



Ashford School

BEHAVIOUR AND DISCIPLINE (REWARDS AND SANCTIONS)

Policy Statement

The Local Governing Body and staff at Ashford School are committed to working in partnership with our parents and pupils to create an environment in line with our school aims and ethos where pupils feel safe, secure and happy, and are able to maximise their learning opportunities. We promote a positive ethos that encourages and reinforces good behaviour and the fostering of positive attitudes.

This document sets out the expectations for behaviour at Ashford School. It also sets out procedures for dealing with poor or unacceptable behaviour as well as illustrating how positive behaviour is rewarded.

This Behaviour and Discipline document will also provide evidence of compliance with the National Minimum Standards for Boarding Schools (2013), Standard 12: Promoting Positive Behaviour and Relationships. This Behaviour and Discipline policy should be read in conjunction with the School's Physical Restraint, Relationships and Sex Education (Prep and Senior) Admissions and Exclusions policies.

All members of the school are expected to maintain a high standard of civilised and considerate behaviour at all times. The Behaviour Codes are intended to ensure the safety, welfare, good order and reputation of the school community. In this context all staff are expected to model high standards of behaviour and respect and live the values of the school whilst rewarding good behaviour and using appropriate sanctions where behaviour falls short of the standards expected. No excessive or idiosyncratic punishments are permitted and specific guidance for staff regarding the effective management of behaviour and discipline, including appropriate sanctions, can be found in the Staff Handbook.

At Ashford School serious breaches of discipline (serious offences) are defined as behaviour such as: severe or persistent bullying; deceit; theft; vandalism; aggressive or violent behaviour; behaviour suggesting a lack of tolerance of individuality (including racism and all negativity towards all other Protected Characteristics); sustained disruption in lessons; substance and alcohol abuse; ICT abuse; sexual activity, foolish or dangerous acts; truanting; and any offence which would constitute criminal behaviour in the case of an adult. Such serious offences are recorded in the Serious Sanctions Record which is held by the Senior Deputy Head (Senior School) or logged as a Serious Sanction by the Deputy Head Pastoral (Prep School). A record of a serious offence will include the pupil's name, year group, date of the offence, nature of the offence, the sanction imposed and the person administering the sanction. These records are regularly reviewed centrally by the SLT so that patterns can be quickly identified and appropriate interventions made. They are made available to the LGB.

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Ashford School does not permit corporal punishment or physical intimidation – including any threat of corporal punishment – during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting in Loco Parentis.

Members of staff at Ashford School do not hit, push or slap pupils, they only intervene physically to restrain pupils to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil themselves). The actions that are taken are by reasonable and non-injurious means in line with government guidelines on the restraint of children. Necessary physical contact (e.g. in the case of sports coaching or the assessment of injuries) is done in public with the consent of the pupil. All incidents of use of physical restraint are reported to the Head in writing immediately after the incident; this is recorded as a 'Restraint' incident in CPOMS. Parents should also be informed on the same day or as soon as reasonably practicable. Further information is available in the School's **Restraint Policy** which has regard to the relevant regulations as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

This policy applies to all members of our School community, including boarders and those in our EYFS settings.

This document is available to all interested parties (including volunteers and those supervising extra-curricular activities or accompanying school trips) on our website and on request from the School Office and should be read in conjunction with the relevant sections of the following documents:

- Exclusions
- Admissions
- Staff Handbook
- Code of Conduct
- Boarding Handbook
- Restraint Policy
- Anti-bullying policy
- Online and eSafety policy

Ashford School is fully committed to ensuring that the application of this Behaviour and Discipline policy is non-discriminatory in line with the UK Equality Act (2010), particularly in respect of safeguarding and of pupils with Special Educational Needs. Further details are available in the School's Equal Opportunity Policy document. We seek to promote good behaviour and not simply to set out the sanctions for misbehaviour.

Note: The DfE Guidance Behaviour and Discipline in schools 2011 can be found on the HUB in the compliance section. Although it is not an ISI requirement to make use of this document it may be a helpful resource.

