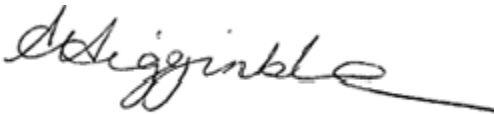





Behaviour Management Policy

(Learning and Growing Together)

Date ratified by Governing Body	6th December 2021
Review Cycle	Every 2 Years or when there is a change in statutory guidance or legislation
Review Date	December 2023
Signed Headteacher	
Signed COG	



1. General

- a. The Merriott and Haselbury Federation feel it is important to promote a caring and supportive environment to enable all members of our schools to feel secure, respected and therefore promote good behaviour. Furthermore, the staff and governors of Merriott and Haselbury Federation believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It is the purpose of this policy to have a key role in in developing and maintaining such an environment and that effective teaching and learning can take place.
- b. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on other people, places and objects. This is a developmental task that requires support, encouragement, teaching and positive role modelling (setting the correct example). The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.
- c. The Governing Body fully supports these principles and seeks to create an environment which encourages and reinforces good behaviour and to develop lifelong skills and values. This will enable our learners to become good citizens and contribute positively to society.

2. Aims

- a. For all of the children to feel safe to learn, play and be with others.
- b. To create a learning environment where all its members are treated fairly, with respect and dignity.
- c. For all children to know they have the right to be safe emotionally and physically.
- d. It is our belief that school should help children learn that they are responsible for their own actions and that each child takes his/her own decision about what is the right or wrong thing to do.
- e. To create a learning environment which encourages and reinforces good behaviour so that all of our children are known, understood, listened to and valued, enabling them to develop their sense of belonging.
- f. To define acceptable standards of behaviour.
- g. To encourage consistent approach to behaviour management.
- h. To promote self-esteem, self-discipline and positive relationships.
- i. To teach children the skills to enable them to:
 - i) solve conflicts as peacefully as possible through a process of negotiation.
 - ii) to show sympathy towards and tolerance of others being aware of different needs
 - iii) to respect property.



- j. To ensure that the school's expectations and strategies are widely known and understood.
- k. To encourage the involvement of both home and school in the implementation of this policy.

3. **Standards of Behaviour**

- a. Pupils are made aware of the standard of behaviour acceptable in school and of behaviour which is unacceptable and not permitted. Each school has a charter developed with the school council which reinforces how we should behave towards each other. Individual classes create their own rules which embed our charter and children sign up to agree to these. Classroom rules compliment the charter and are not a replacement.
- b. Alongside this the school council has developed playground rules to live out the charter when out at play. The School Charter and the Playground Rules are displayed throughout the school.

4. **The Curriculum and Learning**

- a. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. A daily focus within Personal, Health and Social Education (PHSE), Religious Education (RE) and Collective Worship provide opportunities for effective role modelling.
- b. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

5. **Classroom Management**

- a. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom display all have a bearing on the way children behave.
- b. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Material and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.



- c. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Teachers should seek to use positive praise wherever possible when managing large groups. If staff are required to intervene to deal with behavioural incidents then they should aim to be as discrete as possible in dealing with the matter. Criticism should always be framed in a constructive manner.
- d. The Pre-School has a named person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The designated Pre-School Supervisor will;
 - i) Keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - ii) Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
 - iii) Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of all training attended by each staff member.
 - iv) We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those who use the setting.
 - v) We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents / carers and one another with friendliness, care and courtesy.
 - vi) We familiarise new staff and volunteers with the Pre-School's behaviour policy and its guidelines for behaviour.
 - vii) We expect all members of the Pre-School, children, parents / carers, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently.
 - viii) We work in partnership with the children's parents/carers. Parents / carers are regularly informed about their child's behaviour by their key person. We work with parents/carers to address recurring inappropriate behaviour using our observations records to help us to understand the cause and to decide jointly how to respond appropriately.
 - ix) Liaise with school staff including the School Leadership Team as required as well as outside agencies where additional behaviour support is required.

