

THORPE HALL

SCHOOL

Behaviour Policy

1. Statement of intent

Teachers and students at Thorpe Hall School have an open culture that promotes consideration, empathy and respect. Collaboration between staff and students is integral and every student is encouraged to become self-assured, confident learners who have excellent behaviour for learning and are proud of their achievements and their school. By encouraging the right attitudes to learning we also enable our students to participate fully in school and the local community and equip them with a mind-set to be successful in the next stage of education, training or employment. We hope that through positive re-enforcement and praise our students will become courteous, display high levels of conduct and show strength of character.

The school's behaviour policy was written with regard to the DfE guidance '[Behaviour and Discipline in Schools](#), (July 2022) and applies throughout the school, including the EYFS. It aims to:

- a) Give clear guidance to staff, students and parents about standards and expectations of behaviour within the school and local community.
- b) Promote high standards of behaviour that supports education and equips students with the behaviours and attitudes to be caring citizens.
- c) Encourage positive behaviour while still dealing with inappropriate behaviour.
- d) Recognise that, on occasion there will be a reason for changes in behaviour and this might be a sign of underlying issues with a student that need to be supported. Staff will adhere to these high expectations of the students while still being vigilant to any concerns.
- e) Use rewards and consequences to reinforce positive behaviour and challenge inappropriate behaviour.
- f) Promote courtesy, conduct and character.
- g) Ensure that arrangements are made to safeguard and promote the welfare, safety and wellbeing of students, members of staff and the general public.
- h) Allow students to develop and demonstrate positive behaviour and attitudes to learning.
- i) To promote reflection with our student body and how to prevent repeated behaviours happening
- j) Students, staff and parents all have a zero tolerance towards all forms of bullying and work to prevent any incidents that they are made aware of.
- k) Develop thoughtful and caring citizens.

2. Roles and responsibilities

The **Governing Body** within the school need to establish a policy and procedures for behaviour and monitor the incidents, support consequences and challenge repeat cases accordingly.

It is the responsibility of the **Headteacher** to promote and encourage positive standards of conduct, being courteous and developing a strong character. Evidence of these will be recognised by the Headteacher and celebrated within the school.

The Headteacher will also challenge any poor behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all **staff** to familiarise themselves and follow this policy and procedures in accordance with relevant professional standards. In particular staff should:

- a) Be well presented and act in a professional manner at all times, including the use of appropriate language.
- b) Be punctual for lessons
- c) Ensure that students enter and leave the classroom in an orderly manner
- d) Have good classroom management and high levels of challenge.
- e) Deliver well planned and engaging lessons, set appropriate and challenging homework and mark work providing appropriate feedback to support progress.
- f) Use a common language of reminder, warning then consequence.
- g) Provide adequate supervision during lessons, break and lunch times.
- h) Be courteous and polite to students and avoid the use of sarcasm or scathing remarks
- i) Praise, encourage and reward students.
- j) Seek further help and guidance from other members of staff if required.
- k) Not tolerate derogatory or aggressive language, anti-social behaviour or disruption to lessons.
- l) Work in partnership with parents to inform them of poor behaviour and positive praise.
- m) Staff should be positive and highly motivated, expecting high standards and outcomes.
- n) Record all behaviour and parental contact on SIMS.
- o) Recognise that referrals to include other external agencies may be required in order to promote a holistic approach with the students

It is the responsibility of **students** to develop positive relationships in the school to:

- a) Demonstrate impeccable standards of behaviour, good personal relationships and have respect for all individuals.
- b) Demonstrate high level of behaviour and attitude for learning within all lessons
- c) Demonstrate the “3 Cs”: Courtesy, Conduct and Character

It is the responsibility of **parents/carers/volunteers** to support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

3. Rewards

Rewards are an integral part of Thorpe Hall School, and we want to ensure we celebrate all of our successes both in and outside of school. Excellent work, effort and behaviour are to be recognised and commended by staff whenever possible.

The school uses the SIMS system to reward students with house points and achievement points that can be awarded by teachers, tutors and associate staff who have contact with students. Teaching staff will communicate home as a way of recognising positive behaviour.

Achievement Points, excellent attendance and improvements in behaviour will be rewarded at the end of each half term/term via year group or whole school assemblies, where a range of awards, opportunities and prizes are given. Students will be rewarded for displaying the 3 Cs: Courtesy, Conduct and Character and these will be recognised in the rewards assemblies.