The following list shows the key points contained within the above guidance:

- a. Duties under the Equality Act 2010
- b. A consistent approach to behaviour management
- c. Strong school leadership
- d. Classroom management
- e. Rewards and Sanctions; behaviour strategy and the teaching of good behaviour
- f. Staff development and support
- g. Support systems for pupils
- h. Liaison with parents and other agencies
- i. Managing pupils' transition
- j. Organisation and facilities
- k. Disciplinary action against pupils who are found to have made malicious accusations against staff.

Ashford School takes a whole school approach to promoting positive mental health that aims to help students become more resilient, be happy and successful and prevent problems before they arise. The Department for Education's (DfE) guideline states that, "in order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy". At Ashford School, students can experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for managing stress, overcoming adversity, and building resilience. We help students to develop an awareness of what they can do to maintain positive mental health, what affects their mental health, and where they can go if they need help and support.

This document is reviewed annually by the Senior Deputy Head (Senior School), Deputy Head Pastoral (Prep School) and the Local Governing Body.

Contents

Policy Statement	1
Key Personnel	4
Procedures	5
Senior School.....	5
Rewards	5
Sanctions.....	5
Record Keeping.....	6
Consistency and Escalation	6
Boarders.....	7
Prep School	7
Behaviour DNA	7
Rewards and Acknowledgement.....	8
House Points	8
ABC Points.....	8
Commendations/Referral to Deputy Head and/or Head	9
Sanctions.....	9
EYFS	10
Appendix 1	11
PRE-PREP BEHAVIOUR CODE	11
Appendix 2	12
EYFS\ Behaviour Management Procedure	12
Appendix 3	14
Bridge and Stables Nursery – Behaviour Management Procedure.....	14

Key Personnel

Nicola Timms, Senior Deputy Head (Senior School), is responsible for overseeing the management of behaviour issues in the Senior School

Michael Keogh-Hall, Head of Boarding is responsible for overseeing the management of behaviour issues in the Boarding Houses.

Chris Neesham, Deputy Head Pastoral (Prep School) is responsible for overseeing the management of behaviour issues in the Prep School

Marion Woolley, The Head of Prep Nursery, **Fran Russell**, Head of Bridge Nursery, and **Sarah House**, Head of Stables Nursery are responsible for overseeing the management of behaviour issues in the EYFS setting.

Procedures

Senior School

Ashford School seeks to implement the whole-school Behaviour and Discipline policy through adherence to the procedures set out in the sections below.

Rewards

Commendations are given for showing effort and achievement above and beyond expectations in their full school life. Once a pupil has collected 10 commendations, they will receive an Atrium Commendation Tokens from their Head of Year. The token can be exchanged for a drink and a snack of the pupil's choice in the Atrium.

Colours: The Senior School runs a system of Colours (half-colours and full colours), administered by the Heads of Year and awarded to pupils for consistently and over time being good citizens and ambassadors for the School.

Pupils who achieve notable success are congratulated publicly in assemblies and in school publications. Heads of Year and tutors are expected to be proactive in communicating these achievements to parents.

Sanctions

Individual members of the teaching staff have the authority to impose, at their discretion, any approved sanction, including detention after school. Some sanctions, such as suspensions, can only be imposed by the Head or his Deputy. Members of the support staff encountering behaviour which they perceive to be contrary to the standards set out in this document, are advised to, in the first instance, take the name of the pupil(s) concerned and discuss the matter with the relevant form tutor(s).

A 'disciplinary ladder' showing the levels of sanctions, the offences which trigger them, and advice on how these levels are linked, is shown in the Staff Handbook. All staff are expected to be familiar with this structure and to work to ensure that it is applied consistently and fairly.

Pupils should not normally be detained after school without notice for a period of more than 20 minutes and their ability to catch their transport home must not be compromised.

The main sanction system or detention system is arranged on four levels and recorded on a central database.

Disciplinary Actions are restorative conversations that take place with pupils following an incident that does not warrant a detention.

