



## Behaviour Policy

Updated: 06-17  
Prepared by: JH/SCC

Next Review: 06-19  
Approved by: JR

### **This Policy applies throughout the School from EYFS to Year 6.**

Everyone in our School community is important and valued; members of the School community have contributed to this policy and agree that it describes the behaviour to which we aspire. All new full-time, part-time and volunteer staff are familiarised with the policy before they begin work at the School.

Children learn most effectively when the environment is generally calm and orderly and where good standards of behaviour are the norm. A clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere will support this.

### **Aims**

- To identify the roles and responsibilities of members of the School community in encouraging and promoting good behaviour
- To identify the roles and responsibilities of members of the School community in discouraging unhelpful behaviour

### **Objectives**

- To have consistent behaviour management strategies throughout the School
- To maintain and promote a sense of responsibility for positive behaviour
- To agree a shared understanding of what we consider to be unhelpful behaviour
- To agree a range of rewards and sanctions and how they should be used
- To establish a fair and consistent approach across the School

### **The Cavendish School Golden Rules**

These are an inherent part of our daily lives as members of the School community and are prominently displayed in all classrooms and around the School:

- 1. Treat others as we would like to be treated**
- 2. Be kind**
- 3. Listen to others**
- 4. Respect others' belongings**
- 5. Share**
- 6. Forgive**
- 7. Try to be our best selves**

## **Traffic Light System (see Appendix 1)**

We have a consistent visual display in all classrooms. Children's names may be moved up and down the traffic light in accordance with their behaviour.

## **Behaviour Records**

Records of unhelpful and of exemplary behaviour and how it is managed or rewarded are maintained in Shared Staff folders.

## **Classroom Rules**

These may be devised by individual classes with their teachers and displayed in the relevant classroom.

## **OUR SYSTEM OF REWARDS**

### **Annual Shine Celebrations**

- At the end of the summer term teachers co-ordinate a summary of the year
- Parents of each year group are invited to join us
- All pupils take part in some aspects of Shine Celebrations
- Each pupil receives recognition for his or her achievement, progress or effort in an academic or extra-curricular area and this is recorded on a certificate
- Special prizes may be awarded for a variety of subject areas and achievements

### **Other opportunities for celebrating**

- Weekly class assemblies
- Names written in the Golden Book, badges presented in assembly and recognition on the Achievement Tree
- Presentation of music or other certificates in assembly
- Musical evenings and concerts
- Drama productions
- Annual Sports Day
- Ballet displays
- Newsletter features e.g. scientist of the week

### **Class officials and other posts of responsibility**

Each term the pupils elect the following posts:

- A Head Girl and House Captains (from Year 6 classes)
- Form Captains and Vice-Captain positions in Years 2-5 and in the Summer term for Year 1
- A Sports Captain in Years 2-6 and in the Summer term for Year 1
- Librarians in Years 3-6
- Eco Reps for Years 1-6
- Junior Travel Ambassadors Years 5 and 6

- The elections are usually by secret ballot within each class for pupils who have not previously held posts until everyone who wants to has had a turn. Links with the democratic process are discussed
- Head Girls, House Captains, Form Captains, Vice-Captains, Sports Captains, Music Captains and Librarians wear relevant badges
- Appointments may be made to other positions of responsibility in exceptional circumstances
- Lists of class officials are displayed in School each term. A copy of this list will be kept in the Shared Staff/School Officials folder.
- Repeat posts are not allowed until Year 6, i.e. each term should see an entirely new set of class officials

