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| **Stonehill Nursery**  **School**  **Behaviour Policy** |



**Head Teacher: Louise Foster**

**Chair of Governors: Russell Langley**

**Policy Approved by: Behaviour and safety committee**

Policy reviewed by: Governors Behaviour and Date 29 September 2020 Safety Committee

Policy reviewed by: Governors Behaviour and Date: 4 October 2022

Safety Committee

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Safety Committee

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Safety Committee

**BEHAVIOUR**

1. Introduction

Our schools aim to create an environment where children can flourish. To do this we:

* Inspire a love of learning
* Build a strong community
* Celebrate our diversity
* Provide life changing opportunities
* Achieve in all areas of school life

To achieve effective learning, good behaviour in school is essential and is part of good practice in every aspect of school life.

1. **Purpose**

This policy determines our whole school response to rewarding, challenging and monitoring behaviours in a way that ensures consistency.

We recognise that challenging behaviour will be addressed as follows:

* With confidence and consistency
* In a positive and appropriate way
* Taking account of the individual needs of the child
* Through restorative conversations, repairing relationships, reflecting on incidents and giving strategies to use in the future

1. **Principles**

In order for children to ‘flourish’ it is essential that throughout the school, all stakeholders (not just staff but pupils, parents and visitors) should support and follow the school behaviour policy.

**4. Roles and responsibilities**

**4.1 The governing board**

The governing board is responsible for:

* Reviewing this behaviour policy in conjunction with the headteacher
* Monitoring the policy’s effectiveness
* Holding the headteacher to account for its implementation

**4.2 The headteacher**

The headteacher is responsible for:

* Reviewing this policy in conjunction with the Behaviour and Safety committee
* Approving this policy
* Ensuring that the school environment encourages positive behaviour
* Ensuring that staff deal effectively with poor behaviour
* Monitoring that the policy is implemented by staff consistently with all groups of pupils
* Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
* Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
* Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
* Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**4.3 Teachers and staff**

Staff are responsible for:

* Creating a calm and safe environment for pupils
* Establishing and maintaining clear boundaries of acceptable pupil behaviour
* Implementing the behaviour policy consistently
* Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
* Modelling expected behaviour and positive relationships with children, families and colleagues
* Provide support to parents through parent workshops
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Considering their own behaviour on the school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly
* Challenging pupils to meet the school’s expectations

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

**4.4 Parents and carers**

Parents and carers, where possible, should:

* Support their child in adhering to the school’s behaviour policy, inside and outside of the setting e.g. at Forest Schools
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly
* Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
* Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

1. General guidelines:

Different ways of dealing with misbehaviour are used and this is regularly discussed and agreed within the Nursery School and explained to all new starters both children, adults and parents.

Appropriate methods are implemented to manage children’s behaviour including distraction, praise and reward and excellent Nursery parent partnerships.

1. **Staff guidelines to promote positive behaviour**

All adults caring for children at Stonehill will ensure that the ideas of the Nursery are applied consistently so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and children need not only to be told but also to learn from example.

All adults will be a positive role model for children with regards to friendliness, care and courtesy. We praise the children consistently for positive behaviour. Signs, symbols and Makaton are used to reinforce positive behaviour visually to support children who at the early stages of learning English or who have special education needs..

Adults in Stonehill Nursery will praise and endorse desirable behaviour such as kindness and willingness to share. The Nursery displays this for parents and visitors to see on the ‘Wow’ wall.

Staff will use a number of strategies to support and promote the development of positive behaviour. These include:

* Teaching children to use sand timers to support sharing
* Staff using ‘three spots’ as a visual countdown to an activity finishing
* Using a set routine e.g. singing songs, ringing of the bell

Staff in the nursery will use consistent language including:

* Kind hands, kind feet
* Children being taught how to respond e.g. hand up ‘I don’t like it’.

1. Response to and recording of misbehaviour

In case of serious misbehaviour such as bullying, racial or other abuse the unacceptability of the behaviour and the attitudes will be made clear immediately but by means of explanation rather than personal blame. This will be reported to parents at the end of the session.

Any problems will be handled in a developmentally appropriate fashion respecting children’s individual level of understanding and developmental stage. If a child smacks or hurts another child or adult, a member of staff will explain to the child what they have done wrong encouraging them to say sorry to the person they have upset and possibly remove them from the situation. Misbehaviour will be linked back to the classroom rules that are displayed using widget symbols.

Misbehaviours will be logged using integris. Ongoing behaviour concerns will be discussed with the parents and a plan will be developed to support consistency between home and school.

Adults will be aware that some behaviours will as a result of a special need. Advice will be requested from the SENCo, Inclusion Officers or outside agencies if appropriate.

1. Zones of regulation

At Stonehill, we use the Zones of Regulation to introduce feelings to children and to support the development of self-regulation.

The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as ‘self-regulation’. The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life.

Self-regulation can go by many names such as ‘self-control’, ‘impulse management’ and ‘self-management’. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in playing outside, they would need to have a higher state of alertness than when, for example, they are listening to a story.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called ‘self-regulation’.

We aim to help children to:

* Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
* Increase their emotional vocabulary so they can explain how they are feeling.
* Recognise when other people are in different Zones, thus developing better empathy.
* Identify a range of calming and alerting strategies that support them (known as their personal ‘toolkit’.)

**Appendix 1**

**Suspension/Permanent Exclusion policy**

Rationale

This policy is an appendix of Stonehill Nursery Federation Behaviour and Discipline Policy; it deals with the policy and practice that informs the school’s use of suspension/permanent exclusion. It is underpinned by the shared commitment of all members of the school community to achieve a very important aim;

To ensure the safety and well-being of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed.

**Introduction**

The decision to suspend/permanently exclude a pupil will be taken in the following circumstances:

* In response to a serious breach of the school’s Behaviour Policy
* If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Suspension/permanent exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role). Suspension/permanent exclusion may be used for any of the infringements of the Behaviour Policy;

* Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour
* Verbal or physical abuse of other pupils or school staff
* Aggression towards other pupils leading to the possibility of physical or emotional harm
* Indecent behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that a suspension/permanent exclusion is an appropriate sanction.

**Suspension procedure**

Most suspensions are of a fixed term nature and are of short duration. The Derby City Council regulations allow the Head Teacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all suspensions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review suspensions that would lead to a student being suspended for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following suspension, parents are contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

**Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed, the school will involve the police in any such offence.

**General factors the School considers before making a decision to suspend/exclude**

Suspension/permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a suspension the Head Teacher will:

* Ensure appropriate investigations have been carried out
* Consider all the evidence available to support the allegations taking into account the school policies
* Allow the student to give her/his version of events
* Check whether the incident may have been provoked.

If the Head Teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, suspension/permanent exclusion will be the outcome.