Level One Detentions are generally given for minor infringements and can be given by any member of staff. Level one detentions should be administered quickly and pupils should be expected to work constructively for 30 minutes. It is recognised that though staff do not have to inform parents officially about level one detentions, communication of any issues can often help to achieve a more positive outcome.

Level Two Detentions are given for more major or repeated infringements, as well as missing Level One detentions, and are overseen by Heads of Year. They are served from 1640 - 1740 on Fridays.

Level Three Detentions are used for serious offences such as vaping or smoking on school site or rudeness and defiance towards members of staff. Parents must be informed about level 3 detentions with a minimum of 24 hours' notice: consent from parents must be received. Level 3 detentions are supervised by the Head or another member of the leadership team and take place on Saturday mornings.

Sixth Form pupils can be issued with Detentions but where possible teaching staff are expected to find other solutions to any discipline issues with pupils themselves and in consultation with the Director of Sixth Form and parents.

Where the academic performance or behaviour of a Sixth Form student has become a matter of concern, the Director of Sixth Form may put such a student on 'Special Measures' which may include supervised study or daily reporting for a period of time.

Suspension or exclusion may also be used when a pupil's behaviour jeopardises the education of other or places the school or other members of the school community at risk, or illustrates complete lack of respect for the School rules, Code of Conduct or Uniform rules, and is at the discretion of the Head and with the knowledge of the Local Governing Body.

Record Keeping

The Senior Deputy Head of the Senior School keeps a database record of all Level 3 detentions, temporary and permanent exclusions. This database records the name, year group, date of offence, nature of offence and the sanction imposed and by whom (all sanctions at this level are authorised by the Senior Deputy Head and the Headmaster). The record of sanctions is centralised so that patterns can be quickly identified by the school and appropriate interventions made.

Consistency and Escalation

All staff are expected to work to maintain the highest expectations of pupils, in their academic work and personal conduct. At the same time, the application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also just, open and supportive of longer term, positive outcomes. For example, it must always be allowed that a pupil can learn from a mistake. Pupils must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning or for solely punitive reasons.

Pupils may be suspended from school by the Head where the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, or offence/hurt caused to other members of the school community. In some circumstances, an internal suspension may be imposed.

Typically, if a pupil commits a second suspension-level offence within a year of the first or, after repeated warnings, does not improve their conduct/effort, the Head and his Deputy will review that pupil's continued membership of the school. A pupil at this stage may, at the Head's discretion, be offered a Behavioural Contract, specifying targets they are to meet in order to remain at the school.

Gross misconduct (such as theft or the use of illegal substances whilst at school) or failure to abide by the terms of a contract is likely to lead to the permanent exclusion of the pupil by the Head.

The Head reserves the right in his absolute discretion to exclude from the school any pupil whose behaviour, attendance or academic progress is unsatisfactory.

Boarders

Boarding staff meet regularly to monitor sanctions used within the boarding houses. Pupils are invited through the Boarders' Council or as individuals, for example, through the peer mentor system to raise concerns about punishments.

The boarding houses are to be seen as an extension of a pupil's home and are free from the punishments set out in the National Minimum Standards for Boarding (4.4) such as those intended to cause pain, anxiety or humiliation, deprivation of access to food, drink, warmth, sleep, and access to or communication with others.

Prefects may support the house rules and use sanctions only as outlined in the boarding handbook.

Prep School

Behaviour DNA

Ashford Prep School seeks to implement the whole-school Behaviour and Discipline policy through adherence to the procedures set out in the sections below. Our Behaviour DNA outlines 4 key areas where positive behavioural outcomes can be improved and all staff are supported in following these methods:

ASHFORD PREP SCHOOL BEHAVIOUR DNA



ASHFORD SCHOOL
Inspiring Minds

The Prep School ethos of 'Always Be Caring' underpins our approach to behaviour management and our expectation of children.

Children have an understanding of age-related exemplar expectations of what the ABCs in practice look like.