6. **Parent and Carer Partnership**

- a. A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.
- b. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity



to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

7. Rewards

- a. Our School ethos is focused around positive encouragement and this extended to the promotion of good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.
- b. Rewards may involve:
 - i) Verbal praise and smiling at children.
 - ii) Verbal praise to parents about their children.
 - iii) Stickers and stamps.
 - iv) House points.
 - v) Certificates.
 - vi) Sending good work to other staff members for reward or praise.
 - vii) Special privileges or jobs.
 - viii) Positive phone call home or discussion with parents.
 - ix) Head teacher awards.
 - x) Star of the Week (a record of this will be kept by all teachers to ensure all children will experience this each year).

8. **Sanctions** Although rewards are central to the encouragement of good behaviour, sanctions are needed to respond to inappropriate behaviour. As with rewards, sanctions, and the reasons for which they are used, need to be made explicit. As far as possible, the sanction imposed should relate clearly to the action which invoked it. For younger children any sanctions should be relevant and immediate. Sanctions which may be used are verbal warnings, loss of privileges, time out, referral to the Senior Leadership Team (SLT), parents being contacted and, as a final sanction, exclusion.

9. Strategies with children who engage in inappropriate behaviour

- a. We require all staff, volunteers' and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development.
- b. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- c. We acknowledge considerate behaviour such as kindness and willingness to share.
- d. We never use physical punishment, such as smacking or shaking. Children are never threatened with this.
- e. We use physical restraint, such as holding, only to prevent physical injury to children or adults and / or serious damage to property.



- f. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
 - g. When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
 - h. We never send children out of the room by themselves, nor do we use the 'naughty chair'.
 - i. In cases of serious misbehaviour such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
 - j. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
 - k. We support each child in developing self-esteem and self-confidence.
 - l. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
 - m. We do not use techniques intended to single out and humiliate individual children.
 - n. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Pre-School Supervisor and are recorded in our Incident File.
 - o. A parent / carer is informed on the same day and signs the Incident form to indicate that he / she has been informed.
 - p. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
10. **Excessive Bad Behaviour.**
- a. A staff member may feel that the behaviour is so serious or so persistent that they have to refer the matter to the Headteacher and the parents / carers shall be contacted to collect the children in serious circumstance whereby it is unsafe for staff and the rest of the children attending, requiring several members of staff to calm the child down and placing unwanted risk on the other children.
 - b. The Headteacher, Supervisor and key worker and parents / carer will call a meeting to discuss the matter. Interview notes shall be recorded and targets / next steps agreed and a record of this meeting will be kept in the child's SENCo file.
 - c. Exclusion is an extreme step and therefore we as a setting would prefer this to be used as a 'cooling off period' and will only be taken in cases where:



- i) Long term unacceptable behaviour is not responding to strategies and the safety and learning of others is being seriously hindered.
 - ii) An incident of extreme seriousness has occurred and all parties need a short (cooling off) period to consider the best possible course of action.
- d. At any stage we will ensure that all parties are kept informed of situations and permission sought to involve a 'relevant professionals such as the Area Early Years SENDCo if this is required and agreed to by all parties.

11. **Bullying**

- a. We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.
- b. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.
- c. If a child bullies another child or children, we will;
 - i) show the children who have been bullied that we are able to listen to their concerns and act upon them.
 - ii) intervene to stop the child who is bullying from harming the other child or children.
 - iii) explain to the child doing the bullying why her / his behaviour is not acceptable.
 - iv) give reassurance to the child or children who have been bullied.
 - v) help the child who has done the bullying to recognise the impact of their actions.
 - vi) make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour when they display this.
 - vii) not label children who bully as 'bullies'.
 - viii) recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
 - ix) recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
 - x) discuss what has happened with the parents / carers of the child who did the bullying and work out with them a plan for handling the child's behaviour.
 - xi) share what has happened with the parents / carers 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.

