



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth

*Together for a Brighter Future*

# BEHAVIOUR POLICY

<b>Approved by Portfolio</b>	<b>CW/TG Standards</b>
<b>Approved on Review date</b>	<b>Autumn 2024 Autumn 2025</b>
<b>Review Cycle</b>	<b>1 Year</b>
<b>Policy Type</b>	<b>Statutory</b>
<b>Ratified/FGM Date</b>	

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Our policy is founded on the belief that children have the right to learn and teachers have the right to teach.**

The Policy follows the DfE's guidance on 'Behaviour In Schools -2024'.

This policy has been written in consultation with pupils, staff, parents/carers and governors. It outlines the underlying values, nature and Christian ethos found throughout the Federation, underpinned by our mission statement.

***We value and respect everyone within an atmosphere of Christian love. Our welcoming community builds strong relationships and is dedicated to supporting everyone to flourish academically, emotionally, socially and culturally through an excellent and engaging curriculum.***

As part of the Conscious Community the Federation's Core Values are the principles underpinning this behaviour policy. The three focus values for the Federation are **Respect, Resilience and Relationships**.

Pupils have contributed to the behaviour policy through their involvement in the development of the 3 core values. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

### **Principles:**

Everything we do is underpinned by our **Conscious Community**; we expect all members of our community to take responsibility for this in creating a Respectful, Resilient culture which is underpinned by strong, trusting Relationships. This approach requires commitment and reflection for ALL members of the community.

Through the positive management of behaviour we uphold the core values of our schools, enabling all members of the community to be respected and respectful, have resilience to learn from their experiences and to foster positive relationships within the school and wider community.

It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and wellbeing.

In outlining our core values, we understand the meaning of these values to be defined as follows:

- **RESPECT –**  
Everyone will value each other and recognise each other's abilities, qualities, or achievements. They will have due regard for the feelings, wishes, or rights of others.
- **RESILIENCE –**  
Everyone will have a desire to succeed in their learning and will try their very best, whatever their ability.  
Pupils will persevere if they don't succeed and will learn from their experiences.
- **RELATIONSHIPS**  
Everyone will value their friendships, their fellow learners, adults at home and at school, and visitors.  
They will treat friends, fellow learners, adults at home and at school, and visitors with care and respect.  
Everyone will treat other people as they would like to be treated.

## **The Federation's beliefs about behaviour management are:**

### **Whole child centred**

The education and welfare of the whole child is vital and is central to all decisions we make.

### **Equality, Diversity and Integration**

All children are equally important and we recognise each of them as individuals with different needs and abilities.

### **Partnership/collaboration**

We welcome on-going development of partnership with our communities, outside agencies, organisations and the global community.

### **Respect and responsibility**

We nurture respect and responsibility for our actions at all times. We will have respect for ourselves, others and the environment. We recognise that all emotions are valid and accepted, through the Zones of Regulation work we support children to find appropriate reactions to emotions. Right from Reception, in PSHE lessons we talk about what the Zones of Regulation mean to the children and how they can best learn and respond to their emotions.

### **Christian Foundation**

In school each individual is valued according to the Christian ethos through teaching and learning. There will be opportunities to experience Christian worship and to develop links within the communities.

### **Aims of our Behaviour Management Approach:**

- To ensure all children learn about different emotions and how to regulate these.
- To ensure all pupils have a fair chance to thrive and learn in an atmosphere of respect and dignity.
- To improve outcomes for all learners
- To eliminate discrimination, harassment and bullying as well as promoting equal opportunity, the welfare of pupils and good relations across the whole school community.
- To ensure all vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked after children receive behavioural support according to their need.
- To develop a relationship of confidence and trust between adult and pupil.
- To develop pupils' respect and courtesy towards each other and adults and care for school facilities.
- To enable pupils to develop social skills and moral values in the context of the school as a C.E. school, and carry these values into the wider community, developing as well-rounded citizens.
- To foster an attitude of responsibility for themselves and others.
- To ensure pupils are able to understand and respond to risk, for example, risks associated with extremism, new technology, substance misuse, knives and gangs, relationships, water, fire, roads and railways.
- To enable children to experience the power of reconciliation.
- To review and adapt this policy regularly to ensure it reflects the needs of our pupils.

### **To this end we will strive to raise children's self-esteem by:**

- Giving specific praise and encouraging positive attitudes.

- Committing to an ethos around the zones of regulation
- Making time for listening and guiding. Children will be listened to, their voices will be respected and their language will be captured when investigating incidents.
- Providing a system of 'time to think' with recovery and reflection.
- Ensuring that all adults who have responsibility for children are aware of behaviour guidelines and the importance of systematic and consistent behaviour management approach.
- Recognising and providing reasonable adjustments as appropriate for those children who need them i.e. through Individual Behaviour Plans (See Appendix D)
- Recognising serious and consistent behavioural problems and referring them to the inclusion team, senior leadership team or the head teacher as appropriate.

