



# Academy for Character and Excellence

## Enhanced Services

### Positive Behaviour Policy and Statement of Behaviour Principles

Policy date	December 2020	
Reviewed and Updated		
Next Review Date	December 2024	Review cycle every 4 years
Pre-Schools	Redhills Pre-School Shaldon Pre-School Brixham Pre-School	

## Contents

About this policy .....	2
General principles when applying the policy .....	2
Aims and Objectives .....	2
1. Aims .....	3
2. Legislation and statutory requirements .....	3
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	4
6. Children's code of conduct .....	5
7. Rewards and sanctions .....	5
8. Behaviour management.....	6
9. Transition of children .....	7
10. Training .....	7
11. Monitoring arrangements .....	7
12. Links with other policies .....	7
Appendix 1: Written statement of behaviour principles.....	8

## About this policy

This is the Positive Behaviour policy for the Pre-Schools within the **Academy for Character and Excellence**. ***Our mission is for every child to thrive in our care and our vision is to be the Pre-School of choice.***

## General principles when applying the policy

The purpose of the policy is to promote good behaviour with a view to:

- promoting among children, self-regulation and proper regard for authority,
- encouraging good behaviour and respect for others, in particular preventing all forms of bullying among children, and
- securing that the standard of behaviour of children is acceptable

When making any decision under this policy it is particularly important that each child is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability (or special educational needs) that these are appropriately taken into account. For children with disabilities it is important that reasonable adjustments are actively considered. Further, when applying this policy any protected characteristics (such as race, disability, gender) are taken into account.

Any concerns about discrimination should be addressed urgently with a senior leader. Further, when making any decisions it is important to treat children fairly which means making sure that they understand what they have done and having the opportunity to express their views.

Further, a child's behaviour (especially if out of character) may be related to safeguarding issues and as such staff should always be alert to safeguarding issues or other unmet needs. If this is suspected, then advice should be sought from a senior leader urgently.

It is also important to be aware that corporal punishment is never permitted. Reasonable force may be used but any exercise of any force must be regarded as a last resort and then only used with great care and when suitably trained.

More than very minor disciplinary measures (such as basic reprimands/warnings) should also be recorded.

## Aims and Objectives

It is fundamental to a good education that everyone in the Pre-School environment behaves appropriately and treat each other with respect. The goal of Pre-School discipline is primarily to assist the development of good character and learning. While punishment is an essential part of enabling pupils to understand consequences, it is not an objective in itself.

Good behaviour should be actively encouraged and rewarded at all times.

Further, the values and ethos of the Pre-School should be taken into account when making any decision. This will also include principles of British values properly taking into account any legal requirements and fairness.

Children need to understand and know why good discipline is important and the consequences of poor behaviour. This may include explaining the expectations of society about what it is to be a good person and why good behaviour will help them in their personal relationships and also prepare them for their next steps at Primary School.

The approach towards Pre-School discipline should start by properly explaining to a child why their behaviour has fallen below expectations and where appropriate, giving them the opportunity to put things right. This may be by making an apology or taking other steps to rectify any wrong doing.

Discipline should be proportionate and appropriate and also applied consistently across all children.

Where possible and appropriate children should be actively encouraged to participate in decision making about particular Pre-School rules so that they may be personally committed to any rules formed.

When giving any sanction it is important to treat the child as an individual and take into account any particular circumstances.

Parents need to be aware of and must also always be encouraged to support good behaviour.

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Pre-School community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>
- [The Equality Act 2010](#)

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

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in the setting during each session or at break and lunchtimes

**Serious misbehaviour** is defined as:

- Repeated breaches of the Pre-School rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

- 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 child)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Pre-School's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The Trust Board

The Trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Pre-School Manager to account for its implementation.

### 5.2 The Pre-School Manager

The Pre-School Manager, in consultation with the Trust's Head of Safeguarding and Inclusion, is responsible for reviewing and approving this behaviour policy.

The Pre-School Manager will ensure that the Pre-School environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents

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

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct (see below)
- Inform the Pre-School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the child's key person promptly

## **6. Children's code of conduct**

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- During each session, make it possible for all children to learn
- Move quietly around the Pre-School where and when appropriate
- Treat the Pre-School buildings and Pre-School property with respect
- Accept sanctions when given

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Rewards
- Email to parents
- Special responsibilities/privileges
- Key person sharing positive news with parents

The Pre-School may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Remove the child from a particular activity
- Referring the child to a senior member of staff
- Letters or phone calls home to parents

- Key person sharing behaviour issues with parents
- Agreeing a behaviour contract
- Recording in an incident log

## 7.2 Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the Pre-School, such as on a school trip or during a local activity.

## 7.3 Malicious allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Pre-School Manager will discuss this with the parent/carer in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Pre-School Manager will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Setting management

All setting staff are responsible for setting the tone and context for positive behaviour within the Pre-School.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the pupil code of conduct or their own setting rules
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of a session
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- 

Incidents of physical restraint 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

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in a child's possession will be confiscated.** These items will not be returned to the child.

We will also confiscate any item which is harmful or detrimental to Pre-School discipline. These items will be returned to the parent or carer after discussion at the end of the day.

### **8.4 Children support**

The Pre-School recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Pre-School's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from outside agencies, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Transition of children**

To ensure a smooth transition to the next setting or Primary School, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to the child's behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other Pre-Schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process where required.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Pre-School Manager and Trust Board every 4 years. At each review, the policy will be approved by the Trust Board.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy



## Appendix 1: Written statement of behaviour principles



- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children, parents/carers and staff
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the Pre-School and child's home life