



ROSSLYN SCHOOL

Positive Behaviour Management Policy

Rationale:

Rosslyn School and Day Nursery aims to promote positive behaviour in children; we encourage co-operation, consideration and good manners for strong citizenship. Good early years practice emphasises paying proper attention to children, listening to their views and always remembering that in any situation there is also adult behaviour to consider. We recognise that our values and ethos are central to the development of the whole child and are at the heart of the school's purpose and educational processes.

We believe that children should be taught how to:

- Be confident and have self-belief to follow their dreams
- Maintain positive relationships with peers and adults, based on mutual respect
- Enjoy the lifelong process and challenge of learning through developing positive learning behaviours

This policy is supported by the related policies and procedures including:

SEND Policy

Our philosophy at Rosslyn School and Day Nursery is that for children to thrive, they need to feel valued, appreciated, nurtured, safe and secure and understand set boundaries. Each child is valued for their unique worth as an individual and respected by all nursery and school employees. Adults will engage with all children to ensure their individual needs are met and their confidence and self-esteem develops. All employees will practice and promote positive, considerate and respectful behaviour; all children will be encouraged to be polite and well-mannered whilst at the nursery.

Rosslyn School and Day Nursery set boundaries to help children identify acceptable and unacceptable behaviour. These boundaries also help children to stay safe, encourage them to interact positively and effectively with other and teach them to show respect for their environment. Children are encouraged to freely explore the environment.

Our staff are expected to regularly use praise to ensure that children gain a sense of their own value and self-worth. Children respond best to positive praise and encouragement. For this reason, Rosslyn School and Day Nursery will never operate sanctions such as 'Time Out' or 'The naughty step / chair' instead we firmly believe in a principle of support through 'Time in' approach that seeks to work with the child, not ostracise or reject them.

We believe in the principle of 'what we pay attention to, we get more of', therefore by supporting children through their challenges and not rejecting them through a 'Time Out' process, reinforcing the positives will produce over time, desired positive behaviour.

When operating 'Time in', a member of staff will sit with the child, talking calmly with the child, and where age appropriate, help the child to recognise and understand how they felt prior to the incident occurring. By talking about how a child felt in their tummy prior to the incident can help children begin to recognise that their emotions can have an actual

physical feeling, which in turn will help them to recognise for themselves when a situation is emerging.

Our school, nursery and its employees aim to:

- Identify and value the unique characteristics of all children and promote their individuality.
- Recognise that children exhibit challenging behaviour for a range of reasons; staff should seek first to understand the reason behind the behaviour.
- Promote self-control in all children, whilst acknowledging and recognising ages and stage of development.
- Encourage caring relationships where children are considerate of each other and their environment. Children will be encouraged to resolve differences in a caring manner.
- Provide a variety of group activities to foster the development of social skills, relationships and a positive sense of self. Examples of positive behaviour will be identified and praised.
- Value and practice a collaborative working relationship with parents/carers through sharing our approach to positive behaviour management encouraging consistency between home and nursery or school.
- Demonstrate value and respect for children behaving positively, whilst understanding that some challenging behaviour can be common in younger children, e.g. biting and grabbing.
- Take individual responsibility for promoting positive behaviour with all children.
- Implement a key person system in the nursery, encouraging employees to develop positive relationships with children and their families.
- Always see the child first and not the challenge.
- Refer issues relating to any concerns about individual children's behaviour to Behaviour Management Lead or other named person/s.
- Regularly consult with the children and involve them in decisions.
- Where there is an individual Behaviour Management Plan or an Education, Health and Care Plan (EHCP) in place, our staff will be following the recommendations outlined, making reasonable provisions yet still expecting high standards of behaviour (please refer to our SEND policy for more information).

At our school we use a range of positive behaviour management strategies. We are currently using a secure online point system (DOJO) to recognise good learning behaviours. At the beginning of each year, parents are sent an individual log on to allow them to view and track their child's DOJOs. Wherever possible staff should award points to the children who display positive behaviour and learning habits, such as for staying on task, persistence, working hard, completed homework, helping friends, etc.

When awarding a point, the staff will ensure that praise is specific and personal to a learner to help them identify what they have done well and next steps. Occasionally, staff may award multiple or whole class rewards, however, praise should be made clear and specific to the individual pupils too.

Class DOJO communicates to parents the positive aspects of the school day and creates a dialogue between pupil and parent by points and comments being visible to parents through an app.

Children are also given praise on individual and group basis through:

- Non-verbal gestures (smiles, thumbs up) and verbal praise.
- Positive marking of work and constructive feedback on future improvement (see Curriculum Policy).
- Showing / sharing good work with other pupils in a class.