### **Praise and reinforcement (See Appendix A):**

- Positive reinforcement of appropriate behaviour, (appropriate being defined as following the above rules as well as general politeness and consideration of others) should be regular and consistent.
- Any sanctions should be preceded by positive affirmation of behaviour.
- Praise of children will be based on the school values where appropriate.

### **Sanctions (See Appendix B):**

The procedure which should be followed at any time when the rules are broken – see Appendix B (depending on the individual circumstances).

A visual behaviour reinforcement is used throughout the Federation built around the Zones of Regulation and personalised for the individual children's needs.

For particular children with specific needs an Individual Behaviour Plan will be put in place, bespoke to the needs of the child and will be regularly reviewed.

All sanctions of children will be based on the school values where appropriate.

All sanctions will be carried out respectfully being mindful of children's wellbeing.

### **Discipline off the school site:**

The same expectations regarding behaviour will apply to children at all times including on off-site visits. Letters inviting parents to apply for school trips and visits will make clear the expectations regarding behaviour and the right of the school to apply rewards and sanctions.

### **Support for pupils**

The Federation has a range of support for children displaying emotional and behavioural difficulties, either long or short term. This support includes:

- Zones of regulation and growth mindset activities in class
- A robust and detailed PSHE curriculum
- A pastoral support program (including the use of Peer Mentors)
- ELSA - supporting children with their emotional wellbeing.
- Support from the Mental Health Support Team
- Advice and support from external services when appropriate.
- Individual Behaviour Plan in place where appropriate

We recognise that some children may have specific barriers or challenges in relation to their behaviour, depending on the child's needs it may be that the policy is adapted to suit these needs. The Zones of Regulation resources are available to ensure they can be accessed and understood by all children in the federation and continuous work is done in PSHE lessons to ensure these are relevant and appropriate to all children's needs. These resources are available from the Federation's Inclusion Team.

### **Pre-school expectations**

(See Appendix C)

### **Support for staff**

The school will offer appropriate training and support to staff to ensure they are able to maintain good behaviour of pupils. When appropriate this will include the use of physical restraint (see Physical Intervention Policy) this will always be necessary and proportionate. No member of staff will be expected to tolerate abuse or violence from any member of the school community. Although specially trained staff, working with the most challenging pupils, may have agreed expectations relating to specific behaviours demonstrated by these children, these will be properly identified, detailing actions to be taken when these behaviours occur. Incidents of violence or abuse towards staff will be recorded and reported and appropriate action will be taken.

### **Records of incidents**

If there is a significant incident, members of staff will record it on CPOMS. Depending on the nature of the incident, either the Inclusion team, SLT or HT will keep a record of serious incidents, meetings with parents and all appropriate action taken. At this point some situations will be referred to the pastoral support process. In line with updated KCSIE, this may include a referral to Children's Services.

### **Bullying and diversity incidents**

The school implements a Child on Child Abuse Policy to tackle all forms of bullying and harassment, including cyber bullying and prejudice – based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

The school counters and challenges all types of discriminatory behaviour and this is made clear to all staff, pupils, parents and governors.

The school has a clear procedure for dealing with prejudice-related bullying incidents. The Head teacher and Senior Leaders are responsible for recording and reporting significant incidents to the local authority and governing body.

### **Attendance**

The school follows strategies to improve and monitor attendance. The school keeps track of attendance rates and persistent absence of individuals or groups of pupils. The school works closely with parents/carers to avoid absence and encourage punctuality. Procedures are followed if absence becomes a concern over time.

### **Understanding of behaviour policy**

At the beginning of the school year the behaviour policy will be reviewed with the children through their classes and the Junior Leadership Team. The policy will be made available on the school website and parents/carers will be notified of this through the school newsletters/parent handbook.

All new staff will be given a copy of the current Behaviour Policy and the Child on Child Abuse Policy.

## **Parents and carers**

We recognise that we can only manage pupil behaviour really effectively if we have full parental engagement and support. We know that the majority of parents and carers value good behaviour and fully endorse this policy, ensuring that they support the school when children misbehave. Parents are their child's first teacher: the behaviour modelled by parents significantly affects their child's behaviour and their view of what behaviour is acceptable or appropriate. Clear consistent boundaries at home help children to develop good behaviour skills and also create feelings of security and wellbeing.

As a school we always fully investigate behaviour incidents so that we have as full a view as possible of the actions that all involved have taken. Following the appropriate sanctions and where necessary, interventions will be put in place in a fair and consistent way.

