

Our Positive Behaviour Policy, including Detentions, Exclusions and Anti Bullying.



Redrafted September 2016

Always "judge the deed; not the person". Any behaviour is a means of communication. Any attention is better than none!

We are the adults and must remain objective and professional at all times so that we can do our best for each child.

Consistent use of agreed language and management of both positive and unacceptable behaviour is crucial and all of our responsibility.

Every experience is an opportunity to learn ... an important part of development is learning how to make appropriate, positive choices; and, learning that there are consequences for inappropriate or unacceptable decisions.

Each new day is a fresh start at RLA!

At RLA, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their positive behaviour.

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

Principles that underpin how we achieve positive, considerate behaviour exist within our provision for promoting spiritual, moral, social cultural development; and, personal, social emotional development.

1. Aims. We aim to:

- provide a shared, consistent and fair approach to positive behaviour management
- provide a system to reward and encourage expected positive behaviours
- model and promote expected behaviours, values and attitudes
- build self-esteem, self-discipline and self-motivation
- teach children to accept responsibility for themselves and their actions
- foster an attitude of respect, tolerance, courtesy and care for others
- provide a calm, safe and stimulating environment which facilitates good outcomes for all
- raise standards of behaviour in and out of the RLA environment
- record and report incidents and outcomes accurately and efficiently to identify need and provide supportive, early intervention
- ensure rewards and consequences are fair and proportionate to the individual circumstances.

2. Home/School Agreement

Sets out the expectations for parents, pupils and RLA. A copy will be distributed at the start of each new school year for class teaching and signing.

3. School Expectations. See Appendix 1.

Our expectations are based on: 1) Respect 2) Learn 3) Achieve

Our democratically written expectations are published and displayed for whole Academy use and are used to resolve and reward behaviours. Class teachers may have agreed class rules that further develop the above rules for their own class.

4. A Positive Approach

- We all have a collective responsibility to model, promote, reward and challenge behaviours both in and out of RLA
- We speak to all children in a positive, respectful and professional manner
- We discuss, remind, model and promote behaviours that we expect and want to encourage, rather than suggesting those which we do not.
- We draw attention to examples of expected positive behaviours and children keeping to the rules, but minimise the attention given to children who show poor inappropriate behaviours.
- We are careful of our use of language: "Do" expressions, rather than "Do not"
- We promote a calm atmosphere where shouting is strongly discouraged and where children move around in a calm and orderly manner.
- We start and finish each day and each session with a positive thought or comment. We celebrate achievement in expected positive behaviour and communicate this to the children and parents at every possible opportunity.

5. Recording and Reporting Procedures: CPOMS

We use an electronic reporting system called CPOMS which enables us to record and report behaviours in an accurate and swift manner. This is essential for us to monitor, support, evaluate and improve our behaviour provision at RLA. The Governing Body monitors records regularly.

For **expected positive behaviour**, the class teacher records 'Smileys' to monitor equal opportunities. This will ensure that no child dominates our reward system and that our 'always' children are recognised and not 'forgotten'. Staff teach and model expected behaviours as part of our curriculum.

For **unacceptable behaviours**, we record:

- Date and times of incident,
- Names of perpetrator(s) and victim(s),
- Type(s) of behaviour(s) / incident(s),
- Details including triggers,
- Outcomes including support, consequences and sharing information with parents/carers

If the child is supported by the Engagement Team or another professional agency eg SENDCO or counsellor, the reporting staff member should include that professional/agency to ensure accurate information sharing, continuity of support and its effective monitoring and evaluation.

Class teachers are responsible for informing their Phase Leader about a child's behaviour by the end of each day so that this can be discussed and agree outcomes, including parent involvement. Phase Leaders will report concerns to SLT to identify and confirm swift support for both child and adult.

6. Rewarding Positive Behaviour

- ✓ SMILEYS - 1 awarded for positive attitude/effort. **Names to Admin Manager by Wednesday 4pm.**
- ✓ Weekly Smiley assembly - 1 child in each class with the most Smileys is selected to attend Achievement Assembly. Teachers must give the child's name to the Admin Manager by Wednesday to allow for parents to be informed so that they can attend the assembly
- ✓ Weekly Star of the Week certificate for each class to reward a child for outstanding contribution to improving an RLA focus or value; or, for outstanding individual achievement inside or outside RLA
- ✓ Parent contact sharing positive news: text, postcards, letters, phone calls, meetings, event invites
- ✓ Smiles, stickers, stamps, certificates and verbal praise are all used by staff to reward pupils for effort, behaviour, attitude, manners and achievements
- ✓ Values tokens are given when a child demonstrates independently, our expected behaviours
- ✓ Golden Time, to a maximum of 30 minutes on a weekly basis (normally Friday afternoon)

7. Consequences. Record using CPOMS

Note: Some children may have individual support plans to help modify their behaviour; and, therefore, may have their own sanctions, rewards and procedures to follow (see section 11 for more information).