12. **Verbal Warnings** These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

13. **Withdrawal of Privileges** This may occur when a verbal warning has already been given or for the first incidence of a more serious nature.



14. **Removal from the situation** This may involve moving the child from one seat to another or requiring the child to sit with the teacher or another adult. It could also involve sending the child to a different class. A child would be sent to a different class if the inappropriate behaviour continues.

15. **Time Out** The pupil should be given a specific time for which they will be withdrawn from the activity (e.g. a sand timer may be used with younger children – one minute for each year of age is quite a good guide) and clear expectations of their behaviour during the timeout period. A suitable place for time-out to be taken will be identified by the teacher, ensuring that the pupil remains under adult supervision at all times. The adult should not talk to, counsel or reprimand the child during this time, but clear expectations are to be set at the end of the Time Out period. Soon after the child's re-entry into the room an opportunity is found to comment positively on their behaviour.

16. **Referral to Senior Leadership** Pupils may be referred to the Headteacher, Deputy Headteacher or SENDCo for more serious incidents or when a particular behaviour recurs. For incidents of racist behaviour, a referral to the Headteacher or Deputy Headteacher will always be made and Local Authority (LA) reporting procedure will be followed.

17. **Notification of Parents** Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may just be a short conversation at the end of the day but should always take place privately. Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action.

18. **Exclusion**

- a. We strive to be an inclusive school where exclusion is very rare; however, we recognise that in exceptional circumstances, when the safety or well-being of staff and pupils may be under threat, exclusion may ultimately be used. If exclusion is the only alternative, guidelines published by the DfE must be followed and the Chair of Governors will be informed. The Headteacher is responsible for all exclusions and each individual decision is informed by this policy, DfE guidelines along with his own discretion to ensure high standards of behaviour are upheld.
- b. The above are general guidelines for the use of rewards and sanctions within the school. We do recognise that not all eventualities can be accounted for and that individual circumstances and needs should always be taken into account when dealing with pupils. However, adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved. A helpful table is included to ensure all members of staff are as consistent as possible when applying sanctions to incidents of unacceptable behaviour.

19. **Roles and Responsibilities**

- a. The Role of School Council. The School Council helps shape the approach to promoting positive behaviour within each school. The School Council consists of children from Reception up to Year 4 who are elected by their peers and meet regularly. School Councillors wear special badges that identify them throughout the school. As part of their duties the School Council discuss particular rules and their implementation. They have helped devise the school charter and playground rules.



They also play a major part in deciding on activities that spread a positive message around the school. In addition, Year 4 pupils act as 'Play Leaders', are trained by an external sports consultant, and work with the teachers and lunchtime staff to support children during play times and lunch times and model positive behaviour.

b. The Role of Parents.

- i) Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- ii) We expect parents to behave in a reasonable and civilised manner towards school staff and anyone on school grounds. Incidents of verbal or physical aggression to staff by parents / guardians / carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.
- iii) If the school has to sanction a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if concerns remain, they should contact the school Governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

c. The Role of School Staff.

- i) All school staff have a responsibility to uphold the behaviour policy and to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults, we should aim to:
 - 1) Create a positive climate with realistic expectations.
 - 2) Emphasise the importance of being valued as an individual within the group.
 - 3) Promote, through example, honesty and courtesy.
 - 4) Provide a caring and effective learning environment.
 - 5) Show, by example, respect and care for the property of the school, staff and children.
 - 6) Encourage relationships based on kindness, respect and understanding of the needs of others.
 - 7) Ensure fair treatment for all regardless of age, gender, race, ability and disability and promote a positive attitude to personal differences (race, gender, age, ability and opinions) so that children learn to value individuality.
- ii) All staff should ensure that children move sensibly and quietly through the school at all times. This is especially important in shared spaces and corridors where respect for others' working should be considered.
- iii) Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.
- iv) All staff will communicate with each other about behavioural incidents, especially at handover times after an activity, a playtime or lunchtime.
- v) All staff are to be positive, enthusiastic and have high expectations of both learning and behaviour. They are to foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage



- a calm and responsive atmosphere, avoiding shouting.
 - vi) Staff will contribute to the Open-Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving other staff as appropriate. All staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.
 - vii) It is the responsibility of all staff to ensure that the Rules (see page 4 above) are enforced throughout the school day.
- d. Role of the Governors
 - i) The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
 - ii) The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- e. Role of the Headteacher
 - i) It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
 - ii) The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
 - iii) The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

20. Special Educational Needs. Pupils whose inappropriate behaviour is more frequent, persistent, or severe than others will be placed on the Special Educational Needs Register. Emotional and behavioural difficulties often prevent children's progress in learning and they will be given support towards improving their behaviour through an Individual Education Plan. External agencies such as South Somerset Partnership School or the Educational Psychology Service may be called upon to offer additional support, when necessary (see our Policy for Special Educational Needs).

21. Use of Force. All members of staff are made aware of the regulations regarding the use of force by teachers, as set out by the Department for Education (see **appendix 1**) Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

22. Reviewing and monitoring

- a. The Headteacher and other members of SLT in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour



management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

- b. The Headteacher will keep the Governing Body informed.
- c. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.
- d. The outcome of the review will be communicated to all those involved, as appropriate.

Annex:

- A. Statement Regarding the Use of Force
- B. Meeting Report.
- C. Merriott First School Charter.
- D. Haselbury Plucknett Christian Values and Charter
- E. For Staff Use Only
- F. Pre-School Specifics
- G. CORONAVIRUS (COVID-19)



Annex A to
Behaviour Management Policy

Statement Regarding the Use of Force

(Taken from DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)

A1. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

A2. When can reasonable force be used?

- a) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- b) In a school, force is used for two main purposes – to control pupils or to restrain them.
- c) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- d) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

A3. Schools can use force to:

- a) remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- b) prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- c) prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- d) prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- e) restrain a pupil at risk of harming themselves through physical outbursts.
- f) Whenever used reasonable adjustments for disabled children and children with special educational needs (SEND) must be made.

A4. Schools cannot:

- a) use force as a punishment – it is always unlawful to use force as a punishment.



Annex B2 to
Behaviour Management Policy

MEETING REPORT

Reason for meeting:

Those attending:

On:

At:

	ACTION	SIGNED
1		
2		
3		

Date of Review:

Child's name:

Class



Annex C to
Behaviour Management Policy

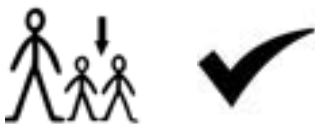
Merriott First School Charter

(Devised by School Council in consultation with all pupils and staff)

- We are kind and helpful
- We show respect
- We listen
- We try our best
- We let everyone join in
- We are caring and considerate
- We try hard in all lessons
- We are honest

Individual has Rights and Responsibilities

Our ethos is supported by a set of children's Rights and responsibilities:



Children have the right to....



Children have the responsibility to...



Learn



Try our best and allow others to learn



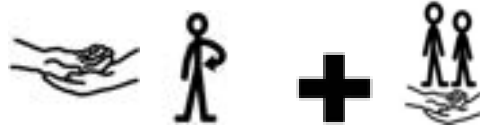
Be heard



Listen to and respect others opinions



Be Safe and happy



Look after ourselves and others

EVERYONE IN OUR SCHOOL HAS A RIGHT TO BE HAPPY AND SAFE

Every class displays the Rules for their classroom.

Merriott Playground rules

- We are kind to everyone**
- We play gently and fairly**
- We follow adult instructions**
- We take care of our playground and play equipment**
- We treat everyone with respect**



Annex D to
Behaviour Management Policy

Haselbury Plucknett First School Christian Values and Charter

The values that are important to us at Haselbury School are drawn from Paul's letter to the Galatians, where he describes the fruits of living under the inspiration of the Holy spirit as being: love joy peace patience kindness generosity faithfulness, gentleness and self-control. For our school context we thought the values of **love, peace, patience, kindness, faithfulness and self-control**.