Parents and carers will be informed about any significant or ongoing incidents; general behaviour and attitude will be discussed at parent meetings and through the child's reports. Any incidents will be shared with parents via telephone or DOJO. Parents will not be approached publicly at the beginning or end of the school day – they will be contacted on the day the incident occurred via phone call or DOJO and an appointment will be made with the class teacher and/or SLT if necessary.

All parents are encouraged to raise concerns or questions about behaviour at the earliest possible time and share any significant events which are happening at home so that issues can be dealt with effectively and quickly.

## **Monitoring**

The policy will be reviewed annually with all the children, all staff and parent representatives. The updated policy will be shared with parents and carers and comments will be invited.

## **Conclusion**

At all times there is an expectation of a high standard of behaviour on the part of all members of the school community. All staff, governors and parents must be aware of this policy and the necessity of applying it consistently.

This policy must be read in conjunction with: Single Equality, Child on Child abuse, Exclusion, Safeguarding, E-Safety, Physical Restraint, Health and Safety and PSHE policies.

***This policy should be read in conjunction with the school's Child Protection Policy, Safeguarding Policy, Keeping Children Safe in Education, Working Together to Safeguard Children and Sexual Violence and Sexual Harassment between children in schools and colleges***

## Appendix A:

Reinforcement of positive behaviours (see the grid below) should be regular and consistent. These will occur via the Dojo system, where children receive Dojos based on these positive behaviours. Awarding of these Dojos will be based on the school values where appropriate.

School Value/Reason	Positive Behaviours Examples
Respect	<ul style="list-style-type: none"><li>- Politeness towards adults and peers</li><li>- Looking after the school property (e.g. tidying the library)</li><li>- Showing respect for the views of others within their own answers</li></ul>
Resilience	<ul style="list-style-type: none"><li>- For preserving with their work when they have found it difficult</li><li>- Being brave to try something new</li><li>- For owning a mistake they have made and seeing as it as a learning opportunity</li></ul>
Relationships	<ul style="list-style-type: none"><li>- Helping others in different scenarios</li><li>- Strong teamwork with others in class.</li><li>- Looking after friendships and meaningful bonds.</li></ul>
Exemplary Work	<ul style="list-style-type: none"><li>- Strong presentation e.g. handwriting</li><li>- 'Personal Best' pieces of work</li><li>- Great effort in homework</li></ul>

**\* Teachers may also have their own class-specific Dojo awards such as individual class awards for learner of the week.**

Positive, specific verbal praise and clear gestures such as smiling and thumbs up, to be used wherever possible.

All adults in the school will model positive relationships and good behaviour.

**Individual reward systems** to be organised in each class which specifically focus on a reward for good behaviour, work or attitude to learning all of which are executed through the use of the 'DOJO Scheme', to be organised and rewarded by the teacher discretion. All adults are able to give children across the federation 'DOJOs'.

The Dojo scheme is a positive behaviour management / communication program for parents, this connects parents to the class teacher and enables you to send and receive messages. Teachers will strive to respond as soon as possible and always within 24 working hours unless there are extenuating circumstances. If your message is sent on a Friday afternoon, weekend, or in a holiday the 24 hours will be from the next school day.

The Federation also operates a '**Golden Book**' which is read out in Celebration Collective Worship. This details children who have particularly displayed good behaviour, work or positive attitude to learning during the week. Children in Key Stage 1 and EYFS receive a sticker for being in the Golden Book and come out to the front in assembly if they wish to; children in Key Stage 2, come out to the front to receive a 'Golden Ticket' which is then put into the 'Golden Boxes;' a prize draw is made once a term where a name is taken from each box and the child receives a prize. The more times a child has received a golden ticket the higher the chance they have of having their name pulled out.

## Sanctions (See Appendix B):

We always strive to find the positives and encourage the children to reflect on their own actions; age appropriately using the zones of regulation and Conscious Community. However, in some incidents there will be a consequence to inappropriate behaviours. Our priority is in ensuring that children are able to move on from incidents quickly, whilst having sufficient reflection time in order to learn from their experiences.

The procedure which should be followed at any time when the rules are broken is as follows (depending on the individual circumstances):

Visual behaviour reinforcements are used throughout the Federation e.g. DOJO avatars. All behaviours will be related back to the Zones of Regulation.