If a child misbehaves during academy time, the following procedure is followed:

Step 1

A **reminder** is given making it clear what type of behaviour is acceptable and expected, referring to RLA expectations (see Appendix 1) wherever possible. This should be communicated calmly and professionally, maintaining the dignity of perpetrator and adult at all times. De-escalation strategies should be used. Try to establish the cause with the child to suggest solutions. Supportive skills and strategies should be discussed with the child to encourage the child to modify their behaviour.

If the behaviour is modified and not repeated, 'catch' the child conducting the expected behaviour and praise them using an appropriate reward (see section 5).

Step 2

If, during the same learning session, the behaviour is not modified accordingly and is repeated: The child must be offered **Thinking Time** in the classroom for a short period of time (no more than 5 minutes) for them to reflect on the incident and modify their behaviour. The adult should remind and promote Step 1 above to 'repair' and 'rebuild' the adult-child relationship. Ensure that the child's perspective is listened to and acknowledged.

An apology, if required, should be sought in a discreet manner and without audience. Public humiliation by any adult is not professional and will not be tolerated at RLA.

Step 3

However, if the behaviour continues to be repeated in the same session:

The child must be offered to **Walk and Talk** with an adult outside the classroom for the minimum, necessary period of time. The child is expected to take the Time Out to reflect on their behaviour. It provides reflective space for the child as well as allowing effective learning pace to be maintained.

On return to the classroom, the child is expected to have used the time to reflect, calm down and be prepared to re-engage with their work. Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start.

Again, if an apology is required, this should be sought in a discreet manner and without audience. Public humiliation is not professional and will not be tolerated at RLA.

As part of the reparation and rebuild process, in discussion with the child, the **Learning Time lost must be made up by the child** in their own time, supervised by an adult. The class teacher, having discussed with their Phase Leader, must contact parents to discuss the incident. Report both positive comments as well as the incident to the parent. Class teachers must record and report the outcomes of the parent meeting on CPOMS.

Individual arrangements may be made, following agreement with Phase Leaders, such as the child completing a learning outcome in a paired class. Strategies for children identified on the SEN register must be adhered to.

Step 4

However, if the behaviour continues to be repeated in the same session:

The class teacher is to inform the Phase Leader in the first instance; then, if required, the Deputy Headteacher, SENDCO or Headteacher and the child will be appropriately managed. Outcomes will be reported back to the class teacher and recorded using CPOMS.

8. Additional Sanctions to support class teachers manage behaviour

- Loss or part loss of playtime or lunchtime
- Temporary removal of responsibilities
- Removal of part of Golden Time
- On agreement from SLT, After school detention - see Appendix 2 Page 8 (Times must be age appropriate. At RLA, we do give parent notice and reasons for the detention. Be mindful of the weather and siblings)
- Phone calls to parents and carers to discuss behaviour
- Letters to parents and carers regarding a pupil's behaviour
- Representing RLA - if a pupil cannot follow at rules in and out of the Academy, SLT will give serious consideration to the appropriateness of that child representing RLA at an event. A risk assessment may support such decisions.

9. Responsibilities and Monitoring of Behaviour

Class Teacher responsibilities

- Adhere to policy and expectations, whilst making improvement suggestions via planned meetings
- Record positive behaviours - weekly top Smileys and Star of the week
- Record incident using CPOMS
- Discuss with Phase Leaders any concerns or recommendations for reward
- Reflect on teaching : plan for potential behaviours and their solutions, including seating plans
- Early intervention and involvement of parent/carers when a pattern or concern is highlighted.
- Seek professional advice and support, virtually or through RLA, in accordance with this policy
- Inform appropriate line manager of any concerns

School Leadership Team

- Discuss, action, monitor and evaluate concerns raised through Phase Leaders
- Support the analysing of records for patterns, concerns and strategies
- Deal promptly with any behaviours classed as extreme or exceptional, recording the incident and outcome on CPOMS
- Discuss with the Headteacher in the event that an internal or external exclusion may be considered for extreme, exceptional circumstances

10. Extreme or Exceptional Circumstances

Examples (not exhaustive) of behaviours which would be classed as extreme or exceptional are:

- Serious actual or threatened violence against another pupil or a member of staff;
- Aggressive, unprovoked verbal abuse against another pupil or a member of staff;
- Deliberate, premeditated or planned bullying, racist or homophobic incidents (age/development/understanding mindful);
- Persistent disruptive behaviours;
- Theft or damage to RLA property;
- Sexual abuse or assault;
- Supplying an illegal drug or carrying an offensive weapon.

If the child continues to pose a risk or cause actual harm, the class teacher should remove all staff and children to a safe place and notify SLT immediately.