### **Rules for specific areas of School life**

- Pupils should arrive punctually into the School playgrounds by 8.25am
- Clearly labelled items of school uniform appropriate to age and activity should be worn
- Plain metal stud earrings are the only jewellery which may be worn at School
- Hair longer than shoulder length should be tied back and only black or dark green hair accessories worn
- Shoes should be plain, flat, black leather with closed toes and securely fastened
- Unless following a specific request all toys and other personal belongings should be left at home
- A healthy snack of fruit, vegetables or plain biscuits e.g. oatcakes. Rice cakes, rich tea, can be brought to School for breaks (Years 1-6). There is greater flexibility in the EYFS
- Completed School registers are taken to the School Office by 08.45. If pupils are absent the School Office should be notified before this time
- If parents would like medicines to be administered at School, the in-date medicine, with written instructions, should be given to a member of the School Office
- Parents must request prior permission from the Head via the School Office for absence during School time
- For safety reasons dogs or other animals should not be brought into the School or to School functions in or out of School
- If parents would like pupils to travel to or from School unaccompanied, permission must be given by the Head. The expectation is that Year 6 pupils will do so in the spring and summer terms after they have been given appropriate information on how to stay safe
- Pupils' named mobile phones and electronic devices must be left at the School Office during the day

## CONSEQUENCES

We are fortunate that we rarely need to progress very far down the following list:

- A warning look by teachers
- A verbal warning with a private discussion about the unhelpful behaviour
- A second warning mentioning withdrawal from specific activities as a consequence
- Some form of reparative activity
- Withdrawal from activities, sometimes with purposeful tasks to fill the time with either class teacher, Head of Early Years, Deputy Head (Pastoral or Head
- Sending to Head
- Parents may be involved
- A report card or book may be used
- A contract of behaviour may be drawn up with older children
- Temporary or permanent exclusion

## Handling and restraint

- It is against the law to physically chastise children
- Physical restraint of pupils should only be used if by not doing so would result in immediate physical harm to themselves or others
- All physical contact with children should be within the reasonable boundaries of a caring parent. Physical contact (hand holding, hug, etc.,) should be invited or instigated by the child or permission sought by the staff member, unless there is a good reason why this is not the case such as comforting a child who is very upset or badly hurt.
- Please see Physical Restraint Policy for further information

## Incidents of children hurting each other/serious incidents

Children can argue, squabble or disagree with each other and sometimes this can lead to unkind things being said and/or pushing and shoving and, rarely, biting or scratching. Staff have to make a distinction between what constitutes unpleasant, but not exceptional words or actions which can be dealt with at the time, and when unpleasant behaviour is more serious. When it becomes more serious it then becomes the concern of the class teacher and possibly the parents of the children involved.

If children cause any significant injury to feelings, or any injury to another child's body, this is **serious** and the class teacher should be informed as soon as possible and no later than at the end of the lesson or break period. If the incident is in the **serious** category, the class teacher should consult as soon as possible with the Head or the Deputy Head (Pastoral) as to the most appropriate way to proceed.

Parents should be told of any behaviour other than the expected everyday 'rough and tumble' typical of most children of primary school age. This behaviour will be recorded on the whole School electronic behaviour log. If parents are to be contacted, it is essential that this takes place as soon as possible after the incident. We should not wait to tell parents of their child's emotional or physical injury until pickup time or later.

## **Serious disciplinary offences**

Where a child's behaviour causes serious concern, teachers will consult the Head or in her absence the Deputy Head (Pastoral) or another member of the Senior Management Team. Between them they will decide on the future course of action.

- Parents may be invited to a meeting, informed and asked to assist in correcting behaviour. The first meeting may be with the class teacher if the problem can be contained easily, otherwise with the Head
- Behaviour may be corrected by asking the perpetrator to reflect on the reasons for the behaviour and identifying underlying causes and solutions
  - Do you have any ideas why you behave/d like that?
  - Would you like to behave differently?
  - Can you think of anything that will help you to behave differently?
  - Can we help you?
- Children often respond positively to a report card. This is when teachers report on the behaviour of the child in each lesson during the day and share this information with parents (see the Deputy Head (Pastoral) for details)
- In cases where wilful, malicious physical attack has been made on another child (e.g. biting, causing marks) and the child is deemed old enough to appreciate the wrong, the parents should be contacted immediately and the child sent home for the rest of the day
- Physical restraint of pupils may be used to prevent a pupil harming him or herself or others but this would, where possible, be carried out by a senior member of staff and in accordance with our Physical Restraint Policy
- There are no circumstances where corporal punishment is used at the School
- For the overall protection of the children and the good of the School, we reserve the right to temporarily or permanently exclude any child whose behaviour has persistently caused grave concern and who has not responded to the usual discipline procedures. The Governors will normally be informed should this occur
- The elimination of bullying behaviour is dealt with specifically in our Anti-bullying Policy

## **Appeals against exclusion**

The School will always offer the right of appeal to any pupil excluded from the School. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Policy, and should be made in writing to the Head within one week of the pupil's exclusion.