These values are not just theoretical but have real impact on how we do things and readily connects with our recently formed school charter where the value of love is central and is expressed in the following ways.

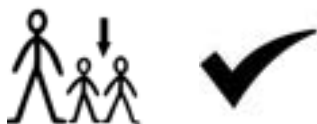
- b) **We listen and speak thoughtfully** (patience and kindness)
- c) **We are Kind and helpful** (kindness, self-control)
- d) **We respect and trust each other** (faithful, peace, self-control, patience)
- e) **We are friendly and play fairly** (kindness, peace, self-control)
- f) **We show forgiveness** (peace and patience)
- We do our best** (self-control)

(Charter Devised by School Council in consultation with all pupils and staff)

These values say something important about how we learn and live together as a school community; a place where the quality of our relationships is important to us alongside the desire for high standards and continued success for our children.

Individual has Rights and Responsibilities

Our ethos is supported by a set of children's Rights and responsibilities:



Children have the right to....



Learn



Be heard



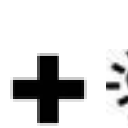
Children have the responsibility to...



Try our best and allow others to learn



Listen to



and



respect others opinions





Be Safe



and happy



Look after ourselves and others

EVERYONE IN OUR SCHOOL HAS A RIGHT TO BE HAPPY AND SAFE

Every class displays the Rules for their classroom. An example of this is:

Haselbury Playground rules

We are kind to everyone and make sure no one is left out

We play gently and fairly

We listen to adults and talk to them if we need help

We look after our playground and play equipment

We solve friendship problems in a calm way



Annex E to
Behaviour Management Policy

FOR STAFF USE ONLY

Mitigating	Aggravating
Age of child (younger)	Age of child (older)
If behaviour is linked to SEN	Pre-meditated
EHCP in place	Acting as part of a group
Behaviour Support Plan in place (ELSA/Thrive Support/Team Teach)	Repeated incident
Remorseful	Lack of remorse
Pupil Premium	Emotional impact on victim
Provoked	
If victim was also an aggressor (in a fight situation)	
Change of home circumstances/Safeguarding concerns	
Secondary behaviour	

	Behaviour	Consequence
Level 1	Name calling Calling out Straying in areas of out of bounds e.g. beyond playground lines Minor Rudeness Running in school Repeated incidents of accidental breach of COVID-19 rules. E.g. using another child's pencil repeatedly (where intention is accidental)	In class sanctions Behaviour Traffic Light Chart Warnings Child explicitly informed that behaviour is unacceptable. If behaviour persists a final warning may be given and move to level 2. If behaviour continues to persist then this could be escalated to Level 2.
Level 2	Repeated occurrence of Level 1 behaviour Initial refusal to follow an instruction Individual physical aggressive such as pushing. Use of inappropriate language (indirect) Spitting in open space. Isolated incident of answering back, rudeness	In class sanctions Loss of play time. Child will be given "time out" in a quiet area to reflect on their behaviour such as loss of playtime (whole or in part), Where a child's actions have wronged another person, they will be asked to apologise. Time out will If the behaviour continues to persist then the behaviour could be escalated to Level 3. Parents informed of this behaviour if it progresses to level 3.



