POSITIVE BEHAVIOUR POLICY

September 2022

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1. Aims

Jubilee Primary School aims to ensure the good behaviour of all pupils through a combination of high-levels of both nurture and structure. Our trauma-informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We aim to create a structured and safe environment through the use of strong routines, consistently high expectations and high aspirations for all our children.

Our approach:
- We promote positive behaviour in our school through high expectations and consistent routines and systems.

- We recognise the crucial importance of strong nurturing relationships between staff and children working alongside parents and carers.

- We are an inclusive school and recognise the specific needs of varying groups of children including those with SEND and those who have experienced trauma.

Our approach rests on our acceptance that:

- All members of our school community deserve respect and care and to feel safe.

- 'Kids do well, if they can' (Stuart Ablon). We believe that all children can and want to behave, but some need more support than others to do so.

- All behaviour is communication, the expression of a need or a way to overcome discomfort. It is our job as professionals to best support children so that they can behave, learn and flourish.

- Children should not be intentionally shamed or humiliated

This behaviour policy is written in line with a trauma-informed approach and draws upon the following documents, as well as resources from the Beacon House website. See these documents for further information and linked research.

- [Trauma Informed Behaviour Policies and Approaches: A guide for schools and settings](#)
- [Fox Federation Behaviour Policy](#)
- [Beacon House](#)

Our PSHE (Personal, Social, Health and Education) and RHSE (Relationships, Health and Sex Education) programmes support the behaviour policy by helping children to understand the consequences of their behaviour and actions, and supports the children's spiritual, moral, social and cultural development.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the <u>Education and Inspections Act 2006</u>, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- <u>DfE guidance</u> explaining that maintained schools should publish their behaviour policy online

3. Definitions

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Failure to engage with learning

- Poor attitude

- Ignoring adult instructions

- Insulting others

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Deliberate physical harm to another child

- Deliberate physical harm to an adult

- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

- Vandalism
- Possession of: fireworks; pornographic images; or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

There are 3 defining elements:
- Deliberate intention to knowingly harm another individual
- Repetition of the behaviour over time
- An imbalance of power such that the victim has difficulty defending themselves effectively

Details of our school's approach to preventing and addressing bullying are set out in Appendix A

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

5.2 The Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure behaviour is dealt with consistently.

5.3 Staff

Staff are responsible for:

- Creating a safe and calm environment for all children

- Establishing consistent expectations and routines

- Developing warm and positive relationships with children

- Understanding needs expressed through children's behaviours

- Modelling positive behaviour

- Understanding the school's approach to behaviour and implementing the behaviour policy consistently

- Always giving a fresh start to children as required

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents as appropriate

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child/ren in engaging positively with the school ethos and behaviour expectations

- Maintain good communication with school so that there is a shared understanding of children's needs

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any concerns about their child's wellbeing with the class teacher promptly

6. Whole school behavioural expectations

We have high expectations for all our children. Staff model these expectations and take the time to discuss with children what these look like in practice. Our school values are displayed in every classroom and regularly referred

to.

The School Values are:
- **Respect**
- **Excellence**
- **Friendship**

Our expectations for all children are the same, but we recognise that the level of support some children require to meet these expectations can vary. Just as we would differentiate the learning for children through the use of scaffolds, resources and adult allocation, we make similar modifications for children who are struggling with their behaviour.

7. Positive Behaviour Management

Good rapport and warm, consistent relationships between staff and pupils are the bedrock of effective behaviour management. Staff make an effort to get to know individual children and let them know that they are valued.

We support all children to behave by:

- Investing in developing strong relationships with pupils
- Sharing and reinforcing expectations frequently.
- Narrating the positive - staff describe the ways in which most children are meeting their expectations in order to support the compliance of all pupils

- Having clear routines and structures (for example making use of visual timetables and daily reminders)
- Regular use of specific feedback and praise
- Regular use of class and school reward systems
- Ensuring that learning is engaging and appropriately differentiated
- Promoting positive attitudes towards learning and making mistakes
- Developing the Emotional Literacy of all children through daily routines and PSHE lessons (including school-wide work on the Zones of Regulation)
- Helping children to feel emotionally and physically ready for learning by incorporating calming moments and sensory breaks in the school day.
- Responding to the changing needs of individual children

As with discipline, staff are mindful of the individual needs of children when making use of public praise and rewards. For a few children with specific needs, praise can be better shared quietly and in private.