11. Sanctions for Extreme or Exceptional Circumstances:

- Internal isolation
- Partner school exclusion (off site in local agreement)
- Fixed term exclusion (see Appendix 3, Page 9 and 10)
- Permanent exclusion (see Appendix 3, Page 9 and 10)

The Police may be called if there is a serious assault caused or a continued threat to staff and pupils that cannot be managed by RLA staff.

The Headteacher or Deputy Headteachers, are the only staff members who can authorise exclusions. Fixed term and permanent exclusions are very serious sanctions that will only be considered if policy and all other options have been exhausted or a particular incident could not be resolved in any other way. The Governors and Headteacher take such decisions with great care and thought and actively seek to find alternative solutions. Local Authority and MAT procedures are followed at all times.

Exclusions may be used in agreement with other agencies eg Police if repeated offences occur.

12. Care & Control – Physical Intervention Techniques (see Appendix 2: Physical Contact)

All qualified teachers have a responsibility to maintain good order and can use minimal, appropriate and reasonable force for the very shortest period of time. In these situations, reasonable force may be used to manage a situation as outlined by The Education Act (1996). Any form of physically managing a child must be defensible by the individual. Inappropriate or excessive misuse may result in disciplinary action being taken against an individual.

Physical intervention may be used when a child behaves:

- in an extreme way that puts themselves or others in harm or danger;
- seriously disrupts learning without complying with our graduated consequence steps;
- commits or is highly likely to commit an extreme or exceptional behaviour described above.

Except in an emergency situation, or age/development appropriate, all planned physical intervention should be carried out by at least 2 members of staff trained in Physical Restraint Techniques (Team Teach). Physical handling techniques will only be applied in situations where all other de-escalation strategies have failed.

In the event of an incident involving physical contact, the parents/carers of the pupil will be informed that day and post-incident support outlined if necessary. Incidents must be fully documented on our Physical Restraint form – see SENDCO for guidance and recorded using CPOMS.

13. Additional needs for Social, Emotional and Mental Health (SEMH)

We recognise that we may need to employ further strategies for children who have Additional Needs or whose behaviour cannot be improved or managed through the use of our Policy and its procedures.

We seek and implement support from the Local Authority, EWIST (emotional well being in schools team), the BAT (Behaviour Advisory Team), the Educational Psychology Service and other agencies as appropriate.

Pupil Support Plans and Education Health Care Plans are developed in consultation with the parent, pupil and other appropriate staff. These Plans are shared with all staff who work with the child.

14. Dealing with Racially Motivated Incidents. MacPherson's definition of a racist incident is:

'any incident which is perceived to be racist by the victim or any other person' and is a hostile or offensive action against individuals or groups (including travellers) because of their skin colour, ethnic origin, cultural, religious or linguistic background or lifestyle.

Racist bullying and incidents may take many forms such as of physical assault, intimidation, verbal abuse, property damage, propaganda and incitement. Examples of racist incidents include:

- Refusal to cooperate with others on the grounds of their race, colour, ethnicity or that of their family;
- Racist remarks, jokes, gestures or mocking;
- Assault;
- Promotion of, and involvement in, racist material, including graffiti;
- Name calling.

The way in which a racially motivated incident is dealt will depend on a range of factors including the seriousness of the incident, the age and understanding of the children involved and the context. Our Behaviour Policy consequences will be applied to the situation as appropriate involving discussion with the pupil's/child's parent or carer.

It is vital that all incidents are dealt with quickly, sensitively and consistently. This will include;

- Supporting the victim;
- Explain to those responsible and any onlookers what is unacceptable about the incident;
- Plan action for the bully and the victim;
- Contact parents of those involved;
- Record the incident and action taken using the Serious Behaviour Incident monitoring form or CPOMS;
- Inform Governors termly;
- Report the incident to the LA using the racist incident monitoring form (Engagement Workers complete).

15. Monitoring and Evaluation

This Policy and its procedures will be monitored and improvements made following Government updates and on-going staff feedback, reported through weekly SLT meetings and at least annually through September INSET.

Governors monitor records and evaluate provision and policy in light of outcomes.

1 Appendix 1. RLA Expectations

2

Our Expectations will help us all to ...

**Be Self-Motivated
and Resilient.**

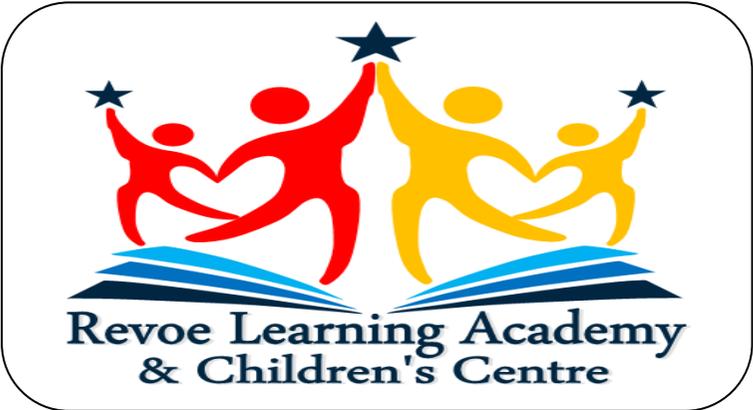
**Respect everybody, all
property and the environment.**

