



Pupil Behaviour

The Old School Henstead

Written by:	WJM
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Last reviewed on:	9 September 2022
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Next review due by:	9 September 2023
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PUPIL BEHAVIOUR including EYFS

Manners

Good manners are very important at our school and the ethos of the school, supported by all staff, promotes positive behaviour management. All children are expected to behave with respect and courtesy to others. These values are inculcated from an early age and are never taken for granted. At lunchtimes, the Headmaster, assisted by some teachers, eats with the children to spend social time with them and to ensure that table manners are appropriate.

Rewards

We continually strive to recognise and praise high standards of behaviour. In order to encourage this, children are regularly praised both publicly (at whole school gatherings or in the newsletter) and individually when they behave well. Golds are awarded for good behaviour, as are A1's for exceptional acts of kindness or courtesy. House totals and pupil achievements in each year are announced regularly in assembly. Headmaster's Commendation certificates are awarded when a child gains five A1s (bronze), with silver and gold and platinum certificates for those who gain more. All A1s are brought to the Headmaster to be recorded in his book. Certificates are also awarded for good manners.

Sanctions

Inappropriate behaviour is addressed firmly to ensure a happy, safe and productive environment for all. A series of increasing sanctions may be used. In the first instance gentle verbal reminders, followed by firmer reprimands if necessary. More serious misdemeanors may warrant a short detention or other loss of privilege. Parents will be invited into school to discuss persistent or very serious offences. Should such behaviour continue, a child may be excluded for a fixed period of time and in the most severe case, permanently excluded. Malicious allegations against a member of staff may be regarded as a serious breach of discipline. The School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

Support for pupils who behave in unacceptable ways

All members of staff liaise with Miss Clifton, the Deputy head, responsible for pastoral care and concerns are recorded through file notes, on the pastoral radar (updated weekly) and on Scholarpack.

- Physical punishment such as smacking or shaking will neither be used nor threatened.
 - Techniques intended to single out and humiliate individual children will not be used.
 - Children who misbehave might be given one to one adult support to help them see what is wrong and to help them work towards a better outcome should a similar incident happen again.
 - In any case of misbehaviour it will be made clear to the child that it is the behaviour and not the child that is unwelcome.
 - Adults will not shout or raise their voices in a threatening way.
 - Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's understanding and maturity.
 - Recurring problems will be tackled in partnership with the child's parents using observations and records of events to establish the understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs and staff will be sensitive to the needs of pupils with SEND and make reasonable adjustments where appropriate.

Physical Restraint

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. A record of physical restraint is kept by the headmaster.

Physical Contact

Physical contact with children should only take place for the coaching and demonstration of a skill, where it should be by invitation or at the initiation of the child. It should last as long as is necessary and be in a public environment, or viewable through an open door or window.

Early Years Behaviour Management Policy and Procedures

At the Old School Henstead we believe that children and adults flourish 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.

Children should develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this.....

- Classroom and school rules governing the conduct and behaviour of the children will be discussed early in the Autumn term. In Reception, Jenny Moseley's 'Golden Rules' are explained, discussed and followed.
- Adults working with the children ensure that the rules are applied consistently so that the children have the security of knowing what to expect.
- Adults working with the children provide positive role models with regard to friendliness, care, consideration and courtesy.
- Adults working with the children will praise and endorse desirable behaviour such as kindness and willingness to share. Children are awarded Golds in certain situations in acknowledgement of desirable behaviour.
- We will try and avoid situations in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways.....

- Physical punishment such as smacking or shaking will neither be used nor threatened.
- Techniques intended to single out and humiliate individual children will not be used.
- Children who misbehave might be given one to one adult support to help them see what is wrong and to help them work towards a better outcome should a similar incident happen again.
- In any case of misbehaviour it will be made clear to the child that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's understanding and maturity.

- Recurring problems will be tackled in partnership with the child's parents using observations and records of events to establish the understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Methods

- 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 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, 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 send children out of the room by themselves.
- 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 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.

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 and so on, 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 them.
- 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 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 experienced. 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? It made you feel angry, didn't it, and you hit him'.
- 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 is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- 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 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.

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 to another.

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.