



## St Mary's Hall, Pre-Prep

### Behaviour Policy (EYFS and KS1)

## **Policy statement**

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met within a supportive Catholic environment and where there are clear, fair and developmentally appropriate expectations for their behaviour. Our Jesuit Pupil Profile underpins all teaching and learning throughout a child's journey at St Mary's Hall.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions in a Jesuit manner.

## **Procedures**

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;

### *Stepped approach*

#### **Step 1 – Internal Support**

- We will promote positive behaviour with the Pre-Prep setting.
- We will undertake regular INSET training to ensure the environment and practices supports healthy social and emotional development. We encourage practitioners to reflect upon their practice during INSET training and implement relevant adjustments.
- We ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

#### **Step 2 – Parental Involvement**

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed and recorded during weekly pastoral meetings held by the Head of Pre-Prep and the DSL. If necessary the SENCO and school counsellor will be involved. During these meetings, knowledge and assessments of children will be shared in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the class teacher will liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then a focused intervention approach to identify a trigger for the behaviour will be used.
- If a trigger is identified then the class teacher will meet with the parents to plan support for the child. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s, for example a home/school behavioural report. Other members of the staff team should be informed of the agreed actions and help implement them. The plan should be monitored and reviewed regularly by the class teacher until improvement is noticed.

#### **Step 3 – Action Plan**

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the parents will be invited to a meeting with the Headmaster, the class teacher and, if relevant, the SENCO to discuss any external referral and next steps for supporting the child in St Mary's Hall.
- It may be agreed that the Common Assessment Framework (CAF) should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant

harm, follow the Stonyhurst Safeguarding Policy. It may also be agreed that the child should be referred for a Education, Health and Care assessment.

- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

#### *Initial intervention approach*

- Initial intervention is used for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

#### *Focused intervention approach*

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows staff to observe, reflect and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- If there is a concern about a child's continuous behavioural pattern, we follow the ABC method. This method uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause and function of the behaviour and suitable support will be applied. This should be recorded on a Behavioural Concerns form and shared with the Head of Pre-Prep and the Foundation Stage Coordinator (for EYFS children).

#### *Use of rewards and sanctions*

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as stickers, stars and line points should be used to promote positive behaviour. This rewarded behaviour should exceed what is usually expected of the child in day to day circumstances eg, tidying up after themselves.
- Behaviour Star charts are used from reception through to year 2 to help children self-assess their own ongoing behaviour.
- Line points are rewarded in PP1 and PP2 which contribute to the whole school line competition. Children in the foundation stage are aware of their line ready for their transition into KS1.
- The above rewards and sanctions are personalised to individual children.
- We encourage children to reflect on any inappropriate behaviour, considering a 'good choice' or a 'bad choice'.
- Children should never be labelled or humiliated. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

#### *Use of physical intervention*

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.
- The named practitioner for Behaviour Management within the EYFS setting is Charina Clarkson (EYFS Coordinator). In her absence the named practitioner is Sarah Gibson.

This policy was adopted by	<u>Stonyhurst, St Mary's Hall, Pre-Prep</u>
On	<u>1/9/15</u>
Date to be reviewed	<u>1/9/16</u>
Signed on behalf of the provider	<u>Sarah Gibson and Charina Clarkson</u>
Role of signatory	<u>Head of Pre-Prep and Foundation Stage Coordinator</u>