**Be Proud and
Aspirational.**

**Be Confident and Believe
that we can Achieve.**

**Be Curious and
Resourceful.**

**Be Caring, kind
and helpful to all.**



Respect

Learn

Achieve

Proud to be REVOE LEARNING ACADEMY

Appendix 2: Detentions

GOV.UK: Nov 2015

Search

1. School discipline and exclusions

2. 1. Discipline

School behaviour policy

Every school has a behaviour policy, which lists the rules of conduct for pupils before and after school as well as during the school day.

The policy should also say what the school does to prevent bullying.

You can ask the school for a copy of the policy document.

Punishments

Schools can punish pupils if they behave badly.

Examples of punishments (sometimes called 'sanctions') include:

- a telling-off
- a letter home
- removal from a class or group
- confiscating something inappropriate for school , eg mobile phone or MP3 player
- detention

Detention

Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given

Physical contact

School staff can use reasonable force to control and restrain pupils. This could include leading a pupil by the arm into a classroom.

Complaining about a punishment

If you disagree with the way your child's been punished, first talk to the head teacher. If you're not satisfied, ask for a copy of the complaints procedure.

Appendix 3: Exclusions - Headteachers can exclude your child if they misbehave.

GOV.UK: Nov 2015

What happens when your child is excluded: The school will let you know about an exclusion as soon as possible and follow up with a letter including information about how long your child is excluded for and why. You should be told how to challenge the exclusion, if you want to. Exclusions can start the same day but school can't make you collect your child straight away.

Risk of prosecution if child is found in public place: For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. [You might be prosecuted](#) if your child is found in a public place when they're not supposed to be. **You can [get free advice](#) about exclusion.**

Types of Exclusion: fixed period (suspended) and permanent (expelled).

Fixed period exclusion - when a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, school must arrange full-time education from the 6th school day.

Permanent exclusion when a child is expelled. The local council must arrange full-time education from the 6th school day.

Alternative education and exclusion. School must tell you about any alternative education they or the local council arrange. You are responsible for making sure your child attends. Contact school (fixed period exclusions) or local council (permanent exclusions) if they haven't arranged anything after 5 days, or if you have a complaint about the education. You can [complain to the Department for Education \(DfE\)](#) if you're not happy with their response.

Challenging exclusion. The letter from school about the exclusion will tell you how to challenge the decision.

Challenging fixed period exclusion. You can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or an exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the governing body to consider their views.

Challenging permanent exclusion. You can challenge permanent exclusion with the governing body. If they agree with the exclusion, you can appeal to the local council or the Academy Trust if the school is an [academy](#). The governing body must tell you how to do this.

Discrimination and other complaints. You can make a claim to a court or a tribunal if you think your child's been [discriminated against](#). Contact the [Equality Advisory Support Service](#) for help and advice.

For more general complaints (eg if you don't want to challenge the exclusion but you're not happy with the way the school handled it), follow the normal [school complaints process](#)

RLA's Bullying Policy

Bullying. We believe that bullying of any kind is unacceptable at our Academy. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING Academy. This means that anyone who knows that bullying is happening is expected to tell the staff who will act.

What Is Bullying? Definitions of bullying all include the following characteristics:

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power

The main types of bullying are:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing

Children have described bullying as:

- Being called names or teased
- Being pushed or pulled about
- Having your bag and belongings thrown around
- Having rumours spread about you
- Being ignored and left out
- Being forced to hand over money or items which are yours
- Being attacked because of your religion, colour or other appearance reasons

No one should ever underestimate the fear that a bullied child feels.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving

Dealing with Bullying - *Guidance for children:*

If someone you know is being bullied, tell staff:

- Don't rush over and take the bully on - you don't want other people to think you are a bully!
- Let a teacher or adult know what is happening
- Try to be a friend to the person being bullied
- Refuse to join in with the bullying behaviour

If you are being bullied, don't give up, TELL, TELL, TELL. It's not your fault;

- ✓ Always remember if you are being bullied you **can** do something about it
- ✓ Write down what is happening
- ✓ Ask your parents to visit the school
- ✓ Talk over what to do with a friend, a teacher, mum, dad, guardian, or someone you trust
- ✓ Remember, at Revoe we listen carefully to children when they tell us they are being bullied
- ✓ Take control, tell us your views and opinions

Dealing with Bullying - *Guidance for Staff*

At RLA, we believe that Bullying is unacceptable. All such incidents are dealt with appropriately by staff and in line with the sanctions outlined in section 9 in the first instance and repeated or serious case involving continued physical and verbal abuse the exception circumstances (section 11) should be followed. All staff need to be alert to bullying both inside and outside the classroom. It is the responsibility of everyone to report acts of bullying as soon as they arise.