Adult Behaviour

All staff should expect regular feedback and professional development on how best to foster positive behaviour

- We are calm, clear, consistent and fair and recognise the voice of the child - parent over shoulder
- We take ownership of situations and follow them through to completion
- We catch children doing the right thing but challenge poor behaviour
- We speak about all members of the School community in a positive manner
- We use assertive body language

Restorative questions

We use restorative conversations when behaviour has gone below our standards.

- What happened?
- Who did it affect?
- How can we make things better?
- What needs to happen next?

Our microscripts

Children should hear us using scripts. It shows that we are consistent and fair.

- I've noticed that...
- Thank you for...
- Remember when you... that's what I need to see today.
- We know our School values are to Always Be Caring so...

Over and above recognition

The purpose of rewards is to recognise positive behaviour and in turn encourage children to be the best that they can be.

- Positive notes/emails home
- Head's lunch
- Verbal praise
- ABC points - behaviour
- Gold stars, house points, stickers - academic
- Prizegiving awards

Rewards and Acknowledgement

Achievements in and out of the classroom are all deemed equally important including achievements outside the school and we encourage children and parents to share such news with us. We also seek to identify achievements that require long term effort rather than just instant gratification – e.g. consistently practising a musical instrument or sporting skill.

Verbal acknowledgement and encouragement are used generously when appropriate. Staff are encouraged to share the achievements of pupils in their class or form with other staff. This helps everyone to understand the whole child and each individual's gifts, talents and successes. It is often the breadth of education that helps to build a pupil's confidence, self-esteem, motivation and sense of belonging in the community.

House Points

Pupils from Reception onwards are put into Houses:

- Becket, Chaucer, Navarre, Trivet

House Points are awarded for:

- Good work, effort, achievement, improvement and progress etc

House points help to motivate individual pupils and help them to see their contribution to the wider community in their House or Form etc. They are used to inspire and motivate or to build confidence and self-esteem whilst instilling a sense of teamwork. They can help others to identify what is required to attain such recognition. They are used freely, and more than one can be awarded for exceptional occasions, but care needs to be used to ensure they are valued and not de-valued.

Members of staff use their own judgement as to when it is appropriate to give house points and how many to give within the general framework above. Guidance can be sought from Heads of Section and Deputy Head/Head.

House points are physically represented via coloured counters. The children can see their contribution to their house in the reception area, where all counters are placed in tubes, representing each house.

Assemblies and end of term prize giving ceremonies are occasions when houses can be recognised for their achievements.

ABC Points

The Prep School uses ePraise, an online system on which points can be awarded for adherence to the ABC (Always Be Caring) Code. Each element of the ABC has a milestone set to which the children aspire – when having reached that milestone, children are awarded a badge to signify that achievement. Should a child attain all badges, the Ultimate badge is awarded.

ALWAYS...	Always Be Appreciative
	Always Aim Higher
	Always Be Open to Inspiration
BE...	Be Positive
	Be True
	Be Brave
CARING...	Care For Others
	Care For The Environment
	Care For Ourselves

Commendations/Referral to Deputy Head and/or Head

The Head and Deputy Heads are always keen to see pupils who deserve acknowledgement and regard this as a priority. Teachers need to explain carefully to pupils why they are being referred or send a note to that effect. The child receives a gold star for their academic efforts (10 house points) or ABC points for adhering to the behaviour code.

Sanctions

Punishment of the whole class or whole school is inappropriate unless there is a mainly whole class or school concern.

Sanctions are confined to the individual children concerned and will be appropriate to the misbehaviour and will vary in severity.

When dealing with misbehaviour we stress that it is the behaviour that is unacceptable, not the child. Pupils must realise that in using the sanction, the member of staff is disapproving of the 'action' not the pupil.

Should a child not adhere to the Ashford Behaviour Code, we follow the guidelines outlined below. These are not fixed but provide guidance to staff. Each incident is viewed individually and takes into account, for example, previous and subsequent behaviour.



ASHFORD SCHOOL
Inspiring Minds

BEHAVIOUR FLOW

The purpose of sanctions is to ensure that children reflect upon their behaviour, care about the impact of their actions and take positive steps towards being a better version of themselves. The behaviour flow below is a guide as to how behaviour may be managed.

