

## Behaviour – Promoting Positive Behaviour

Definitions: When we use the term Preparatoria we mean, The Preparatoria School, sister school and nurseries. When we use the term children we mean, babies, toddlers, children and pupils.

When we use the term staff, we mean, teachers, leaders, Head of Schools, practitioners, apprentices, ancillary staff and volunteers.

At the Preparatoria we believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the Preparatoria we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

**We aim to create an environment where children's behaviour is acceptable and appropriate without the use of management techniques where ever possible. We do this by empowering children by:**

Equipping each child with the necessary skills to communicate their wants and needs to other children and adults. We do this by offering each child **Reciprocity** and **Containment**. This approach, taught to all staff by the manager, supports adults to read the body language, cries, facial expressions and actions of babies, toddlers and children. In this way the knowledgeable adult can support and label a wide range of emotions that a child may be feeling. When a child is upset staff will not tell children to be quiet or stop crying but will offer the child descriptive words for their feelings, e.g 'Oh poor you, did you feel cross when Joe took your toy?' This is **reciprocity**. As children become used to having their feelings labelled and as their communication skills develop, then they are able to communicate more clearly their feelings to others. Staff at the Preparatoria understands that children need to become independent thinkers and communicators. If a child comes to an adult for help the adult's first role is to support the child in communicating their wants and needs and not to directly intervene. The adult may ask the child what is wrong and then ask the child, 'what do you want Joe to do?' the adult should then encourage the child to 'use their words' to tell the other child what is it they want to happen or to stop. This is **containment**. Until a child is mature enough or confident enough to go directly to another child then the adults must support each child in their attempts to communicate. At the end of any exchange the adult will praise each child for participating. Adults should not use 'blanket' statements such as 'good boys' but should

identify specifically what each child did well, such as 'Joe, I like the way you listened to Sam, he seems really happy now,' 'Sam, you used a great word to tell Joe how upset you were, well done'

**We aim to support children further by:**

- Encouraging self-discipline, consideration for each other, our surroundings and property
- Recognising the individuality of all our children and that some behaviours are normal in young children e.g. biting, hair pulling, smacking and must be dealt with kindly and with understanding
- Encouraging children to participate in a wide range of group activities to enable them to develop their social skills
- Ensuring that all staff act as positive role models for children
- Praising children and acknowledging their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encouraging all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent
- Promoting non-violence and encouraging children to deal with conflict peacefully
- Providing a key person system enabling staff to build a strong and positive relationship with children and their families
- Ensuring that adults do not have unrealistic expectations of children
- The Principal has overall responsibility for issues concerning behaviour.
- The Behaviour reminder. Children are taught behaviour reminder regularly throughout the day. These simple words remind children to have kind hearts, kind hands and to be good and friendly to others. This is a lesson for us all!

**The Principal** will advise other staff on behaviour issues and along with each room leader will keep up-to-date with legislation and research and support changes to policies and procedures in the Preparatoria; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

### **Possible Behaviour Concerns: [Developmentally inappropriate]**

- Physically aggressive towards staff or parents/carers or other children
- Biting
- Failure to co-operate
- Non-compliance
- Deliberate spoiling of materials / equipment
- Verbal abuse e.g. swearing
- Temper tantrums that are not age appropriate
- Inappropriate or difficult behaviour at meal times
- Anti-social behaviour

### **Factors that can affect Children's Behaviour:**

- Family problems (new baby, change in routine, family relationship difficulties)
- Neglect (lack of care - personal or emotional, lack of attention)
- Bullying
- Inconsistent boundaries (between parents/carers at home or staff/parents at the Preparatoria)
- Lack of play space
- Insufficient positive attention
- Inability to express feelings
- Not enough stimulation/boredom
- Unfamiliar staff
- Too high expectations
- No freedom of choice
- Not enough time to finish activities

### **Other factors:**

- Lack of sleep/tiredness
- Illness, feeling unwell
- Medical conditions e.g. hyperactivity
- First time at the Preparatoria (settling into routines, expectations)
- Minor or major change in general routines

#### Preparatoria Core Values:

Respect for All, Quality in All Areas, Achieving Educational Excellence, Maintaining Uniqueness, Developing a Professional Workforce.

## When children behave in unacceptable ways:

### Supporting young children

At the Prepatoria all staff are trained in the use of 123 Magic. This is a managing behaviour strategy developed by Thomas Phelan with a proven track record of success when used with children from 3 -16 years of age. The approach recognises that children need simple explanations about why they are being asked to comply or cease from an activity. Children need an opportunity to consider their actions and they need to be able to stop what they are doing without feeling as if they have given in. 123 Magic recognises that children sometimes need to be told what is right and what is wrong but they do not need to feel humiliated. The Principal will train all staff in the approach before they are allowed access to children.

