



Deanery C.E. Primary School

Academy Status

Behaviour Policy

1 Introduction

The revised EYFS (March 2012) requires that all children must be supported to learn and develop through a focus on positive behaviour management. It is recognised that a key element of this policy is the consistent understanding and implementation of it by all staff. It is a statutory requirement of the revised EYFS that there is a designated behaviour support lead who is able to offer support and advice to the staff team as any challenging behaviour issues arise.

2 Aims and objectives

This policy aims to ensure that all parents/carers and staff at the school/setting clearly understand the importance of a shared agreed behaviour management policy that is both supported and understood by all parents/carers and staff.

The objective of the policy is to reinforce the need for children to learn to consider the views, feelings, needs and rights of others as well as those of themselves and the impact that this has in supporting their overall learning and development.

3 Behaviour

The key underpinning belief is that the considerate and positive behaviour of children is supported by the programme offered by the school/setting for personal, social and emotional development.

3.1 The staff at our school/setting will consistently work with parents/carers and all those involved with the child to ensure that they are helped to flourish to their full potential through clear and appropriate expectations.

3.2 In order to achieve this we will:

- work with the parent/carer to build up a shared understanding of our commitment and approach to supporting positive behaviour. We recognise that

codes for interacting with other people vary between cultures, and staff are trained to be aware of this and respond appropriately;

- encourage children's personal, social and emotional development through a programme which supports this and allows them to take control of their own behaviour in a range of positive ways;
- promote the key person/adult role in supporting positive behaviour by ensuring that adults who are close to the child, including the key person, support and encourage children through the use of praise and reward, consistent, appropriate and effective intervention strategies and limited use of time out.

4 Supporting procedures

- 4.1 The Headteacher has overall responsibility for our positive behaviour support programme which is included in our provision for personal, social and emotional development and who supports the staff when issues arise on handling children's challenging behaviour.
- 4.2 The Nursery staff are supported to keep up to date with legislation, research and good practice on promoting positive behaviour.
- 4.3 All staff are provided with relevant in-service training on promoting and supporting positive behaviour. A record is kept of staff attendance at this training.
- 4.4 Time is allotted at the induction stage for all new staff to discuss the consistent implementation of positive behaviour strategies.
- 4.5 Parents/carers are provided with a copy of the Behaviour policy. This is discussed and explained so they can support the policy during their child's induction period.
- 4.6 Parents/carers are regularly updated about their child's behaviour by their child's key person. Staff work with parents/carers in appropriate and supportive ways where there is the need to address recurrent, inconsiderate/undesirable behaviour.
- 4.7 Parents/carers work with other parents/carers to try to understand the cause of inconsiderate/undesirable behaviour and decide how to respond to this jointly.
- 4.8 Staff are trained to deal calmly and effectively with aggressive and hurtful behaviours including temper tantrums, biting and fighting. They help children to manage their feelings, deal with difficult and often intense emotions, and talk to them about resolving situations.
- 4.9 Children are supported to understand the effect their hurtful behaviour has on other children.
- 4.10 We use the SEN code of practice to support children where their behaviour is assessed as extremely challenging and needing much more than 'normal' levels of support.