If you come across bullying what should you do?

- Ensure the victim is safe and being cared for
- Take the incident seriously
- Take action as quickly as possible
- Reassure the victim, don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.

Taking Action

The member of staff in whom the victim has confided or jointly with the parent and pupil if reported in this way must record on CPOMS if school age and verbally alert the class teacher immediately. The appropriate senior lead will then carry out further investigations.

Possible outcomes

- The bully (bullies) will always be asked to apologise.
- The parents or guardians of the victim and bullies will be involved whenever possible.
- In serious cases, isolation or even fixed term exclusion will be considered.
- Whenever possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Preventing Bullying at RLA

At RLA, we adopt a proactive approach to bullying. Through assemblies, our Expectations, our Values, and recognising and modelling positive behaviour, we are committed to ensuring that our community work together to create a happy, safe, caring and stimulating learning environment.

We continually reinforce the importance of treating others well and with respect rather than simply reacting to incidents when they occur. We raise awareness of bullying through our Curriculum including SMSC, and ensure children have the opportunity to talk about bullying through discussion. *All incidents of bullying will be recorded using CPOMS for children who attend Nursery to Year 6.*

Dealing with Bullying - *Guidance for parents, carers and other members of the community:*

If you suspect that bullying may be happening which involves children or pupils from RLA, please take the following action:

- Encourage the victim to tell their parent, carer or guardian
- Report it to a member of RLA staff or the Police;
- If appropriate, let the parents of the victim and/or bully know;

Procedures for Children's Centre & Nursery 1 Provision

All staff who work with children are responsible for supporting children's personal, social and emotional development, including issues concerning behaviour.

Our Operational SENDCO and Behaviour Lead is Mrs Sue Haley, supported by Kathryn Bastow.

All staff are required to:

- keep her/himself up-to-date with current site policies, 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
- liaise with the Assistant Head Teacher/Centre Manager/SENDCO/Deputy Head Teachers and Head teacher to check that they have relevant in-service training on promoting positive behaviour;
- 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 centre/groups;
- provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
- be aware of the Positive Behaviour Policy and the guidelines (see attached) for their phase/part of RLA/Children's Centre, and for these to be applied consistently;
- work in partnership with parents. Parents are regularly informed about their children's behaviour. 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;
- work in partnership with parents to offer support and guidance of strategies they can use at home, in groups or in other settings;
- signpost to other services eg. Engagement Officers, EAT, EYSEND, SLT, Health Visitors and CAHMS.

Strategies with children who engage in unacceptable/inappropriate behaviour

- all staff use positive strategies for handling any inconsiderate behaviour, helping children find solutions in ways which are appropriate for the child's ages and stage of development. Such strategies might include: 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.
- ensure that there are enough popular toys, resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- acknowledge considerate behaviour such as kindness and willingness to share.
- support each child in developing self-esteem, confidence and feelings of competence.
- support each child in developing a sense of belonging so they feel valued and welcome.
- avoid creating situations where children receive adult attention only in return for inconsiderate behaviour.
- when behaving in inconsiderate ways, we help the child to understand the outcomes of their action and support them in learning how to cope more appropriately.
- never send children out of the room by themselves, or leave them without adult supervision. 'Time out' strategy may be used when appropriate but only at a suitable level for the age and development of the child, and within their classroom. This would also be discussed with the child's parents
- never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- do not use techniques intended to single out and humiliate individual children.
- some staff within RLA and the Centre are trained to use Team teach approaches. These can be used if necessary with children to ensure the safety of the child, others and property. Other staff would 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, action taken and by whom and witness names) are brought to the attention of SLT and are recorded on the appropriate paperwork and CPOMS if appropriate. 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 raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- we work to support parents to develop behaviour strategies

Rough and Tumble Play, Hurtful Behaviour, Biting and Bullying

Children under two years (Children's Centre crèches/groups)

- when children under 2 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 does not settle and the behaviour may be the result of 'separation anxiety'. We support to try to reduce risk of things reoccurring such as encouraging strategies to develop a plan to support children e.g. changing routines etc
 - we focus on ensuring a child's attachment is provided in the Setting groups / crèches. Staff work to build a strong relationship to provide security to the child.
 - we try to support a child and parent by introducing strategies such as signing
- we encourage the parent to check on their child's hearing, eye sight or other medical needs.