4. Monitoring and review

At Thorpe Hall School we recognise that monitoring and reviewing behaviours is necessary to ensure we promote positivity and reward successes. This allows our students to feel a sense of belonging and foster a sense of pride in themselves and others. We also need to look for any trends or patterns in negative or inappropriate behaviours so that we can add support strategies, reflection or highlight any other areas of concern. Staff are made aware and have training on the fact that changes of behaviour can be reflective of a student who is struggling and is finding it hard to communicate how they are feeling. This can be due to a myriad of reasons beyond the student's control. For example, a recent bereavement, experiencing a breakdown in a relationship or dealing with abuse.

Staff analyse behaviour regularly and apply appropriate strategies that allow the student to reflect and rectify. The Senior Leadership, together with the appropriate staff member will analyse, intervene and report their findings as appropriate to the Headteacher who will report any concerns to the Governing Body.

The Governing Body will review the policy annually to make sure the school is adopting a fair and consistent approach.

5. Expectations and code of conduct

All staff will have high expectations of behaviour from students in lessons, around school and in the local community. Staff should not accept poor behaviour, work or lack of respect within our school.

Students will demonstrate excellent attitudes to learning by having a determined, focused and positive mental attitude.

Students will display the right behaviours for learning by following staff instructions and demonstrating the right behaviours in and around school that show respect and being courteous.

Students will follow the three Cs in and around school: Courtesy, Conduct and Character.

Students are expected to:

- a) Develop positive relationships in the school and demonstrate impeccable standards of behaviour, good personal relationships and have respect for all individuals.
- b) Follow the school's expectations and embody the school values
- c) Follow the rules of the school and instructions given by staff
- d) Be prepared for all lessons and complete work to the highest standard
- e) Show respect for everyone and do not disrupt the learning of others
- f) Arrive to school and lessons on time and always wear the full and correct uniform
- g) Always represent the school with impeccable standards
- h) Adhere and respect other staff and students' personal space

6. General conduct around the school

- a) Students at Thorpe Hall School are expected to be courteous to others by using 'please' and 'thank you' to staff/students or visitors to the school.
- b) All staff will role model the behaviours expected of students.
- c) When moving around school we will expect our students to wear the appropriate uniform and remove outdoor coats, scarves, hats and gloves.

- d) Staff and students will ensure that, when appropriate they are helping others by keeping doors open or offering to help others in need. This promotes a kind and courteous school community and fosters positive character traits.
- e) During break and lunch times, students should not be in the school corridors. Students will be in their allocated areas during these times and are aware that there is no eating in the school corridors at any time.
- f) Not use inappropriate or offensive language. We expect this both within the school and outside in the local community while wearing the Thorpe Hall School uniform.
- g) Mobile phones must be switched off and put away while on the school site. Any student seen with a mobile phone while on the school site, or if their phone sounds while on the school site will have the phone confiscated.
- h) Uniform should be worn correctly at all times both within the school and in the community.

7. Conduct outside of school

It is also the responsibility of the students to understand that offsite behaviour must also be impeccable, such as when:

- a) Taking part in any school-organised or school related activity
- b) Travelling to or from school
- c) Wearing the Thorpe Hall school uniform or PE kit
- d) If a student is in some other way identifiable as a student of Thorpe Hall school
- e) In order to not adversely affect the reputation of the school
- f) So as not to pose a threat to another students or member of the public

8. Procedures for dealing with inappropriate conduct

The school will encourage impeccable conduct by:

- a) Following the school procedures and expectations.
- b) Informing parents at the earliest opportunity of successes and behaviour issues and involving them in measures to support improvement in behaviour.
- c) Offering the opportunity for individual guidance and counselling to students to reflect, develop, monitor and review behaviour.
- d) Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems

The school procedures are:

- a) Utilise the zero-tolerance approach to poor behaviour. In the Senior School, a verbal warning, written warning then a consequence will be given. Preparatory pupils will be provided with two verbal warnings prior to receiving a consequence.
- b) Class teacher detentions, Head of Year detentions, Senior Leadership detentions
- c) Use of report cards to monitor behaviour-
- d) Use of the Old Library (LDC where appropriate for SEND students) for disruptive behaviour via staff requests during social times
- e) Use of the Old Library (LDC where appropriate for SEND students) for exclusion worthy behaviour

- f) Removal from class in Preparatory is considered to be a serious sanction. Pupils will be supervised by a Co-Head and parents will be informed on the same day.
- g) Fixed term exclusions

In line with the Children's Act 1989 the School:

- Rejects the use of corporal punishment
- Rejects the threat of corporal punishment
- Rejects any punishment which may adversely affect a child's wellbeing.