	All staff members	Form teacher	Head of Section	Deputy Head	Head
EXAMPLE BEHAVIOURS	<ul style="list-style-type: none"> Disrupting others' learning Running in School building Unkindness Incorrect equipment/kit/uniform Defiance 	<i>Previously noted behaviour not improving + more serious examples of previous behaviour</i> <ul style="list-style-type: none"> Lying Offensive language Inappropriate use of technology 	<i>Previously noted behaviour not improving + more serious examples of previous behaviour</i> <ul style="list-style-type: none"> Physical altercations 	<i>Previously noted behaviour not improving + more serious examples of previous behaviour</i> <ul style="list-style-type: none"> Fighting Vandalism Bullying 	<i>Previously noted behaviour not improving + more serious examples of previous behaviour</i> <ul style="list-style-type: none"> Dangerous / discriminatory behaviour Stealing
POTENTIAL STRATEGIES	<ul style="list-style-type: none"> Non-verbal warning Praise of peers Verbal resolution (discussion/apology) Suggestion of calm break 	<i>As previous but in addition:</i> <ul style="list-style-type: none"> Check in with form teacher Break time spent with duty staff member Written apology Parents informed 	<i>As previous but in addition:</i> <ul style="list-style-type: none"> Discussion with parents Regular catchups with child/parents Behavioural reward chart in place 	<i>As previous but in addition:</i> <ul style="list-style-type: none"> Removal from School fixture/event Individual behaviour plan in place 	<i>As previous but in addition:</i> <ul style="list-style-type: none"> Loss of role of responsibility Formal internal/external exclusion

- Our internal reporting system (CPOMS) allows incidents to be logged and shared with the relevant staff so they can be followed up accordingly.
- When supporting children with SEN (special educational needs) consultation with the learning support team takes place as and IEPs (Individual Education Plans) and behaviour management plans are followed. This enables us to look at further strategies to support that child.

EYFS

The Head of Nursery or Head of Pre-Nursery is the designated person for behaviour management in the Nursery and should be informed immediately of all behavioural issues. Reception teachers should refer to the Head of Nursery. Please see appendices 1 and 2 for how Bridge Nursery, Stables Nursery, Prep Nursery and Reception manage and record incidents and sanctions.

V23/09/i

Date Document Updated	Document Updated by	Location of Saved File
01/2020	EW	
10/2020	CN / NT	
09/2021	CN / NT	
09/2022	CN/NT	
09/2023	CN/NT/SY	
Date Document Reviewed	Document Reviewed by	Date of Next Review
October 2020	LGB	October 2021
October 2021	LGB	September 2022
September 2022	LGB	September 2023
October 2023	LGB	

Appendix 1

PRE-PREP BEHAVIOUR CODE

The children in the Pre-Prep will following a similar behaviour system to the Prep School however, this will be a visual display in the classroom.

At the start of the year, all children will be given a peg with their name on. This will be used when positive behaviour and behaviour for learning is witnessed but also when less desirable behaviour is seen. The peg will start each day on 'ready to learn' and will move up or down depending on how a child is behaving. See below:

Super Star:

Awarded for excellent behaviour and working hard in their learning. The children would be rewarded with a medal to wear for the rest of the school day.

Wonderful Work:

Children would move up to here if they have shown resilience in their learning and therefore producing wonderful work. Their behaviour would also be excellent. A sticker and a house point are awarded.

Good Learning:

A child would be showing dedication to their work and trying hard in their learning and behaviour. A sticker is awarded.

Ready to Learn:

Children begin each day here

Think about it:

Children are given a verbal warning for low level disturbances

Warning:

A second warning is given for continued disruptive behaviour and for low level misbehaviour

Time Out:

Time out is given with the Head of Pre-Prep during break and lunch times if the prior warnings have not worked and if more serious misbehaviour is seen. Parents would be informed by the Classteacher or Head of Pre-Prep.

If misbehaviour continues, the Deputy and Head would speak to the child and parents.