Rough and tumble play

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. However, 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 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 '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 the majority children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the person's feelings whom they have hurt.
- 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.
- help them manage these feelings as they have neither the biological, nor cognitive means to do this for themselves.
- 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.
- help this process by offering support, calming the 'angry' child 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.
- do not engage in punitive responses to a young child's rage as it has the opposite effect.
- respond to pre-verbal children by calming them. Verbal children will also respond to being calmed, but we offer them an explanation and discuss the incident with them to their level of understanding.
- recognise young children require help in understanding the range of feelings they experience.
- 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.
- 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."
- 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."
- are aware that the same problem may reoccur 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.
- 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.
- 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. 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/carer in the Setting does not have skills in responding appropriately; hence, negative patterns develop where hurtful behaviour is the only child response in expressing feelings of anger;
- the child may have insufficient language or mastery of English to express him/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 approach does not work, we use our SEN policy to support the child and family, making the appropriate referrals to additional services where necessary.

Aggression towards other children

- focus on the child who has been hurt. When able, children should be encouraged to solve their own problems verbally. Adults are to support the children to express how they are feeling.

Aggression towards adults

- say 'no' to the aggressor quietly and firmly. Adult to move. Let the child know quietly how it makes you feel.

Non-compliance

- ignore attention-seeking behaviour unless it is dangerous or inappropriate to do so.

Failure to co-operate with other children e.g. sharing

- encourage children to negotiate with each other. Children to be encouraged to use 'timers' to assist turn taking.

Spoiling materials and equipment

- encourage children to respect equipment etc. by example. Let children know that spoiling equipment is unacceptable.

Spoiling activities

- Encourage children to solve problems verbally, adult to support as necessary. Brief time out if all else fails. Do not leave children unsupervised.

Verbal abuse/ swearing or rudeness

- Set nursery boundaries. Ignore as appropriate.

Withdrawn behaviour

- Tender loving care and encouragement. Listen/ watch for clues as to reasons.

Displaying unnatural sexual awareness

- No reaction and distract child. Monitor and record and inform all staff. Decision to be taken after discussion but to include parents and other professionals as necessary.

Temper tantrums

- Prevent by distracting if possible. Remain calm and consistent. Ensure child is safe. Allow time to work through tantrum without an audience. Reassure child.

Biting. Many children go through stages in their development, where they show behaviours others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration ie they have not yet acquired the skills to express what they are feeling. Eventually biting usually diminishes with age. Our procedures are as follows:

- comfort the bitten child and administer appropriate First Aid.
- explain to the biting child why biting is unacceptable, that it hurts the other child and if appropriate show the mark or bruise.
- remove the biting child from the situation that provoked the biting for a short time period.
- always inform the parents of the bitten child and the parents of the child that has bitten. Explore with them their strategy for dealing with such incidents if they occur at home or elsewhere (If their strategy was a direct contradiction of our strategy, e.g. Parent biting the child back, we would explain why we thought this was an inappropriate response.)
- discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.
- where the biting is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Health Visitor, Child Psychologist, to look closely at any other contributory factors. This would be done in consultation with parents/carers.
- staff members will not disclose the identity of the child who has bitten as it is vital to maintain the confidentiality of the children concerned.

Bullying. We take all forms of 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 in another. If a child bullies another child or children, we:

- show the bullied children that we listen to their concerns and act upon them
- intervene to stop the child who is bullying from harming the other child or children;
- explain to the child doing the bullying why her/his behaviour is not acceptable;
- give reassurance to the child or children who have been bullied;
- help the child who has done the bullying to recognise the impact of their actions;
- make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- do not label children who bully as 'bullies';
- recognise that children who bully may be experiencing bullying themselves, or be subject to abuse/other circumstances causing them to express their anger in negative ways to others;
- recognise that a bully is often unable to empathise with others, so we do not insist that they say sorry unless they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- 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
- 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.

We work in partnership with other relevant agencies, as appropriate, to achieve the best outcomes for the child.

Nursery 1 and Children's Centre

All of the strategies in earlier parts of this document are used as and when appropriate

Nursery 2 and Reception

In Nursery 2 and Reception, children are introduced to the whole school behaviour systems in a way that ensures a positive introduction when the children are ready for different elements of the systems

Our RLA Expectations (rules) are listed in Appendix 1 on Page 7.

In Nursery 2, these expectations are introduced and adapted as appropriate

- Visual traffic lights - red, yellow, green and gold are on display 🙌 😊 🟡 😞
 - Nursery staff will introduce rules as appropriate and through discussion with children
 - Traffic lights will be used as a visual learning tool to share examples of good behaviour
 - Gradual introduction of the concept of following rules is introduced when children are developmentally ready to understand them
 - The adult in Nursery 2 will use the traffic lights as a prompt for discussion regarding behaviour and slowly introduce the system as detailed for Reception
 - Positive behaviours are praised and encouraged at all times.
- In Reception, the rules are introduced in the setting during the first term. They are regularly referred to, to ensure all children are aware of the expectations.
 - Children are regularly reminded of the rules and what they have to do.
 - Visual traffic lights - red, yellow, green and gold are on display in each room 🙌 😊 🟡 😞
 - All children start each day on green
 - If a child is not complying with a rule they are reminded of the rules. If the behaviour continues, the child is given a warning that their name may move to yellow
 - If behaviour improves, this is resolved. If not, the teacher/TA will take the child and move their name to yellow
 - If an improvement is seen then the child moves their name back to green
 - If a child on yellow continues to misbehave, the Teacher/TA will remind them of the rules and what will happen if the behaviour continues giving a warning that their name may move to red
 - If a child is placed on red, they are given a timer and asked to sit out of activities for the time on the timer, their name then goes back to amber (with time to show they are trying hard)
 - If a child goes on to red a number of times then the child may be asked to spend time with another adult
 - Children moving on to yellow and red are recorded on recording sheets which are reviewed, staff will talk with parents as an when is necessary
 - Positive behaviours are praised and encouraged at all times
 - When a child shows excellent behaviours, the child may be placed on gold.