8. Whole school rewards and consequences

8.1 Rewards

Across the school a range of strategies are used to promote and reward outstanding behaviour and behaviour for learning. All classes use the 'dojo' system, and dojo points are usually rewarded for when a child has embodied one of our school values. Praise and reward points are specific with clear categories so pupils know why they are earning points.

Whole class reward systems include 'puzzle pieces' or similar, which the class collect over the course of a week to work towards 'Friday Fun'.

Individual rewards are used as appropriate. They would normally be used to support a child with a particular difficulty and in most cases are a temporary measure. Individual reward systems are never comparative or public.

Other rewards/ methods to promote positive behaviour include:

- Use of children's work as an example
- Positive praise using fun actions and phrases (eg. whoosh/ marshmallow clap/ silent cheer)
- Celebrating learning within the class (for example at the end of a session)
- Classroom praise - private/public
- Sharing positive examples with home
- Star(s) of the week
- Children share examples of learning with Leadership Team
- Stickers for effort
- Dojo points
- Praising groups and whole class
- Whole class rewards (see above)

The school acknowledges that the rewards used are extrinsic rather than intrinsic. Staff will frame extrinsic rewards in this way- as a proxy for the true reward of pupils' learning and wellbeing. As children move through the school and develop in maturity and self-awareness, the use of some these extrinsic rewards will begin to be phased out as appropriate.

8.2 What do we do if a child is showing inappropriate behaviour?

When a child's behaviour does not meet our high expectations, teachers will first of all reaffirm their expectations with the child, and then support the child to meet these expectations where necessary. Teachers are encouraged to maintain an attitude of curiosity to the behaviour of all children and to be solution-focused wherever possible.

For low-level disruption to learning, staff will aim to redirect pupils back on task using the least invasive intervention as appropriate. Examples of ways in which staff may do this are given in the table below:

Strategy	Description
Tactical ignoring	Used only for a short period of time or low level disruption.
Tactical pausing	Gives the children time to resettle and focus.
Smiling!	Smile at the child you would like to see behaving well. This is particularly useful in assemblies or other times when the child is far away from you.
Proximity praise	Praise the behaviour of a child near the child who is not behaving so well.
Non-verbal reminder	Eg: point to your behaviour board
Name reminder	Drop the child's name into your instructions, eg: 'Today, we're going to be continuing our learning about multiplication, Emilio.'
Expectations reminder	Remind the child of the behaviour that you currently expect. Eg: 'We're having a go at column multiplication on our whiteboards.'
Value reminder	Remind the child of the school value that they're not showing. Eg: 'We show respect at this school by listening to an adult when they're talking.'
Name the behaviour	Simply tell the child the thing that they're doing that you would like them not to be doing. Eg: 'You're out of your chair', 'You're talking.'
When…then…	Remind the child of what will happen when they show the desired behaviour. Eg: 'When you're sitting down then I'll come and speak to you.'

Empathy	Show that you understand why they're behaving in the undesired way and remind what you'd like them to do. Eg: 'I understand that you're upset about what happened during football at lunch but right now it's time to think about multiplication.'
Assume confusion over defiance	'I wonder if this group did not quite hear the instructions?'
Frame correction as positive reinforcement	'I'd like you both looking this way and listening, thanks.'
Benefit of the doubt	'But I wasn't talking or disturbing anyone' 'OK, maybe you weren't, but I need you focused and working hard now. Thank you'
Choices and consequences	Make clear the child has responsibility for their behaviour and is always making a choice about what to do: 'If… then….' 'You can either …. or ….'

Where the behaviour occurs during direct teaching, the first priority will be to maintain the flow of the lesson and engagement of all pupils. If a child needs to be moved (see below), a staff member will always check-in with them afterwards to discuss potential reasons for their behaviour and decide next steps.

The consequences pathway below is to be followed for all behaviours that do not meet our school expectations and is applicable to the majority of children. Some children, because of additional needs or trauma responses, will have personalised pathways of behaviour support that will diverge from this. These children should be known by all who work with the class and should have IBPs and/or SSPs which outline their needs and planned approaches.

At all times, including when enforcing this behaviour pathway, staff are expected to remain curious, respectful and solution-orientated. They understand that strong, positive relationships are the bedrock of a successful approach to behaviour management. The aim is always for the children to be supported to do better and to limit disruption to others. This sits within our positive behaviour management approach and should not be used to shame children or single them out as having failed.

Before commencing on this pathway, staff should have already used positive whole-class management strategies as listed in the table above. Where an individual still struggles to show the school values, the following procedure should be followed over the course of one day. Pupils may move 'up' the levels for inappropriate behaviour, but staff will continuously be aiming to move them back down if they turn their behaviour around. In order to track pupil behaviour, staff will keep a written record of pupil names. For some pupils this will need to be kept privately.