- Making prominent displays of pupils' work in classrooms and around the school
- School Council – chosen by the pupils to speak for the pupils and to be a positive role model in representing the school.
- House points are used to reward whole groups for large scale competitions and celebrations such as sports day.
- The house system encourages the pupils to work together for a common goal displaying positive behaviour and collaboration
- Termly celebration assemblies recognising outstanding achievement and behaviour

At School, the adults will do the following to promote positive learning behaviour:

- Adults will not use overly emotional words to describe behaviour such as 'terrible' or 'disgusting'. Adults will describe the behaviour and the impact on the child and others, e.g. 'You called X ... and that made X feel very upset. We do not call names in Rosslyn. You will need to ...'
- Teaching staff will start lessons promptly and punctually – non-planned periods of time lead to misbehaviour
- Have a clear seating plan for lessons / assemblies and lunch times that are reviewed regularly and adapted or changed whenever necessary to ensure positive behaviour relationships are maintained at all times
- Teaching staff will do their utmost to ensure that the lessons are engaging, challenging with a sense of purpose for all pupils no matter their starting point
- Adults will insist on the children using their manners when addressing teachers and other staff as a matter of respect and curtesy, e.g. 'Mr', 'Mrs', 'Miss' followed by the last name. Likewise, adults will use children's first names and greet the children with 'Good morning / good afternoon'.
- Adults will ensure that children enter and exit classrooms and move around the school quietly and orderly to help create a calm atmosphere.
- Adults will frequently re-visit behaviour expectations with the pupils; reinforce the sanctions and offer praise in a fair and consistent manner.

Employees are informed of any legislation linked to behaviour management and the school and nursery implement appropriate behaviour management practices. Policies and procedures are updated in line with government and industry best practice recommendations. Although in the first instance behaviour management issues are referred to Behaviour Management Lead, or named person within the school and nursery, when appropriate, outside agencies are also involved to ensure expert advice is sought and implemented. Our school and nursery ensure that all relevant parties such as parents / carers, health professionals etc. are included and involved in the process as appropriate.

The nursery and school ensure that key members of staff attend relevant training on behaviour management and that any relevant information is disseminated throughout the organisation during team meetings and /or training days. Rosslyn School and Day Nursery expect that all the external / cover staff who work with the children read this policy, are clear on the school's expectations and are given the opportunity to ask questions for clarification before commencing their duties. Any external / agency staff are expected to follow the guidelines listed in this policy whilst working at the Rosslyn School and Day Nursery.

We appreciate that there are differences in acceptable behaviour between families and cultures and the nursery and school are respectful of this whilst promoting a consistent code of conduct within the setting. As expected, despite cultural and family differences, the safety and well being of all children is paramount therefore safeguarding children procedures will always take precedent.

Managing unacceptable behaviour:

- Positive respect for the child is always maintained. Staff will explain that the behaviour is unacceptable. If the behaviour involves another child a member of staff will immediately comfort the child who has been upset, reassuring them of their well-being and acknowledging the other child's behaviour was not acceptable.
- Our staff do not use any form of physical punishment as a method of dealing with unacceptable behaviour, nor do they raise their voices inappropriately. There may be times when staff need to implement the restraining procedure (see policy on physically restraining a child for the child's own safety). Corporal punishment by anyone is never acceptable and will not be tolerated at any time.
- Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated and staff will remain mindful of the child's individual circumstances, their level of development and any other contributing factors. Children will be supported in learning and understanding the meaning of the word sorry, in order that they can form caring friendships with one another.
- If a child demonstrates anti-social or unacceptable behaviour such as, bullying, physical abuse or destruction, this will be addressed by nursery and school staff and dealt with appropriately. Interventions may include talking through a child's behaviour and if the child is of the appropriate age and stage of development, to encourage them to apologise. Children may also be encouraged to display positive behaviour and concern for the other child, e.g. smiling, cuddling, sharing, etc.
- If a child sustains any physical injury or is distressed through another child's behaviour, parents / carers will be informed. The incident where a child has been distressed or hurt will be recorded on an incident or accident sheet. However, nursery and school staff will not disclose to the parent of the injured child the name of the child causing the injury or distress. The parents of the child who has inflicted the injury / distress and the parent / carer whose child has been hurt or distressed will both be informed of the incident. Parents / carers may wish to, or be requested to, discuss the specific incident and any general behaviour concerns.
- The nursery and school aim to work together with parents / carers to develop shared practices relating to behaviour management and to ensure there is consistency between home, school and / or nursery.
- The nursery and school recognise the importance of strong partnership with parents / carers and will involve parents / carers where there is any behavioural concern. Any behavioural plans are devised and implemented in partnership with parents, all information is treated in confidence and any concerns handled sensitively.
- The nursery and school encourage children to develop skills that allow them to communicate, negotiate and influence those around them in a positive manner. We encourage children to understand their own and other people's feelings.
- Staff will always try to seek opportunities to defuse situations and plan activities allowing children to release their feelings in an acceptable way. We understand that children do need time and space on their own and at times independent play and activities may be favoured.
- Biting and physical abuse is recorded on an incident / accident sheet and parents / carers are asked to read and sign it.
- If a child's behaviour involves aggression towards others, a risk assessment will be completed to identify ways in which the nursery and school will manage the safety of others.
- Rosslyn School and Day Nursery always endeavour to develop positive behaviour in children and takes into consideration the individual needs of each child.