9. Stages of behaviour

Teachers should set explicit and high expectations within their classroom, in line with school standards and expectations. Staff should not accept poor standards of work, behaviour or respect. Students will have excellent attitudes/behaviour towards learning, be self-disciplined and show respect.

Staff should deal with the rare incidences of low-level disruption by:

- a) Reminding students of the expectations, re-iterating the school expectations.
- b) Issue a verbal warning, move their seat or ask them to take time out to reflect and rectify their behaviour.
- c) Utilising staff requests for support.

Continued or repeat incidents of poor behaviour should result in an appropriate consequence, a class teacher detention, Head of Department/Year detention, or placed in isolation with an immediate 4.45pm finish.

Some behaviour stages are displayed on page 6 - the examples given are not exhaustive of all behaviours displayed within the school setting. Staff within the school will be aware that repeat behaviours that are 'out of character' will be investigated thoroughly to ensure the student is safeguarded at all times.

We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, in such circumstances we may promote a *team around the child meeting* to ensure the needs of the child are met and support strategies are put place.

Level 3 or above sanctions that require an isolation – Students should be taken immediately to the isolation room, statements and necessary investigations will take place to determine the appropriate duration or necessary additional sanctions. If a student is isolated, they are to remain in isolation until 4.45pm

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Behaviour Stages	B1	B2	B3	B4	B5
Behaviour type	Low Level Disruption	Persistently interrupting learning	Rudeness and defiance	Serious disregard for the rules/ Violent behaviour	Gross misconduct/ Illegal activities
Examples	Low level disruption: Lack of equipment Failure to complete Home Learning Unacceptable uniform Lateness to school Lack of PE kit	Persistent low level disruption Persistently interrupting learning Disruptive behaviour Failure to comply with staff Failure to follow instructions Chewing Gum Rough play in prep*	Disregard for school rules Rudeness and defiance Swearing Aggressive behaviour Inappropriate language Minor damage to school property Internal truancy Consistently chewing Gum	Serious disregard for the rules Swearing at staff Bullying (all forms) Homophobic/Racism External truancy Physical violence Damage to school property Smoking Setting off the fire alarm SH/SV	Gross misconduct Illegal activities Physical assault Theft Possession of dangerous or Illegal items Persistent Bullying incl. Persistent Homophobic/ Racist behaviour SH/SV
Authorising staff	Class teacher/form tutor	HOY/HOD	HOY/SLT	SLT	Headteacher
Actions by authorising staff	Any low level behaviour by student	Persistent B1, consequences at level 1 no longer sufficient	Persistent B2, HOY/HOD consequences exhausted	Persistent B3, behaviours warrant an exclusion	Persistent B4, blatant disregard for school rules
Sanction	Teacher detention up to 30 minutes Phone call home Behaviour Think Sheet for Prep students (Class Teacher)	HOD/ Class teacher detention up to 1 hour HOY detention up to 1 hour *Consequence Think Sheet elevated to SLT	Internal Isolation – 4.45pm finish on the same day (mon-Thurs) SLT detention beyond 1 hour Parent meeting	Internal exclusion - 5.15pm on the same day (mon-thurs) SLT meeting with parents	Fixed term exclusion Permanent exclusion
All incidents MUST be correctly logged on SIMS by the member of staff dealing with each incident.					

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10. Report system (Senior School only)

Reports should be issued to students who are demonstrating repeat behaviour and can be used to promote positive behaviour or highlight any behaviour that hinders progress. At Thorpe Hall School we promote our students having time to reflect and rectify any behaviour that does not promote our school values.

All behaviour monitoring will be conducted via an attitude to learning report and be overseen by a designated member of staff (form tutor, Head of Year/Department, Senior Leadership team).