Our Expected Behaviours at RLA

Outside on RLA Grounds, the Rec Playground and local area

- ✓ Before going outside, make sure you are dressed appropriately.
- ✓ If a whistle is blown, stop all play. On the second whistle, please move quickly and calmly to your assembly point and return and store play equipment correctly.
- ✓ Before using the Rec playground, carry out the risk assessment sweep.
- ✓ Respect personal space by not touching others.
- ✓ Invite others to play.
- ✓ Follow directions of adults and leaders.
- ✓ Be a role model and set exemplary behaviour to everyone else. Show respect for yourself, for others and for RLA - you're an ambassador!
- ✓ Give your best at all times to achieve our expectations.
- ✓ Use equipment and resources responsibly and safely and store away correctly when told to do so.
- ✓ For fieldwork, follow adult instructions at all times and stay within the work area.
- ✓ Stay on pavements at all times, close to the railings. Only cross roads when told to do so.
- ✓ Ask if you're unsure about anything. If you need help, go to an adult.

Inside RLA

- ✓ Listen to adult instructions.
- ✓ Be a role model and set exemplary behaviour to everyone else. Show respect for yourself, for others and for RLA - you're an ambassador!
- ✓ Walk quietly and sensibly - no running or shouting please.
- ✓ Be responsible for your own actions and learning.
- ✓ Use equipment and resources responsibly and safely and store away correctly when told to do so.
- ✓ Contribute to learning.
- ✓ Give your best at all times to achieve our expectations.
- ✓ Respect the environment and clean up after yourself, using the litter bins.
- ✓ Ask if you're unsure about anything. If you need help, go to an adult.

In the Toilet

- Enter quietly and do not waste time or play.
- Flush toilet after using it.
- Wash (with soap) and dry hands.
- Make sure the water is turned off before you leave.
- Leave the bathroom neat and clean.
- Report to a member of staff any problems with supplies or cleanliness.

At Assembly

- Go to the toilet first.
- Enter and sit down quietly.
- Pay attention to the presenter and show respect for the presenter.
- Wait to be dismissed by the person in charge.
- Leave quietly with your teacher.

Please, listen to others and value their ideas.

Please value others and say nice things about them or what they have done.

Please look after property and the environment.

Please sort out problems by talking them through.

Please treat others as you like to be treated.

Appendix 4: Behaviour Environment Checklist.

Learning Environment Checklist		Date	Time	Observed			Observer(s)
				Lots	Some	Not	Comment
Behaviour Outside Lessons	Pupils arrive at/leave RLA in an orderly manner						
	Staff supervision ensures children's safety on arrival /departure						
	Outside areas are clean, well signposted & free of litter						
	Main entrance is pleasant and welcoming						
	Corridors are clean, litter free and well cared for						
	Pupil movement in public and circulation areas is orderly						
	Pupils are wearing correct uniform						
	Pupils are polite & respectful e.g. moving aside, opening doors						
	Staff are clearly visible at key transition times						
	Pupils challenged appropriately in non-confrontational way						
	Pupils are not 'wandering' during lessons						
	No incidents of rowdy behaviour etc. at break/lunchtimes						
	Pupils move purposefully at end of break and lunchtime						
	Pupils seen reminding others about rules/regulations						
	Pupils can self-regulate						
	Pupils seen helping/supporting one another						
	No bullying or other aggressive behaviour observed						
	Good relationships between staff and pupils observed						
Good relationships between pupils observed							
Environments	Are clean, tidy, well organised						
	Have good displays of pupil work which recognise achievement						
	Displays are accessible/used & support/model/scaffold learning and behaviour; are current, motivating and/or informative						
	Furniture layout enables safe mobility & independent access						
	Resources are clearly labelled. Children have independent access to, and independently use, resources						
	Expectations /Rewards & Consequences prominently displayed						
	Planning displayed in wallets and accessible						
	Class information board to display visual timetables, assembly reflection / values / RBoR information						
Staff folder on desk: handbook, duties, rotas, child register, seating plan, SEND info:EHCPs/Beh Charts/Risk assessments; medical info; first aiders							
Behaviour in Class	Prompt, orderly start to lessons observed						
	Children understand & use agreed expectations/routines/rules						
	Pupils take out books, equipment etc without prompting						
	Pupils settle to starter activity quickly						
	Good management of lesson transitions						
	Pupils listening to the teacher						
	Pupils engaged in learning activity						
	Children know, and use, marking policy and its codes						
	Off task behaviour challenged appropriately in non-confrontational way						
	Pupils seen cooperating/supporting one another in learning						
	Good relationships between teachers and pupils observed						
	TA's are effectively deployed in the classroom						
	Lessons not disrupted by poor/challenging behaviour						
Low level disruption challenged appropriately in consistent, low key manner							
Orderly dismissal from lessons							
Evaluation	Consistent working practice in place across RLA					Practice worth reinforcing/developing in RLA	
	Practice worth sharing across RLA					Practice worth sharing across MAT	
	Strengths						
	Areas for Development						
Areas for Immediate Action							