Reminder: Preferably delivered privately. If public, keep it short and to the point. *Paul, this is your first reminder to put your pencil down and look at me.*

Level 1: Preferably delivered privately. If public, keep it short and to the point. *Paul, this is another reminder to show good listening. Is everything OK?*

Level 2: Preferably delivered privately. If public, keep it short and to the point. *Paul, you've had two reminders and you are still struggling to listen. I'm now going to move you to another table to help you focus.*

Level 3: Preferably delivered privately. *Paul, as you are still distracting others after three reminders, I am going to send you to work in another room for 15 minutes*

Level 3+: Preferably delivered privately. *Paul, unfortunately you've really struggled to listen and pay attention today even though you've been offered help. You will need to miss the next playtime, and complete the learning you have missed.* (if appropriate)

Children should start each day on a clean slate, with the expectation that they will and can behave.

Children who regularly struggle with their behaviour may need an IBP and class teachers should always seek advice from their phase leader on children they are concerned about.

8.3 Supporting children to manage their emotions

We know that children are sometimes overwhelmed by their emotions and can behave in ways that are particularly challenging. We realise that in these circumstances, the child needs close support to calm down and feel safe. Wherever possible, the child should be supported by an adult with whom they have a close and trusting relationship. Following the advice of Beacon House, the following process would be followed:

1. **Regulate** - help the child to calm down through movement, breathing, taking to a safe space etc.
2. **Relate** - connect with the child to let them know that they are understood and they are safe.
3. **Reason** - when the child is calm, consider together what went wrong and how this situation could be avoided again in future. Discuss possible reparations together (i.e. tidying any mess, writing a letter of apology to somebody who was hurt). Be aware that the child might need a significant amount of time before they are ready to engage in rational conversation about their behaviour. (*See visual explainer in Appendix D)

This links to Dan Hugh's PACE approach:

PACE Model (see http://www.danielhughes.org/p.a.c.e..html for more)

Playfulness ('I've forgotten what to do, can you help?')

Acceptance ('I can see you are feeling tired today. Do your first two questions and then I'll check on you')

Curiosity ('It looks to me like you are finding this tricky. Is that right?')

Empathy ('I used to worry in maths too. I know how you feel. Let's work on this together')

We recognise that some children, particularly those who have experienced trauma, cannot control their behaviour when their survival response has been triggered. We also understand that our youngest children can be impulsive and are still learning about how their behaviour can impact others. We would therefore be sensitive to such factors when deciding next steps with them.

For children who regularly struggle to regulate their behaviour, the SENCo/Phase Leader would support the class teacher to develop an Individual Behaviour Plan focusing on supportive, proactive strategies aiming to reduce the incidences of emotional dysregulation resulting in challenging behaviour.

8.4 Individual Behaviour Plans (IBPs)

If a child is persistently reaching level 3 or above, there is a recognition that the system is not working for them. There may be a variety of reasons for this, but in this case it may be appropriate to create an Individual Behaviour Plan (IBP). SMART targets are set for the child's behaviour for learning, and depending on the child's needs the rewards and consequences will be tailored to ensure the best chance of success.

When a child is found to be consistently meeting their targets, the level of seriousness will be de-escalated and behaviour support systems will be removed carefully and over time. Our aim is for all children to be able to take responsibility for their own behaviour independently, without the need for specific systems or support.

8.5 Serious inappropriate behaviour- Level 4

A child can only reach level 4 on our behaviour policy through a serious behaviour incident, for example bullying (see Appendix A), fighting, or others as listed in section 3 of this policy. If a level 4 incident occurs the child will be brought immediately to a member of the senior leadership team. Behaviour is discussed with the pupil through a restorative conversation. This enables the child to think of what they can do to repair the situation. The child's parents/carers are contacted by a member of SLT on the phone. The parents/carers are asked to talk to their child about the importance of showing the school values. A record is made on the school's serious incident log. Other pupils affected and their families are involved as appropriate.

The child misses two play sessions (or an equivalent sanction) to make clear the severity of their behaviour. When appropriate, the school's Learning Mentor may become involved at this stage to give pastoral support to individual children- the member of SLT will discuss if this is appropriate with the child's class teacher.

