



# HOWE GREEN HOUSE SCHOOL

## BUILDING BETTER BEHAVIOUR POLICY

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To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES
Previous Reviews	2

## **BUILDING BETTER BEHAVIOUR POLICY**

### **HOWE GREEN HOUSE SCHOOL**

#### **This Policy also includes the Early Years Foundation Stage and Before and After School Provision**

#### **Statement of Intent**

The staff and governors of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical and moral development of the individual child.

Named person responsible for behaviour management within the EYFS: Beverley McNally

#### **Aims**

At Howe Green House School we believe in looking for and reinforcing the positive. It is the policy of the school therefore to accept children at the point at which they come to school or Nursery, to expect the best from them and involve them in any process which is designed to modify and improve their behaviour.

We believe in having high expectations of children and in applauding each small step taken by any child toward better behaviour.

In school children are always to be left with a sense that they can and will do better in the future and that their teachers believe in them and are counting on them.

Many children come to school, behaving well and able to conform to the expectations which underpin the successful running of the school day. It is important that these children are not overlooked but are encouraged and have their good behaviour celebrated and affirmed. It is inevitable that some children will be unable to cope with the social demands made on them by school and such children need careful, consistent handling.

#### **Behavioural expectations**

All expectations in behaviour need to be discussed constantly and revisited by the class teacher many times, especially as new children begin school. Older children will often become good role models for the younger children and are expected to pass on good habits and help their younger counterparts.

#### **Class Rules**

Each class is expected to have its own negotiated class rules which are clearly understood by the members of the class. Class rules are negotiated at the beginning of each year and are

reviewed and revisited regularly throughout the year. A copy of a set of class rules is displayed prominently in every classroom.

Class rules must relate to:-

- \*Behaviour around the classroom and
- \*Care of equipment

### **Positive Behaviour Strategies**

- All staff, when considering behaviour strategies, must ensure that the individual and circumstances of the pupil are taken into account. Where appropriate class teachers should be consulted before a particular strategy is decided upon. Relevant background information should be recorded in the child's individual pupil profile and passed on to staff as appropriate.
- Good work or behaviour is recognised through the house credit system, and credits given when a class will be recorded on the "house tree" displayed in each classroom (single credits only will be awarded to pupils for good work or behaviour, double credits may be given for outstanding work or behaviour. These should be awarded in whole school assemblies).
- Appropriate behaviour may also be rewarded with praise, positive parent contact or class rewards.
- Adults will always outline their expectations of behaviour i.e. what the child is expected to do and explain why their current behaviour is unacceptable.
- Adults will ensure that children fully understand the consequences of their present course of action and choosing inappropriate behaviour.
- Inappropriate behaviour will be dealt with as children will always be given the choice of how they wish to behave.
- For minor behavioural incidents, children will usually be given two verbal warnings setting out their choices and consequences of their actions. On the third occasion there are two options. A teacher may decide to use the sanction of withdrawing the child from their group and placed with either another group or in a separate area under adult supervision, ie time out.
- After a certain period of time the child will be given the choice to behave appropriately and rejoin the group or to remain separate.

However, if a child's behaviour is likely to cause harm to themselves or others, strategies can be put in place after a single incident to ensure that they can modify their actions and avoid making mistakes that may be difficult to repair. Time out, extraction techniques, and closer or direct supervision may be employed in these situations.

- Class teachers will be informed of any inappropriate behaviour.
- Any continuing behavioural problems will be referred to the Head of Pre-Prep or Prep (see Headteacher's role), and parents informed and invited to meet and talk with the relevant staff where appropriate.
- More major behavioural concerns, for example bullying or physical or psychological damage to another child, may be dealt with by a more senior member of staff at an earlier stage.
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For further information on dealing with continuous and serious problems please refer to the Expulsion, Removal and Review Policy.

### **Dealing with Difficult Behaviour**

Inevitably there will be some children, who because of difficulties they have faced prior to school admission, or who have special educational needs or disabilities (SEND), will need particular help and especially careful handling. Teachers must enlist support from at least one other colleague if a child is proving particularly difficult to handle.

The Headteacher and Senior Leadership Team are always available to support teachers when existing systems do not bring enough progress and improvement.

Attempts should be made to clearly acknowledge the level at which the child is operating and adjust expectations and activities commensurately. The SENCO teacher is always willing to support special programmes of work.

Teachers undertake to make brief dated notes on any behaviour which is giving concern in the classroom. Often a pattern will emerge or a series of relatively minor incidents combine to give major concern. In such circumstances it is essential to have written notes as it is impossible to remember things accurately after the event. Staff may also fill in a Behaviour/Incident form which allows SLT to track and monitor incidents.

In the final analysis a referral to the Headteacher will usually result in a dialogue with parents. Subsequent self referral to Child and Family Therapy is possible. Often behaviour which is contained within school is symptomatic of serious behavioural difficulties in the home.

### **The school does not use or threaten corporal punishment**

#### **Role of the Headteacher**

The Headteacher is always on hand to offer support and advice to teachers and Little Oaks Nursery staff alike.