This behaviour system is on display in each of the Pre-Prep classrooms and parents are welcome to come and discuss their child's behaviour with the Class Teacher. We aim to end the school day on a positive and will work with the child to improve their behaviour.

Appendix 2

EYFS\ Behaviour Management Procedure

At Ashford Prep School we believe that positive behaviour is learned in an atmosphere of mutual respect, praise and encouragement, where adults demonstrate positive behaviour using language and body language. Positive behaviour in children will always be encouraged and supported.

The school recognises that it is essential, when addressing the wide spectrum of possible negative behaviours in children, that staff are aware (and able to communicate to parents) that certain negative behaviours at certain ages are acceptable and part of a child's natural development. We always recognise and value the individuality of each child and staff members are encouraged at all times to remember that it is the behaviour that is given a label, not the child:

- Be kind and courteous to each other
- Show care for each other and yourself
- Respect other children's work and space
- Respect the nursery environment and resources

Adult behaviour that is expected

- Encourage the children to understand the above behaviours
- The use of soft voices to provide a calm atmosphere
- Position themselves to be able to observe and redirect or intervene in children's play if necessary
- Always take into account the child's age and stage of development when deciding what is acceptable

Implementing a Positive Behaviour Philosophy

In School we provide a secure, homely and safe environment that is also stimulating and challenging for the children in our care. We support the positive development of children's behaviour and all staff are encouraged to use language and behaviours themselves. Examples include:

- Say what you DO want, rather than what you DON'T want
- "I'd like you to walk on the pavement" rather than "Don't walk on the road"
- Say Yes rather than NO
"Yes, we can have a story time, once we've cleared up" rather than "No, not yet, we have to tidy up first"
- Use When and Then to encourage respectful bargaining and sharing goodwill
"When we've picked up the toys, then we can sit and have our snack"
- For younger children, particularly, avoid too many options; limit choices to help them understand
"Would you like milk or water to drink?", rather than "What would you like to drink?"
- Proactively praise good behaviour, limit attention on negative behaviour
"Who tidied up the toys? Great job!" "Great hand washing today guys" "Thank you for playing quietly whilst I talked to your Mummy"

- Recognise that children can seek attention through negative behaviour. If a child hurts another child, focus first on the hurt child; encourage the other child to assist in comforting the hurt child e.g. getting a tissue to wipe tears
- Model compassionate behaviours towards a hurt child and encourage the other child to help and learn the positive behaviour
- Consequences not punishment. Particularly for the older child (3+), explain in advance what consequences of something will be, rather than punish afterwards.

Staff will be encouraged to use diversion away from the negative behaviour towards something different and positive. It will be explained to the child that he/she would not like it if it happened to them or their toys. Then if it is appropriate the child will be asked to help the other child/ren to put things back where they were or make appropriate reparation.

Dealing with Negative Behaviour

Where a child displays consistent negative behaviour and does not respond well to the usual forms of behavioural management, the practitioner will speak to the child's parent/carer, providing clear information, covering the potential issues and discussing any support that professionals may offer.

Always remember that a positive and encouraging carer will make a confident and happy child

The Behaviour Management Designated Person is Francesca Russell in Bridge and Sarah House in The Stables Nursery

The Behaviour Management Designated Person is Marion Woolley in APS Nursery

Appendix 3

Bridge and Stables Nursery – Behaviour Management Procedure

Purpose: To outline the behaviour management practice used across the nursery to support children when they are struggling to make good behavioural choices and to provide staff with a set bank of tools and approaches to use should they be supporting a child whose behaviour has ventured outside of expectation.

The nurture and wellbeing of our children is paramount and everything we do is to ensure each child is cared for exceptionally well. Being able to manage their emotions and behave respectfully as part of a wider social group is a key area of development for all children. As such we support each child in developing positive patterns of behaviour by having the following expectation of all our children:

- Kind words and actions
- Good manners
- Great first time listening
- Respect for our friends
- Respect for our environment

Adult behaviour that is expected

- Be kind and courteous to each other.
- Show care for each other and yourself.
- Respect other children's work and space
- Respect the nursery environment and resources.
- Encourage the children to understand the different behaviours.
- The use of soft voices to provide a calm atmosphere.
- Position themselves to be able to observe and redirect or intervene in children's play if necessary.
- Always take into account the child's age and stage of development when deciding what is acceptable.