8.6 Unsafe or dangerous behaviour

Should a situation arise within the school setting where a child's behaviour becomes unsafe to themselves or others it will be necessary for the teacher to call for support from a member of the Senior Leadership Team. Where a child is obviously struggling to manage their emotions, the member of SLT would support the class teacher with the steps listed above (see 8.3 Supporting children to manage their emotions).

The aim is to calm down the child and resolve the situation, allowing all students to continue with the lesson.

Where the member of senior staff considers there to be a risk that inappropriate behaviour may continue, they may remain in the lesson to assist in settling the class.

If there is a risk that the behaviour may result in any children being unsafe then the child will be removed if this can be done safely. If this is not possible, then the other children will leave the classroom/playground/hall etc. whilst a senior member of staff remains with the child who is struggling with their behaviour.

Where a child has caused a significant breach of health and safety, they will be automatically removed from the class safely by a member of staff using positive handling guidelines. Any incidents of positive handling must be recorded on the serious incident log as a positive handling incident and parents/carers will be contacted.

See positive handling policy for more detail.

8.7 Exclusions

For very serious Level 4 incidents, or repeated Level 4s where a child's behaviour has not improved, it may be decided that an internal exclusion is appropriate. This involves a child being set work by their teaching but working away from their classroom. The length of time will depend on the exact circumstances.

In the case of exceptionally severe behaviour incidents, the school may consider external exclusion. Only the Headteacher can exclude children externally. For fixed term exclusions, the Headteacher will inform parents/carers the day before and meet with parents on the morning of first day of exclusion, with work set by class teacher. A permanent exclusion may be being considered as a last resort by the Headteacher in the event of a serious or continuous breach of the school's behaviour policy, and a risk of harm to other pupils. The school follows guidance on external exclusions from Hackney Education. More information can be found here: https://education.hackney.gov.uk/content/exclusions

8.8 Positive Handling

In some circumstances, staff may use reasonable force to positively handle a pupil to prevent them:

● Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

See positive handling policy for more detail.

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, on the basis of the understanding that all behaviour is communication. Pupils who might require a modified approach include: children with Special Educational Needs; children who have experienced trauma; children who are looked-after or recently adopted, and children who are experiencing difficulties at home. These children can often exhibit more challenging behaviours because of their experiences and, as a trauma-sensitive school, we know how important it is to create tailored behaviour support plans for these children in partnership with their parents/carers. The designated teacher supports class teachers and their parents with a behaviour management approach that meets the needs of the child and allows them to have a positive experience of school, whilst protecting the safety and well-being of all pupils.

The school's special educational needs co-ordinator (SENCo) will also evaluate pupils who exhibit challenging behaviours to determine whether they have any underlying needs that are not currently being met.

10. Early Years

This system of rewards and consequences is adapted for Early Years (Appendix B) and builds upon good practice in this area. It is important the focus is on emotional regulation, positive feedback and redirection of pupil behaviour.

11. Staff Training and Induction

All staff are trained in supporting emotional regulation, and the other approaches outlined in this policy when they begin work at the school. Staff members receive refresher training at the start of the academic year and additional refresher training as appropriate.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy

- Equalities Statement

- Exclusions Policy

- Positive Handling Policy

- Safeguarding and Child Protection Policy

Appendix A: Anti-bullying procedures

Rationale

Jubilee school believes that bullying is serious for the bully and the child who is bullied and it will be treated seriously. We believe that learning can only take place effectively in a safe, caring environment and recognise that bullying is a complex problem without easy solutions.

It is the responsibility of all staff to deal with bullying and to follow these guidelines. If bullying does occur, all pupils should feel safe enough to tell and know that incidents will be dealt with promptly and effectively. A child who bullies is not a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy.

Aims

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What is bullying?

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

There are 3 defining elements:
- Deliberate intention to knowingly harm another individual
- Repetition of the behaviour over time
- An imbalance of power such that the victim has difficulty defending themselves effectively

Bullying can be:
- 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 focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities

Preventing bullying

- Classroom discussions around bullying and how to prevent it as part of PSHE schemes of work
- Cyber bullying is repeatedly covered in our Online Safety curriculum
- Playground Friends to provide organised activities for children who are feeling isolated during break time
- Games and activities provided for the playground
- Strong and visible adult presence in the playground
- Where possible, Learning Mentor is available for drop-ins during playtimes

- Close monitoring of Stay on Happy where children are logged as displaying aggressive behaviours towards others
- Explicit conversations with children who have demonstrated 2 of the 3 elements that they need to change their behaviour before it becomes bullying.