Appendix 5: Ofsted Check List – Behaviour and Safety

	Grade 1,2,3,4	Evidence	Actions
Children’s Views about the School			
Do children feel safe in the school?			
Do children know what to do and who to speak to if they have concerns?			
Do children feel they are listened to and taken seriously when raising a concern?			
Do children feel that they are dealt with fairly?			
Do children feel that relationships at all levels are respectful in the school?			
Do children feel that the school acts swiftly and appropriately to deal with bullying?			
Do children feel that bullying is successfully dealt with at school?			
Do children feel safe and confident enough to tell adults if they are being bullied or have a concern?			

	Grade 1,2,3,4	Evidence	Actions
Parents Views about the School			
Do parents and carers feel that their children are safe and well cared for at the school?			
Do parents and carers feel that bullying is managed successfully at the school?			
Do parents and carers feel that behaviour is of a good standard at the school?			
Do parents and carers feel that the school manages behaviour well?			

Conduct around the school	Grade 1,2,3,4	Evidence	Actions
Does the school provide a calm and orderly environment?			
Do children arrive and leave the school in a calm and orderly manner?			
Do children move around the school calmly and orderly?			
Is the behaviour of children acceptable when not directly supervised by an adult?			
Are children encouraged and able to manage their own behaviour?			
Are playtimes and lunchtimes a positive experience?			

Conduct in Lessons	Grade 1,2,3,4	Evidence	Actions
Do children settle down to their work quickly and effectively?			
Does the behaviour in the school lead to effective learning?			
Do children listen well in lessons?			
Do children move to tasks calmly, orderly and quickly?			
Do children follow instructions and respond positively to requests by adults?			
Are children included and involved in classroom routines?			
Are the children praised? Do they respond positively to praise?			
Do the children work well together? In groups?			
Do the children share well and take turns?			
Do the children enjoy the school experience and their learning?			
Do the children work independently?			
Do the children persevere, concentrate and complete tasks well?			

	Grade 1,2,3,4	Evidence	Actions
Attendance			
Does attendance compare well to national averages?			
Are children keen and happy to come to school?			
Does school employ a range of strategies to tackle poor attendance and promote good attendance?			
Does the school communicate well the link between good attendance and academic achievement?			
Are there thorough procedures for following up absence and are these rigorously applied?			
Does the school work well with parents and other agencies to promote and support good attendance?			

	Grade 1,2,3,4	Evidence	Actions
Punctuality			
Do lessons and sessions start on time?			
Is there any lateness which disrupts the lessons and learning of others?			
Do children move between lessons and break times well and arrive promptly for lessons?			
Are teachers competent at welcoming children and settling them to work quickly?			

	Grade 1,2,3,4	Evidence	Actions
Children's Behaviour towards Others			
Do children demonstrate respect to other children and adults?			
Is behaviour consistent?			
Do children understand and follow school rules?			
Do children demonstrate courtesy and good manners?			
Do children from different groups mix and socialise well?			
Are children well behaved and courteous?			
Do children take part in extracurricular or enrichment activities?			
Do the children understand the schools achievements?			
Are the children keen and willing to take on extra responsibilities?			
Do the children support and care for younger and vulnerable children?			
Do children take care of and value the school environment?			
How much disruptive behaviour is evidenced?			

	Grade 1,2,3,4	Evidence	Actions
Protection from Bullying			
Does the school have a clear and shared policy for behaviour management and bullying?			
Are the policies communicated and understood by children and parents?			
Do children receive lessons and instructions on how to deal with bullying?			
Can children verbalise what they should do if they are being bullied?			
Is there an ethos in the school of mutual respect and tolerance of others?			
Does the school monitor and evaluate incidents of bullying?			
Does all staff receive regular training on the effective management of bullying?			
Is there effective supervision ratio at playtimes and lunch?			
Are there simple and confidential ways to report bullying?			
Are children involved in the development of policy and strategies to combat bullying?			
Are all bullying allegations investigated thoroughly and followed up?			
How common is bullying?			