## **Monitoring, evaluation and review**

Pupils, staff, parents and Governors have contributed to the writing of this Policy and feedback from all parties will be taken into consideration when it is annually reviewed.

## **Linked Policies**

- Anti-bullying Policy
- Complaints Policy
- Physical Restraint Policy
- Safeguarding and Child Protection Policy

## APPENDIX 1

### Traffic Light System

#### Living our Golden Rules – all day, everyday

1. **Treat others as we would like to be treated**
2. **Be kind**
3. **Listen to others**
4. **Respect others' belongings**
5. **Share**
6. **Forgive**
7. **Try to be our best selves**

<b>GOLD</b> Outstanding positive behaviour	
<p style="text-align: center;"><b>GREEN - BEHAVIOUR</b></p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Act kindly</li> <li>• Listen when someone is talking</li> <li>• Be polite at all times</li> <li>• Take care of <b>all</b> property and the School environment</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Think before you act</li> <li>• Move sensibly and safely around the School</li> <li>• Put things back where they belong</li> </ul> <p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>• Tell the truth</li> <li>• Tell the teacher when something happens</li> </ul> <p><b>Excellence</b></p> <ul style="list-style-type: none"> <li>• Try your best at all times</li> <li>• Have-a-go</li> <li>• Take pride in your work</li> </ul>	<p style="text-align: center;"><b>REWARDS</b></p> <ul style="list-style-type: none"> <li>• Smiles, verbal praise and recognition</li> <li>• Stamps and stickers</li> <li>• Public acknowledgement</li> <li>• Sharing good work and behaviour</li> <li>• Displaying work</li> <li>• Weekly awards of badges</li> <li>• Certificates of Achievement</li> <li>• Work and Certificates shown to the Head</li> <li>• The achievement tree records the award of badges</li> <li>• Positive feedback to parents</li> </ul>
<b>AMBER - CHOICES</b> Stop the behaviour you are doing and return to <b>GREEN</b> <b>OR</b> Receive consequences for your behaviour.	
<b>CONSEQUENCES</b>	
<ul style="list-style-type: none"> <li>• A warning look</li> <li>• A verbal warning with a private discussion about the unhelpful behaviour</li> <li>• A second warning mentioning withdrawal from specific activities as a consequence</li> <li>• Some form of reparative activity</li> <li>• Withdrawal from activities sometimes with purposeful tasks to fill the time with either class teacher, Head of Early Years, Deputy Head (Pastoral) or Head</li> <li>• Sending to the Head</li> <li>• Parents may be involved</li> <li>• A report card or book may be used</li> </ul>	

## **APPENDIX 2**

### **Expectations in and around the School**

- A high standard of conduct is expected at all times, this includes walking sensibly and talking quietly when inside the building
- In St Luke's, children should walk upstairs in single file on the left (wall side) and descend on the right (banister side). In St Mary's, children should walk upstairs in single file on the right (banister side) and descend on the left (wall side). Running up or down stairs or missing steps is dangerous
- Priority should be given to pupils leaving St Mary's over those entering the building
- Noise in communal areas and on staircases should be kept to a minimum
- When walking into the main building, past Reception and into the playground, children should do so silently and walk at a sensible pace. The sound of their footsteps and voices are amplified and this makes the work of the School Office staff very difficult. Children who do otherwise should be placed in the behaviour log
- When lining up to leave the building or enter a classroom, children should be silent or talk quietly at the discretion of the supervising teacher
- Children should not climb upon or sit on things that are not intended for this purpose
- No child should be left unattended at any time except to visit the toilet