This school recognises that bullying which is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

Procedures when bullying occurs

Staff / Adults
- Report bullying incidents to a member of the Senior Leadership Team
- SLT member will investigate the incident fully by speaking to all children involved, and any relevant adults
- Parents of all children involved are informed and in serious cases will be asked to come in to a meeting to discuss the problem
- Measures are put in place with the aim of stopping the bullying behaviour as quickly as possible. These will vary depending on the individual context (see also Outcomes below)
- All incidents will be recorded in the school's Serious Incident Log

What children should do if they are being bullied, or know that someone else is being bullied
The strategies below are communicated to children in PSHE sessions, class discussions, assemblies and for focus pupils during Learning Mentor sessions:
- Tell an adult that you trust. If they can't help, don't give up – find a different adult
- Talk to someone your own age, e.g. a Playground Friend or a friend
- Go to the Learning Mentor and ask them to help you to resolve the problem
- If you feel OK about it, say to the bully "Stop it, I don't like it"
- Don't keep it a secret. The bully will probably tell you not to tell anyone but it is really important that you tell someone who can help you to sort the problem out
- Don't join in with bullies; try to help the person being bullied and tell an adult
- If you think you might be bullying someone, talk to an adult you can trust. The Learning Mentor will also be able to help

Outcomes
- If the victim is happy to do so, the learning mentor will facilitate a group meeting with all the children who are closely involved, (identified by the victim). Where appropriate, the class teacher will be invited to attend. A 'no blame' approach will be taken and both sides will be listened to with a view to resolving the problem as opposed to apportioning blame. The group will self-monitor and report any further issues to the Learning Mentor.
- The perpetrator/s will be asked to apologise.
- Where appropriate, children who have been bullied will be given extra support from the Learning Mentor who will work closely with class teachers and peers to monitor the situation.
- As appropriate, those who have engaged in bullying behaviours will work closely with a Mentor who will help them to reflect on and modify their behaviours.

If the bullying continues the normal consequences in the Jubilee Positive Behaviour Policy will be followed. In serious and unresolved cases, regular missing playtime, internal exclusion and even external exclusion will be considered.

ORGANISATIONS THAT CAN HELP:
Advisory Centre for Education (ACE)   0808 800 5793
Children's Legal Centre 0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)   0845 1 205 204
Parentline   0808 800 2222
Bullying UK   www.bullying.co.uk/

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice

Appendix B: Early Years / Foundation Stage (Nursery & Reception)

Behaviour Management in the Early Years

The ethos in the Early Years at Jubilee is created by our collective beliefs in positive, caring and supportive relationships, and developing children's confidence and self-esteem. All adults demonstrate caring and supportive relationships with each other and the children, and make every effort to develop trusting bonds with parents and carers.

We believe that where high expectations are set, and staff are experienced and understanding of children's diverse backgrounds and unique needs, children's behaviour is well managed. Effective practitioners are skilled in redirection and will be supporting children to divert and engage them positively.

Children in the Early Years enjoy consistent expectations of behaviour from all staff, which are successfully underpinned by many strategies to positively praise children, develop their emotional literacy and build their self-esteem. Behaviour in the EYFS is closely linked to PSE development within the curriculum and it is acknowledged that children are beginning to learn the norms of school behaviour. There is a clear set of 'Dos and Don'ts' that is referred to from Nursery to Reception displayed in the classroom. Children's understanding of these expectations is developed over time through circle time and discussions.

Thinking Time

A child may be asked to sit out in the classroom with an adult to create a break in undesired behaviour. The child will be encouraged to reflect quietly on the events that have led to the Thinking Time. This will always be followed up with a discussion with a practitioner.

Managing Physical Contact in the Early Years

Our primary aim for children in the Early Years is to enable them to feel safe, secure, self-confident, and in the best condition to learn. Staff are responsible for promoting the development of young children, based on secure attachment and emotional security. We also recognise that all staff, including volunteers, have an active part to play in protecting our children from harm.

At times, children may need more reassurance or comfort than words can give. After a child has been comforted with words, a hug may be offered to support the child. On every occasion, a child should be asked if they want a hug. Good quality practice in early years encompasses a full understanding of safeguarding.

To keep children and staff safe we all agree that staff do not hug children without prior consent, and never alone. Hugs are not used as praise in any situation. At certain times, children can become overly dependent on physical contact from close key people. In these circumstances, we will agree to discuss the best strategy to support the child to detach.

