

- We require the named person to:
 - keep herself up-to-date with legislation and research and thinking on handling children's behaviour;
 - Access relevant sources of expertise on handling children's behaviour; and
 - Check that all staff have relevant in-service training on handling children's behaviour.
- We keep a record of staff attendance at this training.
- 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the Rainbow Woods Pre-School's behaviour policy and its rules for behaviour.
- We expect all members of the Rainbow Woods Pre-School - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share. This supports the whole school Christian values, which are taught implicitly and explicitly through sessions such as circle time and the Jigsaw PSHE curriculum.
- We also operate a positive behaviour strategy, which complements the main school in an age-appropriate way (please refer to Weare Academy's Behaviour Policy for more information), including:
 - Stickers and certificates for positive behaviour.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- 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 Rainbow Woods Pre-School.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical 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 only use physical restraint, such as holding, 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 Rainbow Woods Pre-School Manager and a school senior leader, and are recorded in Appendix 5 of the Positive Handling Policy.

- 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 behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- 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 unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Rules

GOLDEN RULES are displayed in each classroom and in place across the whole school all of the time. Children will understand how the Golden Rules apply to each part of their school life. These are simple, easy to understand and are discussed regularly with children so that they know what the rules are and why they are important.

Our GOLDEN RULES are:

- We are gentle
- We are kind and helpful
- We are polite
- We work hard We look after property
- We listen to people
- We are honest Pupils

These also apply in outside play, being kind includes playing well with others and making sure others are included at play time.

Golden Dining Hall Rules:

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners

Responding to behaviour that disrupts or challenges

The majority of our children are well behaved but we ensure we address any negative behaviour issues that occur. We believe that behaviour is a form of communication. We take time to think of what the triggers could be and how to support the child.

All staff ensure a child who has displayed negative behaviour is given the opportunity to reflect and repair. The process should be as follows:

- We attune with the child and support them to regulate and calm
- We talk through what has taken place, listening to the child's perspective. We help the child develop an understanding of right and wrong choices and the impact of these on others
- We support the child with problem solving to put it right, always encouraging the child to take the lead
- We ensure the child has the opportunity to apologise to those involved, keeping in mind how shame and embarrassment may impact on a child (in some situations it might be more appropriate for a child to write a letter or note of apology)
- We ensure the child is clear about their negative behaviour and help with ideas to prevent it reoccurring.

All staff are clear that they communicate it is the behaviour which is disapproved of, not the child.

Behaviour Management Ladder

stages

Level 1

Warning and success reminder

A non-verbal signal such as a shake of the head or a 'look' (the aim is to cause as little disruption as possible) A verbal warning success reminder will be given so that the child knows what is expected of them.

Adults will look for opportunities to acknowledge good behaviour.

Level 2

Consequences

This will be on an individual basis rather than publicly.

This may have the consequence of losing 5 minutes from the next play time.

At times of more serious negative behaviour, (eg hitting, kicking, spitting, swearing) the consequence may be given without a verbal warning.

The adult will always ensure they welcome the child back and reconnect positively with them.

Level 3

Parent / carer support

If inappropriate behaviour continues, the manager informs parents / carers (this is an informal discussion and may occur on more than one occasion.)

The purpose of this is to keep parents / carers fully informed of their child's behaviour and ensure all adults are working together to support the child.

Level 4

Individual behaviour plan / Positive handling plan

If the behaviour is severe or persistent, the manager will arrange a meeting with parents to set up an individual behaviour plan with the SENDCo. It could be that the child is unhappy, angry or suffering from low self-esteem. In such cases it is important for the adults to identify what the issue/s are and put in place a bespoke plan. This will have specific, measurable achievable targets and detail support strategies. This will form part of the child's pupil profile, the child will be recorded on the SEND or Inclusion register (depending on whether the support is universal provision or individualised).

We have staff who are trained in positive handling (Team Teach). On the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. If this happens, it is always discussed with the parents after the event and a positive handling plan (PHP) will be drawn up. Further details are included in the Positive Handling Policy.