## APPENDIX 3

### Expectations in the Dining Hall KS1- KS2

- Children should be taken to, or to join the line for the dining hall by the teacher who taught them the previous lesson. If this is not possible, arrangements should be made for another adult to take the children there
- Children should line up for the lunch service on a first come, first served basis
- Children who leave the line should join the end of the line unless a teacher has specifically said this should not be the case
- Children should not leave the dining hall (to go to the loo, to collect something they need) without asking the member of staff on duty for permission
- Once seated, children should remain in their seats and only leave them with permission, unless it is to clear their plates and collect their desserts
- The member of staff on duty should ensure that each child has a minimum of two food groups for their main course but will not insist on any particular food being eaten
- Children have a choice of either hot food, salad bar or a combination of the two for their main course; this may include a maximum of one piece of bread
- Children may ask for second helpings of their main course if they have eaten a balanced meal (a minimum of two food groups) and are still hungry
- Children should be supported to take food from the salad bar carefully
- If choosing 'extras' such as pumpkin seeds or olives, children should be helped to limit their portion size
- Children may sit on a table already occupied by other children and if there are no available places, to sit on an unoccupied table
- Children should use their 'inside voices' when in the dining hall as the level of noise can quickly escalate
- Children should use knives and forks as appropriate for their main course; however they may eat pizza with their fingers
- The member of staff on duty should encourage good table manners and appropriate conversation
- Children may ask for a napkin from the teachers' table at the teachers' discretion
- Children may ask for additional water from the catering supervisors or the member of staff on duty. They should not pour their own water
- Generally, it is the role of the catering supervisors to attend to any spillages of food or water
- The adult on duty may note children who eat exceptionally little or excessively and they should share this information with their class teacher or the Designated Safeguarding Lead
- Once children have finished their main course, **and** all children have been served their main course, they may leave the table, clear their plate and dispense with their cutlery appropriately and collect their pudding. They should return to the seat they previously occupied
- Children should place their empty dessert bowl and spoon in the appropriate place and sit back down
- Enabling children to leave the dining room sensibly and relatively quietly is an issue. The member of staff on duty needs to get the attention of the pupils and make a

decision about which table or group of children should leave first, second etc. This is so we don't have a large number of girls rushing out of the room at one time as this would be unsafe. This needs to be communicated when the children are quiet

- If the vast majority of children have finished their meal and returned their crockery and cutlery, it is at the member of staff on duty's discretion to allow the children to go into the playground earlier than the scheduled time and supervise them as they play on the brick area. It is essential that these children do not play on the Astroturf as the playground will become overcrowded. This member of staff may not give children from any year group permission to go to the library. (The remaining small number of children who are left in the dining hall can be supervised by the catering staff)
- Year 6 may have their lunch seated on the tables in the playground in the summer term. This is a privilege, not a right!
- Strategies to quieten children or get their attention
- Praise the quietest table loudly
- Let the children know the consequences of being quiet, 'When you are quiet, we can go outside ...it's lovely and sunny'
- As for quiet with authority, think of the tone of your voice
- Ask for quiet originally, so as to get the children's attention e.g. 'There is a particular reason I need you to be quiet...' (use your imagination)
- Clap or tap in a pattern, for example, clap slowly twice and then clap fast three times. The pupils are to stop what they are doing and repeat the pattern. If necessary, do it again until all children have responded and are quiet
- Shake a shaker, touch a wind chime, ring a bell (to be found in the high cupboard – ask!) or use any kind of sound maker as a signal for students to be attentive
- Raise your right hand and put the index finger of your left hand on your lips. The children are to do the same in time
- Engage the children in a song, when completed there will (initially) be no conversation
- Sing 'Are you listening?' and expect the musical reply 'Yes we are.'