Although we hope that through reflection our students will refrain from escalating behaviour, we are aware that, in rare cases, some students may need to move up in severity. In these cases, the following will apply:

Staff involved	Form Tutor	HOD (if in one subject area)	HOY (if across 3 or more subjects areas)	HOY	SLT	Headteacher
Time frame	2 weeks monitoring	2-week monitoring	2 weeks monitoring	4 weeks in total with monitoring every 2 weeks	2-week monitoring	1 week monitoring
Behaviours	Repeated Low level disruption in lessons and/or social times	Disregard for school rules across in specific subject area	Disregard for school rules across a variety of means/subjects	Repeated disregard for school rules across a variety of means/subjects	Serious disregard for school rules	Continued disregard for school rules and consequences
Actions taken to link with parent/carer	Email/phone call home.	Phone call home.	Round robin from all teachers and meeting with parent	Review and meeting with parent every 2 weeks	Meeting with parent. Possible adjusted timetable	Meeting with parent. Possible adjusted timetable
Escalation procedure	No improvement progress to HOY	No Improvement progress to HOY	No improvement progress to PSP	No improvement progress to SLT	No improvement progress to Headteacher	No improvement discussion about placement in school

11. Personal Support Plan (PSP)

A PSP helps coordinate interventions for students at risk of disaffection or fixed term, permanent exclusions. They ensure that intervention is personalised and targeted to individual student needs.

Given the intensive nature of a PSP, Heads of Year will wish to target those students who are clearly at risk of disaffection and fixed-term permanent exclusion. Factors which may be considered include the number of fixed-term exclusions (3 in one term should be a trigger), low attendance impacting on behaviour or other extenuating circumstances that we feel may help a student improve their choices and behaviours.

If it is decided that a PSP is the best way forward, the Head of Year should initiate a meeting, inviting parents, students and appropriate outside agencies as appropriate. This plan will last from 4-6 weeks

with 2-week review meetings that include the parents, school and child. This ensures transparency and consistency approaches and strategies used to allow the child to be successful.

12. Anti-bullying policy

Thorpe Hall School has a zero tolerance for any forms of bullying and aims to comply with Section 154 of the Education Act 1996 by, maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

We understand that, whilst at school, some students may be challenging and defiant, withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Bullying is any behaviour which is intended to hurt, intimidate, frighten or exclude. It is persistent and an abuse of power and can leave the targeted individual feeling defenceless.

Bullying can take different forms such as:

- Non-verbal/physical: kicking, hitting, damaging or taking belongings
- Verbal: name calling, taunting
- Indirect: spreading rumours, excluding/ostracising
- Online/Cyber: sending nasty/ threatening messages, emails, pictures/ videos or social media comments

At Thorpe Hall School we will promote positive and safe environments that nurture emotional health, good behaviour and wellbeing – this may be covered in assemblies and in PSHRE lessons, assemblies or via tutor time. All students will be told that they must communicate when they do not like a behaviour/s directed at them; they should ask the student/s to stop. If the behaviours are repeated towards this student (knowing that they are causing distress or harm) they will be classed as bullying.

Incidents of bullying are recorded and monitored until the incidents of bullying are perceived to have been positively resolved. The school will follow and adhere to the guidance in the School's Behaviour Policy to address child-on-child abuse and will impose appropriate consequences.

Child-on-Child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse. (Refer to our child-on-child policy).

All incidents involving nudes/semi-nudes imagery will be dealt with under the safeguarding and child protection policy. If a referral is received, an initial meeting will take place with the young person/s, the meeting should determine level of immediate risk. If there is an immediate risk, then the police and Social Care will be informed. If there is deemed to be no immediate risk, where appropriate, the images will be deleted from the device; parents will be informed as early as possible and the young person spoken to about the risks of taking, viewing or sharing images. If appropriate, the School may

needed to confiscate the device and an Early Help referral may be made if there are any signs of repeated risky behaviours.

Racism/Homophobic/Sexist (misogynistic) language

Any reports of students using racist, homophobic or sexist/misogynistic language will always be taken seriously. The School will ensure that reflection, education and review of these cases to develop a culture of inclusivity and equality. Any such cases will be recorded, and the students involved questioned to ascertain if there are any underlying concerns that parents need to be made aware of. We are aware that there is a culture of 'repeating' what has been heard by others and that many students need to be taught about the history and meaning behind language that is commonly used but unacceptable. This will be done in PSHRE lessons, assemblies, Thoughts of The Week and tutor time activities. We encourage all our students to speak up and have a zero tolerance for any language that is deemed offensive or discriminatory towards others.