Level 5

Outside agency support

If behaviour is not improving over time, the SENDCo will involve professional outside agencies (eg Family Liaison Officers/Educational Psychologist). Interventions/ outside agencies used to

support behaviour include Outreach support from specialist provisions, observing pupils and advising on new strategies, reduced timetable, advice on classroom management and organisation and support to develop expertise of individual class teachers, speech and language assessment.

Level 6

Suspension

Temporary exclusion from school is an extreme measure. It will be used only when a child's misbehaviour has become a danger to others, or is so severe as to be hindering the learning of the class. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time class teacher and SENDCo can discuss and implement additional support strategies so that the pupil's return is a positive experience.

Recording behaviour

All behaviour will be logged by staff in order to maintain an accurate picture of the way each child conducts themselves and of behaviour across the school. It will also inform any intervention that needs to be put in place to support a child in managing their behaviour. When recording incidents, staff outline what happened- when/where- outcome to inform who/ why and support needed.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;

- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

In our pre-school bullying is always unacceptable. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such following our Anti-Bullying Policy. Whilst it is very difficult to eradicate we do everything in our power to ensure that all children attend school free from fear and anxiety.

Evaluation

This policy has been written to manage the behaviour in our pre-school in the best possible way. If it is to be effective it must be used by our pre-school/whole school community with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply. The policy is to be reviewed regularly (every two years) and updated as necessary in the light of experience.

Messages about behaviour and the way to treat one another are being constantly given to children in everything that we do.

All adults are expected to set a positive example, firmly rooted in our ethos values, but also to point out to children when they are not behaving appropriately to one another or to an adult.

They must make it clear that high levels of behaviour are expected from everyone.

Methods used in pre-school include one or all of these:

- ensure that everyone knows and practises our ethos values
- the use of a variety of strategies such as 'Circle Time' to promote high standards of behaviour
- the use of praise to promote self-esteem in all areas of school life, not just for curriculum achievement
- group and whole school discussion,

We believe it is important that the pre-school adopts a clear and consistent approach to behaviour which can be adopted by all staff, pupils and parents.

- Everyone has the right to feel secure and valued at school.
- Everyone is expected to show kindness and tolerance for others
- Everyone is expected to behave in a responsible manner.

Our aim is to establish a caring pre-school/whole school ethos where the quality of all relationships is positive.

We help the children to gradually develop self-discipline by providing the opportunities for them to make independent choices, becoming increasingly responsible for their own behaviour.

Behaviour and discipline is discussed at staff meetings to ensure good communication and consistency in approach. Where staff identify issues, training and support is offered. Appropriate support is offered to pupils experiencing particular difficulty, such as 1:1 or small group emotional literacy. Pupils will be supported on transition, with extra visits where appropriate.

Dealing with Conflict

When conflict arises we use a '**restorative justice**' process in order to repair harm done and rebuild relationships. The following points will be discussed with the children:

- What happened?
- What were people thinking?
- How did this make people feel?
- Who has been affected?
- How can we make the situation right?
- How can we do things differently in future?

The role of the Parents/Carers

Parents/carers have a vital role to play in their children's education. The pre-school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the pre-school rules on our website, and we expect parents/carers to read these and support them. We expect parents to support their child's learning, and to co-operate with the pre-school. We try to build a supportive dialogue between the home and the pre-school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. The responsibility of parents/carers, in relation to encouraging good behaviour, is included in the Weare Academy Home School Agreement.

The Role of Governors

The governors have endorsed this policy and, with the head teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The governing body has the responsibility of setting down guidelines on the standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the manager/head teacher in carrying out these guidelines. The governors advise staff and parents to read related policies for further information on expectations of good behaviour and response to inappropriate or unacceptable behaviour:

- Online-safety
- Anti-Bullying
- Equality Statement and Objectives
- Healthy Eating
- Exclusion
- Positive Handling Policy
- Child Protection Policy

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnic, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice and stereotyping.

Date:	November 2022
Owner:	Lana Whittaker
Signed by Chair of Governors:
Signed by Pre-School Manager:
Date of Review:	November 2024