not overrun) in which to put forward their creative ideas in a helpful, 'can do' way. There is no room here for making barriers – only suggestions for progress. The facilitator will need to make sure that everyone has a chance to speak, but must not let anyone dominate or try to interrupt the flow of good ideas. In this session, the presenter simply listens and the recorder continues to write down the main points.

Time is then given for dialogue between the presenter and the participants (set aside a specific period as for the two previous sessions); this is the time for people to ask questions, explore possibilities and seek clarification, but both questions and answers must be brief and to the point! Once again, the focus is on what can be done, not what can't be done.

And now is the time to decide which of the suggestions can be taken forward within the next few days or weeks. This is very important and, if at all possible, at least one action should be identified for the presenter to carry out within 24 or 48 hours. One of the participants should be chosen to contact the presenter to check progress the following week – and this should be fed back to all the participants.

Finally, a few minutes should be allowed for reflection and evaluation of the exercise. Everyone should be asked to sum up their feelings about the session in one phrase or sentence – or just one word.

Immediately after the Session

Notes should be written up and circulated to the participants.