Consistent Inappropriate Behaviour

If a child is regularly behaving in a way which is impacting their learning and wellbeing, and that of those around them, the team around the child will firstly examine what is going on around the child to see what they might be trying to communicate through their behaviour and secondly assess what the child may be gaining by behaving in this way, which could encourage them to repeat the behaviour. Using the approaches outlined in the main part of this policy, staff and families work together to build a supportive team around the child, agreeing strategies to help the child manage their emotions and behaviour.
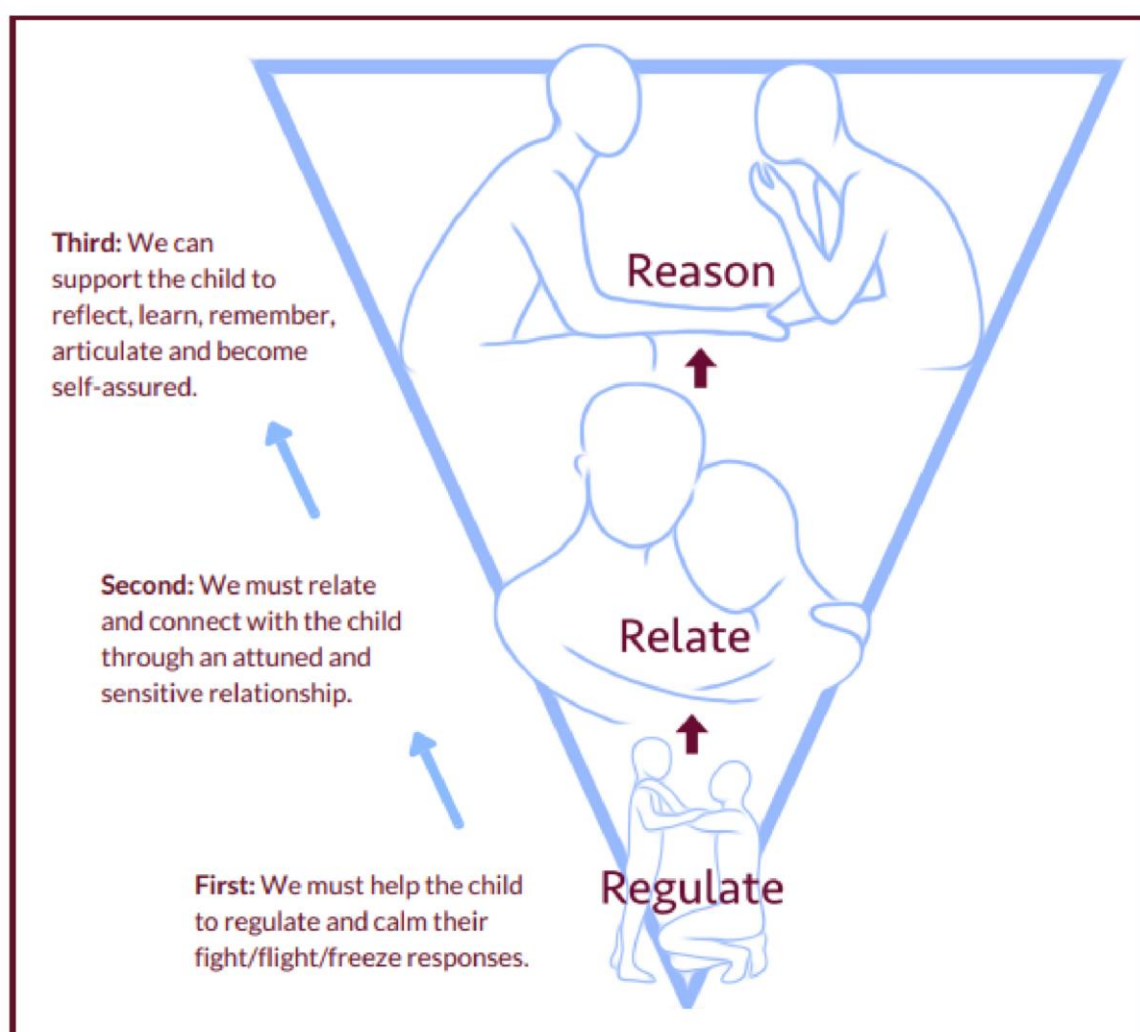
Appendix C: Regulate, Relate, Reason

© Dr Bruce Perry

Beacon House
Therapeutic Services and Trauma Team

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Reason

Second: We must relate and connect with the child through an attuned and sensitive relationship.

Relate

First: We must help the child to regulate and calm their fight/flight/freeze responses.

Regulate

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

www.beaconhouse.org.uk

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Appendix D: What if we were curious about behaviour?