	Low level disruption of learning - such as repeated talking, pencil tapping	
Level 3	<p>Repeated occurrence of Level 2 behaviour</p> <p>Out of bounds and refusing to respond</p> <p>Wilful damage to other people's property or work</p> <p>Bullying behaviour</p> <p>Stealing non valuable items.</p> <p>Persistent refusal to follow instructions.</p> <p>Intentional breach of COVID-19 rules for example spitting in someone's face.</p>	<p>Loss of lunch/play SLT involvement.</p> <p>Class teacher to communicate to parents and log</p> <p>Child invited to discuss the behaviour with the head teacher or deputy head teacher/senior teacher</p> <p>A behaviour log may be started to track the child's behaviour</p> <p>Extended loss of playtimes.</p> <p>Extended supervision at playtimes</p> <p>Loss of other privileges, (e.g. representing the school at a sport, monitor job)</p> <p>Parents informed of this behaviour</p> <p>Child will be asked to apologise and may be asked to write a letter acknowledging their poor behaviour.</p> <p>If they are unable to write a letter, they may be asked to make a card or draw a picture during the "time out", to compensate for their actions.</p> <p>If this is a pattern of behaviour the Class teacher will discuss supportive strategies such as behaviour chart, calm time, ELSA work etc.</p>
Level 4	<p>Repeated occurrence of Level 3 behaviour</p> <p>Damage of school property.</p> <p>Significant disruption to learning.</p> <p>Swearing or spitting directly at staff or pupils</p> <p>Physical assault of staff/pupils resulting in minor injury</p> <p>Continued bullying behaviour</p> <p>Leaving the school site</p>	<p>Class exclusion ½ day if incidents continue more than twice, go up to 1 day, then 2-3 days.</p> <p>Child will discuss the behaviour with the head teacher or deputy head teacher in their absence</p> <p>Parents will be notified to discuss the behaviour</p> <p>A home school book implemented</p>



	<p>Racism/discriminatory incident</p> <p>Behaviour which moderately endangers themselves or others</p> <p>Continual fighting</p>	<p>LA guidelines will be followed and the behaviour may result in a temporary, partial or fixed exclusion Child will be provided with support to ensure the behaviours do not reoccur.</p> <p>Racial Incidents will be recorded and reported to governors and local authority.</p> <p>A pastoral Support Programme will be set up with the head teacher, class teacher and SENCo if a TAF is not already in place.</p> <p>If this is a pattern on behaviour the SENCo will discuss external support options with the parents, such as Thrive, PFSA, Get Set, External SEN support etc.</p>
Level 5	<p>Repeated occurrence of Level 4 behaviour</p> <p>Premeditated or continuing physical attacks on others</p> <p>Offensive weapons, drugs, alcohol or offensive material brought into school</p> <p>Inappropriate touching/sexual behaviours of adult/child as indicated in the NSPCC PANTS programme (Use of Brooks tool)</p> <p>Behaviour which significantly endangers themselves or others</p>	<p>3 or more days internal or consider fixed term 1-3 days exclusion depending on frequency of incidents</p> <p>The school will continue to work with parents and external agencies to support the pupil.</p> <p>A reduced timetable may be considered and this will be carefully monitored with a clear timescale.</p>
Level 6	<p>Repeated occurrence of Level 5 behaviour</p> <p>Physical assault of staff/pupils resulting in serious injury needing medical attention</p> <p>Large scale destruction of property</p> <p>Stealing items of significant value e.g IT equipment.</p>	<p>Longer term fixed term exclusion up to 15 days.</p> <p>Permanent Exclusion may also be considered.</p> <p>School will consult with SEN support and external agencies.</p> <p>School will continue to work and communicate with the family.</p>



Annex F to
Behaviour Management Policy

PRE-SCHOOL SPECIFICS

1. Children under three years

- a. When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- b. We recognise that babies and very young children are unable to regulate their own emotions such as fear, anger or distress, and require sensitive adults to help them do this.
- c. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- d. If tantrums, biting or fighting are frequent, we try to find out the underlying cause—such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
- e. We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

2. Rough and tumble play and fantasy aggression.

- a. Young children often engage in play that has aggressive themes - such as superheroes and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies above.
- b. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits, we regard these kinds of play as pro-social and not as problematic or aggressive.
- c. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- d. We recognise that fantasy play contains many violent dramatic strategies and offers opportunities for us to explore concepts of rights and wrong.
- e. We are able to tune in to the contents of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternatives scenarios and



strategies for conflict resolutions.