Support for students

This is not an exclusive nor exhaustive list but do include:

- Use of internally trained counsellor to support students
- External agencies such as GLOW, Counsellors etc.
- Reporting systems including positive report, time out, tailored timetables
- Round robins/ information gathering
- Personal Support Plan (PSP)-4-week plan to promote positive behaviours and foster reflection, review and rectifying behaviours
- Meeting with parents
- Reflection time on behaviours and choices that are displaying repeated incidents
- Peer support/ Buddies/ Positive student role models
- Co-curricular activities

SEND Students:

At Thorpe Hall School we acknowledge the legal duties of the Equality Act 2010 and special needs requirements and ensure that we:

- a) Safeguard and respect students with SEND
- b) Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of students with SEND
- c) That punishments do not breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and must be reasonable in the circumstances

Use of LDC:

This area is used to support those with SEND with time out requirement, who are vulnerable, undergoing diagnosis or returning to school. We may also use this instead of the Old Library for sanctions with our SEND students.

13. Use of consequences

Classroom expectations:

Any student who does not display the correct attitude/behaviour for learning will be issued a reminder and asked to reflect and rectify their behaviour. If there is no improvement, issue a warning. If the behaviour continues to disrupt then issue a teacher-based consequence.

Detentions should be set and take place as quickly as possible to ensure that the link between cause and consequence is clear. Detentions can be issued during student break and lunch times and after school for up to 30 minutes without parental consent. These detentions should be used for minor class disruption or incidents.

Students failing to attend a class teacher detention will have the detention re-issued. If there are 2 failed attempts to attend the consequence, then the HOD will issue a detention for 1 hour (with parental consent). The detention will escalate through the HOY to a member of SLT and any failure to comply with this would result in an isolation.

Use of fixed term exclusions:

A fixed term exclusion is a serious consequence and can only be approved by the Headteacher where:

- a) There has been an appropriately serious breach of the rules or where there is a serious risk to the education or wellbeing of other students in school.
- b) A student's defiance has reached such a point that the student is uncontrollable and so it has become unsafe to keep the student on site.

Use of permanent exclusion:

A decision to permanently exclude a student is extremely serious and will only be taken where the facts have been clearly established on the balance of probabilities.

Permanent exclusion based on a series or pattern of behaviour is a judgement that the student is demonstrating 'persistent defiance'. That is a refusal to respond which has persisted over time, despite various interventions and with no reasonable prospect that the student will change their behaviour.

Permanent exclusion based on a 'one off' offence will occur where there is: serious violence, actual or threatened, against another student or member of staff; Sexual abuse or assault; arson or serious criminal damage; supplying/ bringing illegal substances into school, endangering other students' welfare or carrying an offensive weapon.

Other Sanctions

Students may also lose privileges such as:

- a) Loss of involvement in activities, trips or events.
- b) Where a student's behaviour means that there is an increased risk in involving the student in a particular activity, trip or event, the student may be withdrawn until such time as the risk is judged to be reduced.
- c) The school may specify criteria to take part in certain events and activities (e.g., attendance) and students who do not achieve the specified criteria will not be eligible to take part.

14. Behaviour/ misconduct outside of school

Behaviours that occur outside of school may also be addressed within the school policy if the school is/ has been brought into disrepute.

Any behaviour of an aggressive/ threatening nature will be reported to the: Essex Police CYP Officers.

15. Use of Force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Thorpe Hall School works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context. There are appropriately trained staff in the school to address this.

16. Searching, Screening and Confiscation

School staff can search a student for any item if the student agrees.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item, or any item banned by the school rules.

School staff can seize/ confiscate any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

If a student refuses to be searched, the school may refuse to have the student on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

Following confiscation, the item can be held in the school safe and parents asked to collect at their earliest convenience. If a student is found in possession of an illegal item such as vapes, pornography, alcohol, the school will destroy items appropriately and they will not be returned. Any banned items e.g. knives, weapons or banned substances will be handed to the police.

Searches with students will be carried out by a member of staff of the same sex as the student being searched and another member of staff (ideally a member of SLT) who will act as a witness. The witness should also be the same sex as the student being searched. There is a limited exception to this rule under the DfE guidance if the school "reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff".