## **APPENDIX 4**

### **Playground Duty Explained**

- Please make sure you arrive on time
- Two adults on duty provide an excellent opportunity for greater interaction with the children
- Please do not take cups of tea and coffee into the playground
- Children may not eat on the Astroturf.
- Think carefully about allowing children in the prayer garden as they will be out of your sight lines for the majority of the break
- For the same reason, consider whether children should use the drinking fountain at the back of the gatehouse
- Children should ask an adult's permission to leave the playground e.g. to use the lavatory or to get changed
- Snug equipment should be used only by the class named on the rota
- During lunch break, only children in Y1 and Y2 with library badges should be given permission to go to the library. A maximum of 12 children from Y3 – Y6 can be in the library at any one time. Do not let children go to the library towards the end of a break
- Children, who are let out of the dining hall early and enter the playground before their scheduled time, should remain on the brick area until the younger class have returned to class
- Please ensure that children are using equipment appropriately – skipping ropes only for skipping and hoops for hooping. Equipment should not be used for other purposes. Individual children should not stockpile resources
- Please try and deal with grazes and minor injuries using the playground first aid kit.
- Head injuries should be sent to the Principal First Aider
- Children should only play safely e.g. do not allow them to carry or give piggybacks to others
- Children practising gymnastics should only do so in the designated area and on the advice of the P.E. teacher (see notice board)
- Be alert to children's behaviour, talk to children who are wandering around alone and looking sad. Make sure group dynamics are positive if a large number of children are playing together
- The bell should be rung approximately five minutes before the end of play time and children should freeze to listen to instructions. Equipment should be returned to the box. Snug equipment should be returned to the far end of the playground; tall equipment should be on its side. Snack boxes should be put in their appropriate class containers or collected by the individual
- All cardigans, coats and other items of clothing taken off during play should be reunited with their owners
- Classes should line up in their appropriate places awaiting collection by their teacher or teaching assistant

## **APPENDIX 5**

### **POLICY INTO PRACTICE IN THE EYFS**

The named practitioner responsible for behaviour management in the EYFS is Isobel Boyt, Head of Early Years.

#### **Rationale**

New members of the School EYFS Team need to understand how to effectively implement the Behaviour Policy in the EYFS. This Policy into Practice section aims to identify frequent situations that members of staff will encounter and to give clear guidelines as to how to manage behaviour appropriately.

#### **Aims**

- To identify the roles and responsibilities of the EYFS Team in encouraging and promoting good behaviour
- To identify the roles and responsibilities of the EYFS Team in discouraging unhelpful behaviour

#### **Objectives**

- To ensure that staff manage behaviour consistently in the EYFS
- To maintain and promote a sense of responsibility in staff, pupils and parents for positive behaviour management wherever possible
- To agree a shared understanding of what we consider to be unhelpful behaviour, as staff, student teachers and pupils
- To understand that the management of individual children's behaviour will depend very much on their particular developmental level
- To understand that all behaviour management is consistent with the kind and caring ethos of the School
- To ensure that the methods of behaviour management in the EYFS are consistent with the whole School approach

#### **The Cavendish School Golden Rules**

- 1. Treat others as we would like to be treated.**
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- 4. Respect others' belongings.**
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- 6. Forgive.**
- 7. Try to be our best selves.**

#### **Handling and Restraint**

- It is against the law to physically chastise children
- Physical restraint should only be used if by not doing so would result in immediate physical harm to themselves or others
- All physical contact with children should be within the reasonable boundaries of a caring parent. Physical contact (hand holding, hug, etc.,) should be invited or instigated by the child unless there is a good reason why this is not the case such as comforting a child who is very upset or badly hurt.
- Please see Physical Restraint Policy for further information

## Behaviour Interventions

Behaviour management can fall under one of three headings:

1. **Proactive interventions:** are those which address a child's need before the problems arise. If proactive interventions are effective, challenging behaviour should decrease.
2. **Active interventions:** if needs are not met, difficulties begin to emerge as warning signs. Active interventions are designed to help children become calm so that needs can be met.
3. **Reactive interventions** - deal with challenging behaviours as they occur.