3. **Hurtful Behaviour**

- a. We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five hurtful behaviour is momentary, spontaneous and often without consciousness of the feelings of the person whom they have hurt.
- b. We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- c. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do so themselves.
- d. We understand that self-management of intense emotions especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- e. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child return to a normal state, we are helping the brain to develop the physiological response system that will help the child to manage their feelings better in the future.
- f. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- g. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- h. We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping the children express them, making a connection verbally between the event and the feeling.
- i. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- j. We are aware of the same problems may happen over and over again before skills such as sharing and turn taking develop, in order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- k. We support social skills through modelling behaviour, through activities, drama and stories. We build self confidence in children, recognising their emotional needs



through close and committed relationships with them.

- i. We need to help children understand the effect that their hurtful behaviour has had on another child; we do not focus solely on getting children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person that they hurt.
- m. When hurtful behaviour becomes problematic, we work with parents / carers to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - 1) They do not feel securely attached to someone who can interpret and meet their needs- This may be in the home and / or in the setting.
 - 2) Their parents / carers, or key worker in the setting, does not have skills to respond appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
 - 3) The child may have insufficient language or mastery of English, to express him or herself and may feel frustrated.
 - 4) The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse.
 - 5) The child has a developmental condition that effects how they behave.
- n. Where this does not work, we use the code of practice to support the child and family, making the appropriate referrals to a "relevant professionals such as the Area Early Years SENDCo' where necessary.



Annex G to
Behaviour Management Policy

CORONAVIRUS ADDENDUM

1. **Scope** This addendum applies until further notice. It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. **Expectations for pupils in school**

a. New rules

- i) When pupils are in school, we expect them to follow all of the rules set out below in addition to our usual behaviour expectations, to keep themselves and the rest of the school community safe.
- ii) Staff will be familiar with these rules and make sure they are followed consistently.
- iii) Parents should also read the rules and ensure that their child follows the new procedures that have been put in place. Parents should contact our Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.
- iv) Pupils are expected to comply with the staggered start and finish times.
- v) Pupils are expected to comply with regular hand washing or hand sanitising.
- vi) Pupils must remain with their class bubbles at playtimes and lunchtimes.
- vii) Pupils must move around the school calmly, following adult instructions.
- viii) If a pupil sneezes or coughs, they must use a tissue to catch this, dispose in a bin and wash their hands. ('catch it, bin it, kill it').
- ix) Pupils must tell adults if they are experiencing symptoms of coronavirus.
- x) Pupils must only use their own stationary provided.
- xi) Pupils must only use the toilets assigned to them.
- xii) Pupils must not spit or intentionally cough towards someone.

b. Rewards and sanctions for following rules



- i) To help encourage pupils to follow the above rules, we will use our praise systems in school.

c. If pupils fail to follow these rules

- i) We recognise that our children may accidentally break one of these rules. In these cases, they will be verbally reminded and encouraged.
- ii) If a child intentionally breaks one of these rules, we will use our sanction systems in school.

3. **Expectations for pupils shielding or isolating at home**

a. Remote learning rules

- i) If pupils are not in school due to shielding or isolating but are well, we expect them to follow all of the rules below. (see also our Remote Education Offer)
- ii) Parents should also read the rules and ensure their children follow them. Parents should contact Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning. We recognize that everyone's circumstances and child needs are different and will support families.
- iii) Pupils should:
 - 1) Complete work to the deadline set by teachers
 - 2) Seek help if they need it
 - 3) Alert teachers if they're not able to complete work
 - 4) Use proper online conduct, such as using appropriate language in messages
 - 5) During live catch-up sessions, pupils are expected to behave appropriately. (See our live session guidance for specific rules regarding these sessions)

b. Dealing with problems If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- i) Contact parents to discuss how we can support further.
- ii) If there are persistent rule breaks, we will discuss with parents regarding appropriate sanctions.

4. **Monitoring Arrangements** We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks during term time by our Headteacher. At every review, it will be approved by the full governing board.

5. **Links with other Policies** This policy links to the following policies and procedures:



- a. Child protection policy
- b. Behaviour policy
- c. Health and safety policy
- d. Remote education policy
- e. Live session guidance.