The full DfE Guidance can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

17. Safeguarding links

Thorpe Hall School will always consider whether the behaviour under review gives cause of concern with regards to Safeguarding. If there is any concern that a child is suffering, or is likely to suffer significant harm then staff will follow the schools Safeguarding Policy

18. Consistency

In order to have a consistent approach within Thorpe Hall School we ensure the following:

- a) Staff training, support and development
- b) The induction of new staff
- c) Monitoring of consistency in behaviour across the school
- d) Monitoring of logs of administration of disciplinary actions taken

Date revised:	September 2022
Date approved:	October 2022
Next review:	October 2023

Behaviour and Discipline Policy - EYFS

This policy represents the agreed principles for behaviour and discipline throughout the Nursery and Reception. All Nursery and Reception staff representing Thorpe Hall School have agreed this policy.

Aims and expectations

Staff and students at The Thorpe Hall School have an open culture that promotes consideration, empathy and respect. Collaboration between staff and students is integral and every student is encouraged to become self-assured, confident learners who have excellent behaviour for learning and are proud of their achievements and their school. By encouraging the right attitudes to learning we also enable our students to participate fully in school and the local community and equip them with a mind-set to be successful in the next stage of education. The Nursery and Reception's behaviour policy is therefore designed to support the way in which all members of the Nursery and Reception can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below:

We aim to work towards a situation in which children can develop self-discipline and self-esteem, where their respect for others to ensure everyone knows what is expected of them and children are free to develop their learning in an atmosphere of mutual respect and encouragement. The Room Leaders are responsible for behaviour management issues in the Nursery School and Mrs Markham in Reception.

In order to achieve this at Thorpe Hall School:

Appropriate methods are implemented to manage children's behaviour including distraction, praise and reward and excellent nursery- home links.

Children are given 3 opportunities to show appropriate behaviour. In the unlikely situation of this unwanted behaviour continuing they are given a period of 'Calm down' with an adult. The parents would be informed about the inappropriate behaviour at the end of the session/day.

All adults caring for children in Thorpe Hall School will ensure that the ideas of the Nursery school and Reception are applied consistently, so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and the children need not only to be told but also to learn by example.

In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. This should be explained to parents at the end of the session.

All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for positive behaviour. The Nursery School and Reception expects every member of their community to behave in a considerate way towards others.

In any case of misbehaviour, it will always be made clear to the child or children in question it is that the behaviour and not the child that is unwelcome.

Adults in the Nursery School and Reception will praise and endorse desirable behaviour such as kindness and willingness to share. The EYFS use reward stickers for good/kind behaviour.

Adults will not raise their voice in a threatening way. As a team we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

When children behave in unacceptable ways:

Any problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. If a child smacks or hurts another child or adult, a member of staff will explain to the child what they have done wrong and possibly remove them from the situation. If a child is displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the Nursery school and Reception environment, he or she will be told 3 times that this action is inappropriate and then removed from the situation as stated previously.

We always encourage children to say they are sorry. Children will never be sent out of the room or left unattended in any situation.

Recurring problems will be tackled by staff, in partnership with children and parents using objective observations to establish an understanding of the cause.

Techniques intended to single out and humiliate individual children such as a 'naughty chair' will not be used.

Adults will be aware that some kinds of behaviour may arise from a special educational need (SEN); to support this, practitioners may implement an individual Support plan (ISP), and they will be given one to one support and work together to resolve behaviour issues.

Parents and carers will be told at the end of the session if their child has hurt another child or it has been necessary to have a 'calm down' time.

Children will be constantly reassured that they are always valued as individuals even if their behaviour may be unacceptable. We work together to solve any problems.

Physical punishment such as smacking or shaking will never be used nor threatened.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the Nursery school and Reception community.

Thorpe Hall School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The role of parents

The Nursery School and Reception collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school.

Monitoring and review

The Nursery School and Reception staff will monitor the effectiveness of this policy on a regular basis and report to the management team on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Nursery School and Reception keep a record concerning individual incidents of misbehaviour for key children. The Nursery staff record minor incidents. The staff record those incidents in their 'Behaviour record book' file when a child is showing repetitive signs of bad behaviour. This is then shared daily at the end of the session with the child's parents.

This policy will be reviewed annually by the Governing Body.

Latest review date:	September 2022
Policy approved:	October 2022
Next review date:	October 2023