Proactive	Active	Reactive
Acknowledge levels of development and plan accordingly Provide opportunities for calm peaceful activities Communication e.g. open questions, time for response, chunking information, clear instructions, positive phrasing Environment e.g. clear structure of the day, organisation of furniture, resources Be aware of: Individual children's physical needs Quality of intervention Viewing the world from the child's perspective Use of circle time to explore themes Modelling and rehearsing alternative behaviours Choice Listening techniques Sensitivity Empathy	Modelling Praise/rewards Planned ignoring Eye contact Close proximity Proximity praise Fixed choices Limitation of space Body posture Gesture Redirection Distraction Reassurance Understanding Humour One-to-one calming techniques: identify, reflect, empathise, reassure, redirect, praise	Divert and distract Interpositioning Enlist the help of others Remove other children from the vicinity Remove the child using touch support Sanctions linked to events e.g. time out

## Behaviour Expectations

- Pupils should arrive at School at 08.25 and their parents or carers are welcomed into the class until assembly time. Children whose parents are not able to settle their children during this time might require particular attention or reassurance
- Children brought in later than 08.25 miss the settling in time, which can be very disruptive for them as the rhythm of the day is spoilt
- Clearly labelled items of School uniform appropriate to age and activity should be worn
- Unless following a specific request all toys and other personal belongings should be left at home although in practice children new to the School may find it reassuring to bring in familiar objects from home. This is at the discretion of the Nursery or Reception teacher
- Children are encouraged to bring in a healthy snack of fruit or vegetables for morning or/and afternoon break. Often children come into School with a more substantial snack; this is fine provided it does not contain anything with nuts, large amounts of sugar or salt. Chocolate, sweet biscuits and crisps are strictly prohibited

## **Our System of Rewards**

- Both Nursery and Receptive teachers use the traffic light system to reward or encourage children to reflect on their behaviour
- Young children respond very well to smiles and positive gestures as well as enthusiastic and supportive staff
- Young children thrive on praise and should be routinely praised for exceptionally positive behaviour, application and attainment. The reason for the praise given should be made explicit
- Young children enjoy a teacher holding up individual children's work (with their consent) and drawing the class's attention to it with accompanying praise
- Showing children how their work is sampled on Tapestry, showing them their image in the digital camera or on the class's computer
- Positive feedback to parents should only be given to parents or carers by student teachers if they have a clear overall understanding of the child's development and have been encouraged to do so by the Nursery or Reception teacher
- Some children respond positively to 'secret signs' that both they and the staff understand as an acknowledgement of achievement e.g. thumbs up sign
- Stamps and stickers are nearly always appreciated by young children
- Reception teachers may employ a 'sad and happy list' (speak to Head of Early Years for an explanation of how this works in practice)
- Children can be invited to show their work or have their work described to another teacher or the Head
- Children can be given age appropriate roles of responsibility
- Children may have their names written in the Golden Book and have their names read out and receive a badge in their weekly EYFS assembly and a leaf on the EYFS achievement tree

Note: some children will respond well to having their hand shaken or being cuddled, if appropriate, but not all children. You can only make a judgement as to whether any form of physical contact is an appropriate reward when you know a child very well.

## **Behaviour Management**

- Managing young children's behaviour requires a detailed knowledge of the individual child and particular circumstances that might affect their behaviour. In order to know what will be effective, students and support staff should take their lead from the Nursery leader or Reception teacher with whom they are working
- When behaviour requires more than cursory management, the Nursery or Reception teacher should take responsibility for behaviour management strategies, and these should be discussed with their team so that there is a consistent approach at all times for individual children, although these strategies may differ from child to child
- If Nursery or Reception teachers cannot find effective strategies to modify behaviour then they should talk to the Head of Early Years
- If staff feel it appropriate to talk to parents about persistent problems with managing individual children's behaviour then Nursery or Reception teachers should talk to the Head of Early Years before doing so to ensure that she is aware of the situation

## **Suggested steps for solving problems and resolving conflicts**

### **1. Approach calmly**

Observe as you approach and do so from the side without speaking, do not be confrontational. Prepare yourself for a positive outcome. Be aware of your body language. It is important to be neutral.

