



## Behaviour management

Our aim is to create a warm and nurturing environment where all children feel safe and valued. In this way children will feel understood and therefore develop the ability to manage their own behaviour and develop a positive sense of self and positive relationships.

### To promote positive behaviour we

- Model positive behaviour, set and reinforce the expectations – be specific in praise- draw attention to it
- Pass praise on to parents as well as letting them know early of any concerns
- Involve children in devising “golden rules” for the class
- Link behaviours to our learning powers
- Give gentle warnings and reminders of expectations
- Try to find the reason for poor behaviour
- Encourage children to take responsibility for behaviour- being honest, apologising leads to forgiveness
- Allow children to apologise and understand why they need to
- Be consistent and fair about boundaries and application of sanctions
- Have clear routines in the classroom to avoid less structured times which many children find difficult

### We promote positive learning behaviour by understanding that

Many children find it hard to concentrate and pay full attention. This is especially true of our youngest children. We understand this is a journey and we help them develop these skills through:

- “good looking, good listening, good sitting, good learning”
- praise (catch them being good)- point out where children are being a good model
- “Focus fox”
- make sure children are not talking at the same time as the teacher- wait for their attention
- avoid talking for too long
- avoid distracting them with resources or overloading them with information
- strategic seating arrangements
- providing fidget toys or special cushions as required
- keep powerpoints and flip charts simple and uncluttered
- keep teaching space around focal point uncluttered
- Using learning partners throughout a session ensures children are required to participate- this is expected and children are not allowed to switch off. It also prevents interruptions.
- establish clear boundaries and rules around behaviour during teaching sessions

### Our Play based approach and behaviour

As a play based school, a lot of play happens here!

This has allowed us the opportunity to observe and be curious about different types of play and how our own values- and those of wider society, impact on children’s play.

We aim to value all children’s experiences and not make personal judgements about their preferences for play, so we do not apply our own biases or opinions on them eg praise quiet play and dismiss noisy play.

Some children appear to engage in repetitive play. We will take care not to judge this negatively but to consider ways to expose the child to new experiences and stimuli that may broaden their choices.

### Physical Play or “rough and tumble”

Many children enjoy playing in a physical way, either role play fighting, superhero or gun play, wrestling or boxing. In doing this they are developing their imagination and narrative skills, developing their strength and testing their physical boundaries as well as learning to make sense of the world around them. We do not either promote or prevent this form of play but allow those who enjoy it to continue to do so within safe boundaries. As long as all

children in the group playing are comfortable to do so we allow it to continue. Staff will observe and monitor play in all its forms to ensure all involved are safe and happy to continue to join in.

Research has shown no link between this form of play and future aggression. In settings where this tolerant approach has been followed staff have seen the children develop their play and their imaginations whilst in settings where it was “banned” the children continued to play but out of sight of staff and in an inhibited way.

In line with other forms of play staff will observe and interact/ join in to develop it and extend the children’s vocabulary and learning.

## Monitoring behaviour

If a child’s behaviour is causing concern incidents/ behaviours will be logged. SLT review logs fortnightly and will discuss patterns or issues as they emerge. An action plan will be devised and reviewed. If no progress is made after an agreed period of time, parents will be invited in.

When any member of staff discusses behaviour with parents, conversations should always be in private- never at the door.

If a child shows any of the following their behaviour may be a cause for concern and should be discussed with the Inclusion lead, family support worker or safeguarding lead who will advise on strategies and seek additional advice where needed. These concerns should also be discussed with parents at the earliest opportunity.

- persistent disruptive or aggressive behaviour
- being withdrawn, having limited friendships
- inappropriate behaviour for the child’s age
- high levels of aggression or mood swings
- repeated low level disruption at learning times
- controlling behaviour towards others including deliberately excluding others
- behaviour or language that is discriminatory in any way

Some children are quiet without this indicating a problem- we will never jump to conclusions about why a child behaves as they do but will be curious and seek to understand.

## Incidents – non-accidental hurting

In the event of “incidents” we:

- stop any physical conflict
- draw attention to school rules
- allow both sides to have a say in what happened
- apologise in some form e.g. shaking hands- making sure the apology is specific to the harm/ hurt inflicted- e.g “I am sorry that I hit you” not “sorry”
- encourage children to think about what would have been a better course of action- we use the language- problem/ resolution familiar to the children through Tales Toolkit sessions
- train pupils to involve adults rather than acting themselves
- use circle times to discuss difficulties and issues and to reinforce whole class accepted values
- involve parents of both parties

## Severe incidents- deliberate, persistent or seemingly pre meditated hurting/ racist incidents

In rare cases the Headteacher may consider a short exclusion. Instances where exclusion may be considered include deliberately and aggressively hurting or verbally abusing a child or adult and/ or persistent disruptive behaviour.

Newham guidance will always be followed and the Headteacher will always either issue the exclusion or be consulted if away from school. The decision rests with the Headteacher and will be made after an investigation into the incident. This is a serious step which has consequences and is not taken lightly.

Teachers should not handle a child unless completely unavoidable to prevent them hurting themselves or others.

Selected staff members are trained in positive handling and should be called when needed.

Any instances of positive handling are recorded appropriately.

This policy was reviewed in March 2024

As part of our approach to managing more challenging behaviour we work within the following principles

<b>We always aim ...</b>	<b>rather than</b>
<b>to create emotional safety through sensitive care tuned to child's needs</b>	using more authority, power or control
<b>to manage stress</b>	simply managing behaviour
<b>as adults to be responsible for holding the boundaries</b>	introduce more consequences for the child
<b>to have a flexible approach</b>	a rigid approach
<b>to focus on strengthening a child's internal controls</b>	imposing external controls that a child may not be developmentally ready for yet
<b>to include a child in a normal routine</b>	taken out of class
<b>to be responsive</b>	reactive
<b>to be preventative</b>	being crisis driven
<b>to base expectations and tasks on the emotional and social age of a child</b>	based on actual age
<b>to adapt the environment to the child</b>	expecting the child to adapt to the environment
<b>to identify and prepare for transitions- pre- empting triggers</b>	simply identifying transitions as an issue
<b>To think about the whole child</b>	focusing only on performance / outcomes of pupils
<b>to use a child's history to develop a framework in which we interpret behaviour</b>	a blank canvas approach
<b>to strengthen a child's sense of self</b>	making assumptions about a child's ability to manage feelings and stresses
<b>to use relational influence to create motivation</b>	using rewards (such as stickers)and sanctions
<b>to be curious and endeavour to understand</b>	being critical or judgemental