Should at any point a child be struggling with adhering to our behavioural expectations we support them in the following ways.

Encouraging positive behaviour

- Give ample opportunity for our children to explicitly learn what the above expectations mean and how they can show them.
- 'Catch' children doing the right thing and praising them whenever we see it, being explicit what we are praising. "Well done! I love the way you are being careful with the book"
- Acting as an excellent role model to the children, modelling the kind of behaviour we expect, at all times.

- Ensuring our communications remain positive, for example telling children what we expect rather than what we do not. “I would like you to sit on the chair” rather than “Do not stand on the chair”
- Say Yes rather than NO
“Yes we can have a story time, once we’ve cleared up” rather than “No, not yet, we have to tidy up first”
- Use When and Then to encourage respectful bargaining and sharing goodwill
“When we’ve picked up the toys, then we can sit and have our snack”
- When possible, we redirect children that are engaging in undesired behaviours and praise when they engage in a desired behaviour.

Managing undesired behaviours

Sometimes a child’s behaviour slips below what we might expect. As a nursery we are mindful that this is quite normal, and this can be a child’s way of checking boundaries, expressing their individuality and expressing their emotions. We positively encourage our children to do all the above and will take the following steps to ensure they are doing this in a way that maintains a harmonious atmosphere for all in the nursery setting,

- Ensure the child understand it is the behaviour you are not happy about not them as an individual “I don’t like it when you hit others, hitting is not kind” not “you are unkind because you are hitting”
- Offer a change of scene/activity with older children you could present them with 2 choices. “I can see you are still throwing the sand, maybe we could choose something else?”
- We always give a child the space to be angry, upset, sad or whatever emotion they are displaying. We may take them to the snug where they can express themselves without causing distress to others and support them through experiencing their emotion, letting them know it is okay to feel that way and that we are there to support and comfort them when they are ready.

Managing consistent behavioural difficulties

Sometimes children develop negative patterns of behaviour that require more support than is used day to day in the nursery. If this is the case, we can take the following step to support that child on to the expected track of behavioural expectation.

- Observing the child’s behaviour to establish what the possible causes/outcomes could be
- Informed by the observations and with support from the SEND Coordinator and parents create an individual behaviour plan
- Ensure the plan is reviewed regularly and that the incidents of undesired behaviour are reduced, and the child remains happy and secure.
- If the support we offer in house do not have the desired effect the SEND Coordinator, along with parents, will seek the help of outside professionals.

The Nursery recognises that it is essential, when addressing the wide spectrum of possible negative behaviours in children, that staff are aware (and able to communicate to parents) that certain negative behaviours at certain ages are acceptable and part of a child's natural development. We always recognise and value the individuality of each child and staff members are encouraged at all times to remember that it is the behaviour that is given a label, not the child.

Dealing with Emotional Behaviour

We are trying to encourage the children to be able to understand and deal with their feelings

If a child is sad we comfort and reassure them, and in some cases consider distraction as a way forward.

If a child is angry (tantrum) distraction or change in the environment.

With an older child you can suggest when they have finished that you will go to another activity ie read a story or outside to the garden.

If a child is in danger or an incident is about to occur the word STOP can be used putting emphasis on the S, T and P, in a firm but kind voice (making sure that you sign at the same time).

We encourage our children to be able to understand and deal with their emotions, supporting them to self-regulate which helps our children to develop awareness of feelings and a positive sense of self.

Dealing with Behavioural Problems

Where a child displays consistent behavioural problems and does not respond well to the usual forms of behavioural management, the Nursery will speak to the child's parent/carer, providing clear information, covering the potential issues and discussing any support of other professionals that may be appropriate.

**Always remember that a positive and encouraging
carer will make a confident and happy child**