### **2 Acknowledge feelings**

Identify the child's feelings: *You seem angry, upset sad*. You can also reflect on the intensity: *very, very upset*. Offer reassurance: *we can work this out*.

### **3. Gather information**

Explain to the children that you want to hear from each of them. Ask them open-ended questions that help to describe actions, or materials. For some examples, see p.3 above.

Listen carefully to details. These can be the key to finding the solutions.

### **4. Restate the problem**

Clarify any issues by asking for more details and reframing any hurtful language used by one child to another child, e.g. *You can't play because I hate you* can be reframed as *You seem very angry - do you want to play on your own?* Check with the children that they agree that you have identified the problem.

### **Ask for ideas for solutions and choose one together**

Respect all ideas and contributions even if they seem unrealistic. Help children to think through cause and effect to enable general solutions to become concrete and possible to do.

Be prepared to give follow up support. Children may need help in implementing solutions, Check if problems have been solved.

### **Biting, scratching and other injuries**

Occasionally children will bite and scratch other children. If the skin is broken or bruising results our policy is to communicate this incident to the parents of both the perpetrator and the injured child. We should work closely with parents when dealing with such situations and agree on an appropriate course of action.

### **Behaviour Management and the School Ethos**

The School prides itself on the caring, nurturing and gentle environment it provides in the EYFS. This ethos should be reflected in the way that all adults in the setting deal with unhelpful behaviour. Teachers should model the behaviour they expect from the children. However, different strategies will be appropriate for situations and different locations in the School.

## **In the Dining Room**

There should always be at least two children sitting together from the same class on each table unless specific behaviour issues are being addressed.

If the children are very loud, do not raise your voice to ask them to *be quiet*, find another strategy, such as:

- Repeated patterned clapping to get their attention
- Praising individuals or groups of children for being quiet
- Tapping a note on a tuneful musical instrument
- Offering stickers to the quietest table
- Suggesting a reward for quietening down to the noisiest children
- Reverse psychology is effective with some children
- A gentle ringing of a bell
- A child can be placed with older or younger children

Children should be praised for both good table manners and social interaction, and rewarded with Friendship or Healthy Eating stickers.

If children are using their knives and forks inappropriately:

- Praise or give stickers to children sitting next to them who are using them appropriately
- Say to the group of children sitting close by to them how impressed you are with their table manners and give the child a few seconds to become part of that group
- Replace metal cutlery with plastic cutlery if the cutlery is being used to threaten or endanger

Children should not be placed on a separate table by themselves. Many young children do not have the capacity to reflect on their behaviour, so they will perceive themselves as being punished if separated from a group, which is unhelpful. They may be separated from the group temporarily if being talked to on an individual basis by a member of staff.

## **In the playground**

It is the duty of the teachers to monitor children in the playground to ensure their safety and to observe and record their learning and development outside. Outside interactions, play and learning are no less a valuable part of the School day than learning in the classroom. When in the playground, staff should, where possible, always have their backs to a wall so that the whole playground is in their sight lines.

- Children should be taught how to use the equipment safely at the beginning of the year or if they are new to the School
- Staff should ensure that all children have an equal opportunity to use the bikes and cars and should monitor their use by certain children who may monopolise them. All children should be encouraged to use them
- Some children may run about or use the bikes or cars recklessly, or they may throw resources or be overly physical without regard for other children's safety: in the first instance staff should approach that/those child/children, get down to their level, make eye contact and explain to them how their behaviour negatively impacts on other children. They should also explain that because every child has a right to feel safe at School, if they continue that behaviour they will not be allowed to carry on riding the bikes, use the resources, etc.

- If the behaviour continues they should be asked to sit on the bench for a maximum number of minutes as appropriate for their age so that everyone can relax and be safe. After the appropriate number of minutes, a brief discussion should ensue about how the children are going to behave and they should be free to return to their play.

### **In the Classroom**

Nursery and Reception teachers leaders should use their own professional judgement to manage behaviour provided it is in line with this policy and supports the ethos of the School.