In addition to the above, the school will implement the following scaled approach when dealing with negative behaviour:

- A positive approach to inappropriate behaviour will be made by praising the desired behaviour of the children demonstrating good attitudes and clarifying the expectations for all children, e.g. 'Everyone should be putting their books away'
- The teacher will use non-verbal cues, proximity, questions, redirecting attention to the learning where possible.
- The teacher may choose to re-consider the seating plan to move a child to a different place within the class to help them to focus
- The child may be asked to miss some play time (not more than half of it) to reflect on what went wrong and to articulate how to modify behaviour and to complete missed work.
- The teacher will record any serious incidents in the Serious Behaviour Log.
- Once a pupil has 10 points taken off their DOJO account in a space of a week, the teacher will alert the pupil's parents via e-mail and send a child to a Senior member of staff at break / lunch to discuss their behaviour
- Once a pupil has 20 behaviour points taken off their DOJO account in a space of a week, a parent consultation meeting with a class teacher and Headteacher must take place the following week. Minutes of the meeting are typed up with the proposed action points / behavioural plans (Appendix 2) agreed between home and school within 48 hours of the meeting taking place
- Behaviour records are tracked and analysed over time to ensure all pupils and teachers receive appropriate support.

We assess the causes of poor behaviour and identify appropriate interventions to support the pupils in making positive choices. The assistance of external agencies / bodies will be sought where it is thought that specialist assistance may be necessary or beneficial or where patterns of behaviour give concern.

Exclusion

On rare occasions the school leadership team (Proprietor, Headteacher) based on the evidence given by Class teachers or other members of staff or electronic evidence such as computer logs or CCTV footage, may feel that the formal process should be activated to remove the child from the school temporarily. Exclusions will only take place when a child with long term misbehaviour is not responding to above strategies and learning of the other pupils is severely hindered, e.g.:

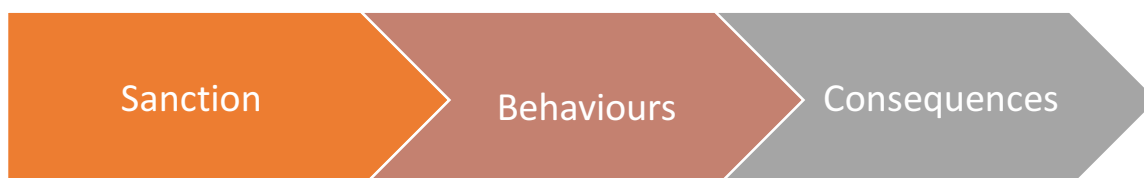
- Persistent use of abusive language where the child is aware of its meaning and impact
- Causing another child significant harm (including emotional, cyber including social media messages, shared images and physical harm)
- Physically assaulting a member of staff
- Causing permanent damage to the school building and property or when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria of a phased return will be set down and an individual Behaviour plan and monitoring record will be mapped out between the school management committee, parent and pupil.

Policy reviewed	February 2022
Reviewed on behalf of the Rosslyn School and Nursery by	Headteacher I. Jones
Date disseminated to staff	February 2022
Date for next review	February 2023

Rosslyn School Learner Behaviours and Consequences

Verbal Warning



Low-level disruption	<ul style="list-style-type: none"> • Inadequate classwork • Lateness to lesson • Shouting out / chatting in class • Off task • Littering 	1 Behaviour Point / Rectify 1 Behaviour Point 1 Behaviour Point 1 Behaviour Point / Rectify 1 Behaviour Point / Rectify
Middle Level Disruption	<ul style="list-style-type: none"> • Inappropriate Language • Disrupting Learning • Refusal to follow a request from a member of staff. 	5 Behaviour Points 5 Behaviour Points 5 Behaviour Points / Rectify
Higher Level Disruption	<ul style="list-style-type: none"> • Rudeness, inappropriate behaviour, walking away from or lying to a member of staff. • Rudeness, inappropriate behaviour towards a fellow pupil • Accessing prohibited areas at break times or lunch • Vandalism 	10 Behaviour Points 10 Behaviour Points 10 Behaviour Points 10 Behaviour Points

Appendix 2

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour What does it look like? What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

BEHAVIOUR PLAN
PUPIL NAME:

CLASS:

YEAR GROUP:

Skills and Talents

Achievements

Likes

Dislikes

Log of incidents:

Date

Description of behaviour

**Trigger for
incident**

Action taken

IBP evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.