<b>If:</b>	<b>Then this will happen:</b>
<b>Pupils behave inappropriately anywhere in school e.g. with any of the following behaviours:</b> <ul style="list-style-type: none"><li>• <b>Running indoors</b></li><li>• <b>Interrupting an adult teaching</b></li><li>• <b>Ignoring instructions</b></li><li>• <b>Making silly noises</b></li><li>• <b>Pushing in line</b></li><li>• <b>Disrupting/distracting the learning of others</b></li><li>• <b>Answering back</b></li><li>• <b>Name calling</b></li><li>• <b>Lying</b></li><li>• <b>Time wasting</b></li></ul>	<b>Class Level</b> They will be given a verbal warning and a discussion on the Zones of Regulation/Conscious Community; encouraging the children to use their own strategies to regulate their emotions.
<b>The Inappropriate behaviour above happens again during the day</b>	<b>Class Level</b> They will be given a second verbal warning referred to Zone/Conscious Community and strategy to regulate emotion.
<b>Inappropriate behaviour above happens again for a third time during the day</b>	<b>Class Level</b> A sanction will be enforced: Children will be instructed to take some time to think (an amount of minutes equivalent to their age). This will be used to either complete work or to reflect upon their behaviour. No child will miss the whole of their play time. Again, a restorative conversation about the Zones of Regulation/Conscious Community will take place. A teacher may use the DOJO system/phone to report the child's behaviour back to their parents.
<b>Pupils behave inappropriately with increasing intent, for example:</b> <ul style="list-style-type: none"><li>• <b>Swearing</b></li><li>• <b>Throwing small equipment (e.g. a rubber) at another pupil.</b></li><li>• <b>Damage to property/pushing over furniture</b></li></ul>	<b>Class Level</b> An immediate sanction will be enforced: Children will be instructed to take some time to think (an amount of minutes equivalent to their age). This will be used to either complete work or to reflect upon their behaviour. No child will miss the whole of their play time. Again, a restorative conversation about the Zones of Regulation will take place.



<ul style="list-style-type: none"> <li>• <b>Stealing</b></li> </ul>	<p>A teacher may use the DOJO system/phone to report the child's behaviour back to their parents.</p> <p><b>SLT Level</b></p> <p><b><i>Any repetition of the above behaviours</i></b> may be escalated to HT/SLT (please use the brief reporting form to communicate the behaviours to HT/SLT)</p> <p>Sanctions will be decided by HT/SLT based on the context and seriousness of the behaviour – this could be internal exclusion, missing break and lunch play, fixing broken equipment etc...</p> <p>A decision will be made by SLT regarding informing parents via phone call</p> <p>Outcomes of the communication with parents/sanctions decided will be communicated with the relevant staff members</p> <p>Incident will be recorded by SLT on CPOMS with the input of relevant staff members</p>
<p><b>Pupils have engaged in more dangerous antisocial behaviours with intent, for example:</b></p> <ul style="list-style-type: none"> <li>• <b>Leaving the school building/premises</b></li> <li>• <b>Spitting (directly at another)</b></li> <li>• <b>Pushing aggressively</b></li> <li>• <b>Scratching</b></li> <li>• <b>Pinching</b></li> <li>• <b>Insults against protected characteristics</b></li> <li>• <b>Hair pulling</b></li> <li>• <b>Hitting</b></li> <li>• <b>Kicking</b></li> <li>• <b>Fighting</b></li> <li>• <b>Biting</b></li> <li>• <b>Punching</b></li> <li>• <b>Throwing furniture</b></li> <li>• <b>Physical or verbal bullying</b></li> </ul>	<p><b>SLT Level</b></p> <p>Escalated to HT/SLT (please use the brief reporting form to communicate the behaviours)</p> <p>HT/SLT immediately called to the situation</p> <p>HT/SLT inform parents via phone call and a meeting is arranged</p> <p>Sanctions will be decided by HT/SLT based on the context and seriousness of the behaviour – this could be internal exclusion, missing break and lunch play, fixing broken equipment etc...</p> <p>Depending on the seriousness of the behaviour, this could result in fixed or permanent term exclusion</p> <p>A referral to Children's Services may need to be made in line with KCSIE guidance.</p> <p>Individual Behaviour Plan may be put in place – this will be created with the input of relevant staff members</p> <p>Outcomes of the communication with parents/sanctions decided will be communicated with the relevant staff members</p> <p>Incident will be recorded by SLT on CPOMS with the input of relevant staff members</p>

## **Pre-school Expectations (Appendix C)**

Our settings believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

## **Procedures**

We have a setting leader who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. (In small settings this may be shared between co-staff.)

- We require the setting leader to:
  - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development; and
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the federation's Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

#### *Strategies with children who engage in inconsiderate behaviour*

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- We ensure there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file.
- The child's parent(s) is/are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

#### *Children under three years*

- *When children under three years old behave in inconsiderate ways we recognise the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.*
- *We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.*

- *Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.*
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

#### *Rough and tumble play and fantasy aggression*

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

#### *Hurtful behaviour*

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your

car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.

§ Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### *Bullying*

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;

- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

### Individual Behaviour Plan (Appendix D):

Behaviour Map



Name:

De-escalation		Risk reduction	Recover, monitor, Restore		
What do you see?	What do you see?	What do you see?	What do you see?	What do you see?	What do you see?
What do you do?	What do you do?	What do you do?	What do you do?	What do you do?	What do you do?
Review	Review	Review	Review	Review	Review