Being the ultimate authority in school it is possible that there may very occasionally be a confrontation with a child. They will always stay with a child in a crisis situation and will only return the child to the class when this has been resolved somehow, and when the child can see a way forward.

The Headteacher aims to build secure and strong relationships with children whose behaviour is proving a problem to themselves and others. They will specifically try to befriend such children and help them in their efforts to improve their behaviour.

In addition they will work closely with any parents requesting support with a particular problem.

## **Bullying**

The school is absolutely committed to treating any incidences of bullying with great seriousness. Bullying tends to manifest as part of a larger picture of problem behaviour.

Although there is no legal definition of bullying, it can be categorised as behaviour which is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

In the case of bullying, the child who is bullying undoubtedly needs help, support and counselling, however first the bullying must be stopped in the interests of the other child or children. Both children are then carefully counselled, reassured and encouraged.

Similarly, a child who is bullying needs support and understanding, and a benevolent approach is employed with the aim of helping them achieve the expected level of behaviour wherever possible.

Restorative practice is a powerful tool which can be employed to help arrest and resolve difficult friendship or bullying issues.

Children are encouraged to write to their teacher or another member of staff if they find it difficult to talk to anyone.

Any requests from a parent, child or staff member to investigate bullying are treated very seriously and acted upon immediately.

A log of bullying incidents is held by the Headteacher.

**This policy should be read in conjunction with the school's:**

- Physical Restraint and Intervention Policy.
- Expulsion, Removal and Review Policy

**The procedures outlined below, for Little Oaks Nursery, should be read in conjunction with this policy.**

### **Little Oaks Nursery - Achieving positive behaviour**

#### **Procedural Statement**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and 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.

#### **Procedures**

We have named persons, Beverley McNally and Julie Sellears, who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named persons to:
  - keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;

- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
- Staff receive relevant training on promoting positive behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's achieving positive behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

***Strategies with children who engage in inconsiderate behaviour***

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour. For children causing a recurring concern we would use one of our strategies, the “ABC” (Antecedents, behaviours and consequences) model to observe, to find out what is happening rather than what we thought was happening. By helping children find solutions in ways which are appropriate for the children's ages and stages of development. 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.
- 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.

- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- 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.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- 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 setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- 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.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### ***Children under three years***

- 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.
- 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.
- 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.



- 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'.
- 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.

### ***Rough and tumble play and fantasy aggression***

Young children often engage in play that has aggressive themes – such as superhero 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 as above.

- 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.
- 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.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content 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 alternative scenarios and strategies for conflict resolution.

### ***Hurtful behaviour***

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 cognisance of the feelings of the person whom they have hurt.

- 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.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- 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.
- 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 to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- 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.
- 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 children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over 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.

- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### ***Bullying***

We take bullying very seriously. Bullying may involve 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. It is often aimed at attacking differences between the children.

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.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

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 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 practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we 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.
- 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; and
- 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.

### **Little Oaks Nursery - Procedures on Biting**

Biting can be an uncomfortable subject for parents of both the biter and the child who is bitten. I hope that this policy will explain how we deal with biting in the Nursery. Please do discuss any concerns you may have regarding this issue with me. If your child is known to bite we would prefer to know in advance.

Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and wanting to gain control, maybe of a toy or they could be stressed. It may also be because they want to gain attention.

The Nursery/Key worker will work with you and your child to establish when and why they are biting. We will observe the child closely to see if certain conditions or situations trigger the behaviour and then work with them to try and avoid the incidents occurring. This may involve altering the child's routine, giving them more one to one attention, purchasing additional resources so sharing is not such a major issue or if it is because a child is teething provide suitable teething resources.

We will ensure that if a child is bitten that they are comforted and given lots of attention. I will ensure that any first aid is applied correctly if required and the incident will be recorded in our record book and parents asked to sign it.

If your child bites then we will remove them from the situation, we will explain to them, according to their age and understanding that biting is unacceptable behaviour. For younger child this may be by my tone of voice and facial expressions rather than lots of words. It may be necessary for me to exclude the child from an activity and use 'time out' until they are calm enough to return. I will also encourage the child to apologise to the child they have bitten and work with them to develop strategies to help them deal with the reasons.

Many children go through a stage of biting, please don't be alarmed it doesn't last forever!

### **Policy Review**

This policy will be reviewed as changes occur in school and behaviour management will need regular adjustment and constant re-evaluation.

However these are adjusted the basic principles will remain the same. Children have a right to know where the boundaries lie in terms of acceptable behaviour and have a right to teachers who love them enough to take a stand.

### Monitoring and Reviewing

To ensure our procedures remain effective they will be reviewed on a regular basis by the school staff, and members of the Governing Board.

Date: September 2019

**Signed :**            **D J Mills, Headteacher**

Reviewed by the Education Committee Chair

Date: September 2019

**Signed:**            **Liz Lester, Chair of Education Committee & Chair of Governors**

Next Review:     September 2021