

## Behaviour Policy

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<b>January 2017</b>	Version 1 – policy created SP, KF
<b>June 2018</b>	Version 1.1 reviewed KF Changes:  Throughout; Pastoral Leader to Pastoral Leader (Unique Child) Page 2 Behaviour file to Behaviour Log Page 4 Rewards, added Dojo Points and House Points Page 6 Sanction, added to fill in Behaviour Log
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<b>Sept 2019</b>	Version 1.3 reviewed AC/BH Changes: Paragraph (P)2 Deputy Heads, Phase Leader P 4 key role models P4 job titles changed to Phase Leader, Deputy Head or the SLT office P14 in class displays Pg 3 P1 Unique Child Coordinator Pg 3 P8 formal assessments/behavioural modification plans Pg 4 P2 All plans and correspondence with parents to be recorded

Preface to this Policy: The school must follow Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools. While the school has authority to create its own behaviour policy it is not permitted to negate any portion of the decree. The school has worked to retain its own ethos and approach to behaviour while fully complying with the Decree and the article contained therein.

According to Ministerial decree, the school has a Behaviour Committee. The committee comprises the Headteacher, Deputy Heads, Phase Leader of the appropriate class, and the School Administrator. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

### **A Student Behaviour Log is kept for each student**

At Nadeen School we seek to create an environment in the school which encourages and reinforces good behaviour.

### **Aims:**

- to define acceptable standards of behaviour
- to encourage consistency of response to both positive and negative behaviour
- to promote self-esteem, self-discipline and positive relationships
- to ensure that the school's expectations and strategies are widely known and understood
- to encourage the involvement of both home and school in the implementation of this policy
- to show appreciation of the efforts and contribution of all

### **Standards of Behaviour**

We expect standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

The adults encountered by the children at school have an important responsibility 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. They are key role models for the children and represent the ethos of the school.

#### **As adults we should aim to:**

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

### **The Curriculum and Learning**

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 feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **Classroom Management**

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 displays all have a bearing on the way children behave.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

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.

## Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

### Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

## Dojo Points

Awarded by classroom teachers and assistants on ClassDojo.com for everyday good behaviours (Reception, Key Stage 1 and Year 3)

### House Points

Awarded by any member of staff for above and beyond behaviour, attitude to work, effort etc. (Reception, Key Stage 1 and 2)

Recognition of the following rewards are presented publicly in class displays and during assembly:

- Star of the Week certificates (Reception, Key Stage 1 and 2)
- Star of the Month certificates (Key Stage 1 and 2)
- Golden Leaf weekly award (Key Stage 1 and 2) – given to children who have followed our Golden Rules (kind, responsible or safe)
- Class of the Month Trophy (Key Stage 1 and 2)

## Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable. The use of punishment is characterised by certain features:

- It must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future punishment
- group punishments should be avoided as this breeds resentment
- it should be the behaviour rather than the person that is punished

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

In moderate cases, the teacher may take the child to one side for a private chat – this is to ensure that the children are not publicly ridiculed or reprimanded in a way which could cause embarrassment.

Children should never be sent out of the classroom alone or unattended.

For repeated misbehaviour the child may be brought to their Phase Leader, Deputy Head or the SLT office for a cooling down period and for discussion about their behaviour.

Sanctions are enforced taking in to account the child's age, class, abilities, cognitive/developmental level, and in the context of the specific situation. Misbehaviours must be added to the Student Behaviour Log with actions taken.

Sanctions generally follow the following order but may start at any point given the severity of each case:

- Expression of disapproval
- Withdrawal of privileges
- Informal notification to parent via email
- In the event of a repeat incident, referral to the Key Stage Coordinator followed by referral to Pastoral Leader/Unique Child Coordinator
- In the event of further incident, formal referral to Deputy Head and/or Head Teacher
- Included is a written notification to parents with a meeting request
- At the meeting the child (depending on age, etc.) and parents will sign the Student Behaviour Contract
- School initiates the child-specific Behaviour Modification Program (see below)
- If behaviour persists parents will be advised to seek external specialist advice in conjunction with the school
- Temporary suspension of participation in specific school events such as performances or school trips, and any other activity where the student's behaviour is assessed as being unsafe
- Temporary suspension from school as per Ministry of Education guidelines

For the following incidents:

- Fighting and aggressive physical contact
- If they physically assault another child with one-on-one contact causing that child's skin to break or bleed
- If a physical assault involves biting
- In cases of extreme insolence, verbal abuse, and/or use of highly inappropriate language or behaviour

The following procedure will occur:

- Parents will be informed and will be required to come to school immediately
- Ministry of Education will be informed
- The child will be removed from the general school population and placed in a 'cool down' room with the appropriate staff member
- School and parents will discuss next steps and wait for Ministry of Education advice

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the Phase Leader, Deputy Head or Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents 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.

### **'Cause for Concern' Meetings**

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.

These meetings may be held at any time and must be written up by the teacher and signed by all adults present. A copy may be given to the parent on request.

Any formal assessments/behavioural modification plans from previous schools or outside professionals must be presented and discussed.

### **Behaviour Modification Programmes**

If a child persists in presenting undesirable behaviour which adversely impacts on his or her learning/safety or the learning/safety of others, teachers may implement a Behaviour Modification Program specific to that child.

In these cases, the following steps should be followed:

- Inform the Deputy Heads, your Phase Leader and the Headteacher of the particulars; and decide on a mutually agreeable course of action
- Clearly define the course of behaviour modification and include reasonable targets and outcomes for the child
- Inform the parents of the course of action and include a school-home link to ensure that the child, teacher and parents are aware of the progress made from the behaviour modification
- Discuss the behaviour modification plan with the child and promote a more positive school experience for the child
- Reward and praise, rather than disciplinary action, should be the motivator behind the behaviour modification, and result in a change towards desirable behaviour
- At all times the behaviour modification should be age appropriate, discreet, and promote the child's wellbeing and ability to succeed
- All plans and correspondence with parents to be recorded in the student's file

In addition to Nadeen School Behaviour Policy, EYFS behaviour management policy was developed to meet the youngest children needs at Nadeen School.

### **EYFS behaviour management policy**

Management of behaviour is a part of the personal, social and emotional development programme in EYFS. We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledging considerate behaviour such as kindness and willingness to share
- Acknowledging children's considerate behaviour towards another who is hurt or upset
- Helping older children set the group's guidelines for considerate behaviour
- Providing activities and games that encourage co-operation and working together
- Support children in finding a solution to a problem
- Ensure a child has a turn, after it has been said that they are next
- Avoiding creating situations in which children receive attention only in return for inconsiderate behaviour

Strategies to use 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
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem
- 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 praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn

## **Hurtful behaviour**

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. 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. We do not engage in punitive responses to a young child's rage as that will have the opposite effect. 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 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

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parents to identify the cause and find a solution together.

**The main reasons for very young children to engage in excessive hurtful behaviour are:**

- 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
- The child has a developmental condition that affects how they behave
- In cases of hurtful behaviour, 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

**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 bullying, although it may be inconsiderate, or even hurtful, 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.

**Golden/Classroom Rules**

In our setting we have golden rules. These rules are designed to help children understand the need for rules and are designed to be age appropriate for the setting. Older children can contribute and create the Golden Rules with adults together. Below is an example of what Golden/Classroom Rules can be, but it is not limited and can be tailored to the needs of each class.

- We are gentle – we use kind hands
- We listen – we respect each other
- We have fun – we always try to do our best
- We look after our toys – we don't break or throw them