The principles of 123 Magic:

- A large picture of a happy sun and a sad cloud are placed on the classroom wall
- All children will have their name on the sun each day
- All children are slowly introduced to the Prepatoria code of conduct over time
- When a child transgresses they are asked kindly to stop what they are doing and given a very simple explanation
- If the unwanted behaviour continues the adult will hold up one finger and say to the child, 'that's 1'
- The adult will wait for about 5 seconds if the child persists the adult will hold up a second finger and say, 'that's 2' if the child persists the adult waits for 5 seconds and then says to the child, 'that's 3'
- The adult will then remove the child's name from the sun and place it on the cloud for one minute per year of life.
- In the event that a child uses physical force with another child they are told immediately, 'that's 3' and their name goes directly onto the cloud.

- 123 Magic cannot work with children of 2 years of age and under because the concept of the sun and the cloud is not easily understood.
- Children 3 years or under are given a simple 'no' with the relevant Makaton sign, if the child persists in the action they are kindly offered a distraction. Children will never be made to feel ashamed or 'naughty' for doing what comes naturally.
- We will work in partnership with parents by communicating openly and offering information and advice sessions on 123 Magic.
- Offer free Parent Coaching workshops

### Unacceptable behaviour continued.

- Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury and protect the safety of other children and staff. This will only take place by staff who have been appropriately trained to do so. Please see our Restraint Policy for more information.
- Children will not be singled out or humiliated in any way. Staff within the Preparatoria will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity.
- Staff will not raise their voices at a child in anyway.
- **We do not ask children to apologise for their behaviour.** Children under three years of age have little capacity to understand cause and effect and actions and consequences, whilst we teach these principles by role modelling and through simple discussions they may take years to become truly understood. Asking children to say sorry may create a situation in which a child feels it is acceptable to hit or hurt as long as you say sorry afterwards. We believe that saying sorry should only be done when the word and actions and feelings are truly understood. We help the child or person who has been hurt to feel better by offering empathy and allowing them to express their feelings.
- In any case of inappropriate behaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- How behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done.
- Parents will be informed if their child's behaviour is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in the Preparatoria at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if

there are any difficulties we can work together to ensure consistency between their home and the Preparatoria. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors.

- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.
- Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child.
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs.
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented.
- In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the Principal should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances, it may be that the child is removed from that area until they have calmed down. A record will be made and kept of any sanctions taken against a child. This will be added to the child's confidential file.
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

We understand that on occasions it is necessary to apply a sanction to enable a child to understand that there are consequences of actions.

The first sanction is a short detention. This will mean that the child will miss an outdoor free playtime session and will normally be given a small task to complete. It is anticipated that this will be a sufficient deterrent at this stage.

## Report Cards

Following three detentions in a period of a week or two, a weekly 'report' system will be used. The child is removed from the behaviour chart during this time. The report card is given to the child who must keep it with them at all times. The card is taken home at the end of each day and is signed by the parents.

Staff responsible for the child during the day will assess the child's behaviour at the end of each session. This includes playtimes, lunchtimes and lesson times.

On the initial day of the report, the child will receive a full day detention. If there are no instances of poor behaviour, the child receives the privilege of breaktimes the following day.

Children in Foundation Stage and Key Stage One will be assessed using a smiley face system.

:) - Good behaviour

:|- Satisfactory behaviour

:( - Poor Behaviour

Children in Key Stage Two will be assessed using a lettering system.

A- Good behaviour

B- Satisfactory behaviour

C- Poor Behaviour

If there are five or more instances of poor behaviour on one report card, the child will be issued a report card again.

If a child receives three report cards, the parents will be informed of this decision and will be notified that their child is close to exclusion.

## **Exclusions**

Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the Preparatoria's behaviour policy; and where allowing the child to remain at the Preparatoria would seriously harm the education or welfare of the child or others at the Preparatoria.

If the Principal excludes a child they will, without delay, notify parents of the period of the exclusion and the reasons for it. They will also, without delay, provide parents with the following information in writing:

- The reasons for the exclusion;

- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the Senior Leadership Team and how the child may be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the Preparatoria to consider the exclusion, that parents have a right to attend a meeting,

When considering exclusion the Principal will consider all the available evidence and refer to the statutory guidance.

### **Low Level Disruption**

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

### **Serious Incidents**

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Physical violence towards other children
- Physical violence towards the teacher or other adults

- Making threats

### **End of session arrangements.**

Small children quickly learn that there are different rules for different situations and that different behaviours are tolerated and managed in different ways by the adults that they know. However, there are times when children can feel confused as they do not understand who is in control. These occasions occur when there are a number of key adults present and there is no clear acknowledgement of how a situation should be managed.

We have tried to anticipate these situations by setting out clear and manageable guidelines for all adults to follow thereby reducing confusion and anxiety for our children. When the parent arrives, they will be given verbal feedback from the child's Key Person and the parent then resumes parental responsibility. However, in the event that a child's behaviour is unacceptable and the parent does not manage the behavior it is incumbent upon the school staff to take action.