



# Taunton Nursery and Pre-Prep School

## Behaviour Management Statement and Policy

<b>Policy Lead</b>	Head of Pre-Prep and Nursery
<b>Committee</b>	
<b>Adopted by Governors</b>	Autumn 2023
<b>Last Amended</b>	September 2023
<b>Last Review</b>	September 2023
<b>Review schedule</b>	Annual

### **This policy aims to:**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

**EYFS Guidance:** Children develop at their own rates, and in their own ways. All children are unique and we believe this is the key to understanding children's behaviour.

Taunton School supports children's behaviour by providing the following:

- A Behaviour Management policy and procedure which is followed by all who come into contact with children in our setting.
- A positive Behaviour and Restorative Justice Training Approach.
- A code of conduct/handbook for staff outlining our expectations of staff in line with the EYFS safeguarding and welfare requirements, which states that corporal punishment will not be used.
- A named practitioner responsible for Behaviour Management. This practitioner will have the necessary skills to advise other staff on behaviour issues and will access expert advice where necessary.

In Taunton School EYFS the person responsible for Behaviour Management is Becky Lewis, Head of Nursery and Pre-Prep.

This policy is based on legislation and advice from the Department for Education (DfE) on: Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023 Use of reasonable force in schools Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying

### **Mission Statement and Ethos**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being

hurt or hindered by anyone else. We aim to provide an atmosphere of mutual respect and encouragement in which children can develop self-discipline and self-esteem.

In order to achieve this:-

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the group and explained in appropriate ways to all newcomers, both children and adults. All adults in the group ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. All adults provide a positive model for the children with regard to friendliness, care and courtesy. Adults in the group praise and endorse desirable behaviours. Appropriate methods are implemented including distraction, praise, and reward that highlight positively good behaviour that also links to excellent parent partnership and communication and strong home links. Staff take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Regular agenda items on our Staff meeting agendas focus on the Children and behaviour needs.

Individualised guidance forms are used for children of need and behaviour is linked closely to SEND.

Our school values of '**Be kind. Be keen.**' underpins our ethos and encompasses positive behaviours. We also operate and encourage sharing positive values with the children in special assemblies, in play context, PSHE and through our Chapel and Celebration Assemblies eg. Word of the week – Happiness, Sharing, Caring Thoughtfulness etc. We use Mindfulness sessions, as well as the Learning Adventure to give the children and staff useful tool kits that support Managing Behaviour and develops our school ethos.

When children behave in unacceptable ways any difficulties will be handled in a developmentally appropriate way.

### **Under 3**

We recognise that strategies for supporting very young children differ because they are not able to regulate their emotions such as fear, anger or distress. We offer parent workshops and sheets on tantrums, biting and temper tantrums and have held really useful workshop forums run as community events too. Toddlers need loving guidance to figure out how to cope with their emotions. Examples of challenging behaviours usually arise around learning a variety of communication techniques and learning about big feelings; anger, frustration and sadness.

The reason for these behaviours at this age is usually because the child cannot figure out how to express his or her feelings in an acceptable way. At this stage of development, the child doesn't have the tool kit and doesn't know how to get a need met. Practitioners scaffold and help the child to learn by responding in a more constructive way, modelling developmentally appropriate ways of handling these feelings. Common inconsiderate or hurtful behaviours of young children include: tantrums, biting, scratching and hitting out. Staff are calm and patient, offering comfort to intense emotions helping children to manage their feelings by simply talking through the child's feelings to promote a greater understanding along with helping to resolve issues.

Reasons for behaviour tantrums might be:

- Teething, over tiredness, reaction to sensory overload
- Experimenting to see responses, looking for boundaries.
- Biting for oral stimulation.
- Toddlers can become frustrated as there are many things they may want to do but cannot due to stage of development.
- Learning self-control
- Learning to wait.

When behaviour is unacceptable:

- Physical punishment, such as smacking is not used or threatened.
- Adults do not shout or raise their voices in a threatening way.
- Children are never sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children are not used.
- It is always made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Children are given one-to-one adult support in seeing what is wrong and working towards more appropriate behaviours. In some instances, this might be achieved by a period of "time-out" with a giant egg timer (visual). The adult monitoring the 'time-out' will be nearby whilst the child watches the timer. Once the timer has finished, then the adult needs to sit with the child and have the child say to the adult the behaviour that took place and why it was the wrong thing to do. If the child has hurt another child then they are encouraged to act appropriately, by saying sorry to the child they hurt.
- In cases of serious misbehaviour, such as racial or other abuse, (ZERO TOLERANCE) the unacceptability of the behaviour and attitudes is made clear immediately, by means of explanations rather than personal blame.
- If agreed by the parent/child involved, then the incident and names are discussed with parents. Especially if a group or more than one child is involved.
- A record is made of any significant behavioural incidents. If behaviour resulted in harm to another child, the nature of the incident and resultant actions are recorded. Discussions are held with parents/carers of those involved but confidentiality must be respected. Parents/carers are asked to sign the incident book.

At the induction we share with parents our expectations and ask them how they deal with their children at home and work in partnership with the parent at all times. This is talked about sensitively and informally and once a child has started according to need guidance and partnership is provided.

We are aware that our families have very different needs, routines and perspectives, which can affect expectations.

### **Restraint**

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control. In all cases of restraint the incident must be documented and reported. Staff should refer to the Taunton School Handbook for more details regarding the School policy on handling children. UNDER NO CIRCUMSTANCES WOULD IT BE PERMISSABLE TO USE PHYSICAL FORCE AS A FORM OF PUNISHMENT, TO MODIFY BEHAVIOUR OR TO MAKE A PUPIL COMPLY WITH AN INSTRUCTION.

### **Over 3s**

Our school behaviour curriculum and values create a culture that promotes excellent behaviour. 'Be kind. Be keen.' is at the heart of everything we do and promote with our children, leading to successful behaviour through the key habits and routines pupils develop.

Pupils are expected to:

- o Behave in an orderly and self-controlled way
- o Show respect to members of staff and each other
- o In class, make it possible for all pupils to learn
- o Move quietly around the school

- o Treat the school buildings and school property with respect
- o Wear the correct uniform at all times
- o Embody our TPPS values
- o

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- o Create and maintain a stimulating environment that encourages pupils to be engaged
- o Display the behaviour curriculum or their own classroom rules
- o Develop a positive relationship with pupils, which include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

### **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- o Verbal praise
- o Communicating praise to parents/carers via class Dojo
- o Certificates
- o Positions of responsibility, such as being entrusted with a particular responsibility
- o Whole-class or year group rewards, such as a popular activity

### **Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- o A verbal reminder of the expectations of behaviour

- o Setting of written tasks such as an account of their behaviour
- o Expecting work to be completed at home, or at break or lunchtime
- o Loss of privileges – for instance, the loss of a prized responsibility
- o Restorative tasks, such as tidying a classroom
- o Referring the pupil to a senior member of staff
- o Discussion at collection or phone call home with parents/carers
- o Agreeing a behaviour contract
- o Removal of the pupil from the classroom

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory, including:
  - Racial
  - Faith-based
  - Gendered (sexist)
  - Homophobic/biphobic
  - Transphobic
  - Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

All instances of bullying will be dealt with in line with the school's anti-bullying policy.

## **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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.