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**Behaviour Policy**

**Documents:**

Behaviour in Schools October 2022

Keeping Children Safe in Education September 2023

Use of Reasonable Force July 2013 (currently under consultation March 2023)

SEND Code of Practice 2015 updated April 2020

**Aims:**

At Zelda School we aim to provide children with the knowledge, skills and confidence to become democratic, self-respecting, loving people and this includes developing an understanding of how to behave appropriately and respect other people.

We aim to provide a home from home and so we will develop a partnership with parents and other carers and take into account their wishes and aspirations for their children. Staff will aim to involve parents/carers in decisions made about their children and to develop positive strategies to encourage children’s development and appropriate behaviour. In developing such partnerships, staff will promote awareness and respect of the child’s and family’s culture, religion, gender and disability.

We aim to keep children safe and happy and always work to promote the child’s self-esteem and understanding.

**Methods:**

**At Zelda School we promote positive behaviour. All staff continually work on social behaviour, endeavouring to be role models worthy of imitation by treating children, parents and one another with friendliness, care and courtesy.**

**Our daily activities build a rhythm to the day, which provides a comforting knowledge of what to expect, thus supporting positive behaviour.**

**All children will be treated as individuals in their own right.**

**We talk to the children, other staff, volunteers and parents, using respectful language and in a manner which we would wish to be spoken to ourselves.**

**We familiarise new staff and volunteers with Zelda School’s behaviour policy. We expect all members of the school - children, parents, staff, volunteers and students - to keep to these guidelines, requiring these to be applied consistently.**

**We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person/teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.**

**Good Practice:**

We aim to manage behaviour positively and in an age-appropriate manner will incorporate the following techniques to promote good behaviour:

1. Positive behaviour will be encouraged through the use of adult attention, smiles and praise.
2. Joining the child in their play and modelling appropriate behaviour, or offering support with how to play, share or negotiate.
3. Letting parents and carers know about good behaviour at the end of the day.

**Unacceptable behaviour includes:**

* Hurting other children or staff (kicking, biting, punching, pinching or any other undesirable behaviour)
* Threatening or bullying behaviour
* Verbal abuse
* Refusing to cooperate with staff
* Wilful destruction of school property

**Behaviour in Young Children**

When young children behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, snatching, hitting, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Young children are not expected to apologise for their behaviour, as they do not always understand the meaning of the word “sorry”.

**Children who show unacceptable behaviour will be supported on an individual basis to manage their behaviour appropriately. Consequences must be proportionate and reasonable and must take in to account the child’s age, any special educational needs or disabilities they may have, and any other requirements affecting them. The consequences of such behaviour may include any of the following:**

1. Distracting the child in a playful manner.
2. Gain the child’s attention with a look, gesture or word to make them aware of our observation.
3. Redirecting the child to a new focus or activity.
4. Remove the child from the situation and engage him in another activity. This stops the inappropriate behaviour, refocuses the child’s attention and enables him/her to calm down. When appropriate the child returns to the group.
5. If the disruption continues, take the child aside, for a short while, to help tidy or prepare something while the others continue to play. After a short while he/she may re-join the others.
6. Inappropriate behaviour will be explained to the child using positive language e.g. “At Zelda School we use our hands to make and build things, but not for hitting”
7. Observations with the child. This will involve sitting with an adult and talking with the child about what the other children are doing e.g. “Look at how Tommy is waiting for his turn”.
8. Adults will encourage children to talk about their feelings and frustrations, supporting the development of emotional literacy. We have a strong focus on emotional wellbeing and supporting self-regulation by working with the children to come up with ideas on how they can positively manage upset, conflict and overwhelming feelings.
9. Sending the child to a partner classroom
10. Staff liaison with parents
11. Referral to the headteacher and increased parental involvement
12. Behaviour Support Plan.

We recognise that children with additional needs may need additional support to help them manage their own behaviour and we will use visual strategies including visual timetables, now and next cards, spot timers and traffic lights to support these children. Where a need is identified, a teacher can support a child to have regular sensory breaks with specifically tailored alerting, organising and calming activities.

We recognise that inappropriate behaviour can be a sign that a child is suffering, or is likely to suffer, significant harm. Where this may be the case the staff should follow the schools’ Safeguarding Policy. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency approach is necessary.

**Smacking, shaking, physical chastisement or humiliation of a child, by a member of staff, will not be allowed. No corporal punishment will ever be used.**

Particular issues concerning behaviour, food, sleep arrangements and problems arising between individual children will be treated positively, taking into account the child’s perceived needs and wishes and will involve discussion with parents and other relevant carers.

Discriminatory comments and/or behaviour from children, parent/carers or staff are not acceptable and will be challenged. Any such behaviour exhibited by a child will be discussed with the parents/carers.

Recording and assessment of children’s development and behaviour is an important element in creating plans for children who may require additional support with managing their own behaviour. The Headteacher will ensure Behaviour Support Plans are in place where necessary.

Teachers have the power to discipline pupils for misbehaving outside of school premises e.g. when on a field trip, when travelling to and from school or when representing the school in some way, or if the misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In all circumstances the teacher can only discipline a pupil on school grounds or elsewhere when the pupil is under the lawful control of the staff member.

All staff have the right to use reasonable force if necessary. Force is usually used to control or restrain a child. This can range from guiding a child to safety by the arm through to more extreme circumstances such as restraining a child to prevent violence or injury to themselves or others, prevent a child damaging property or from causing disorder. An incident report should be filed when force or restraint has had to be used on a child and the parents will be informed.

Staff have the right to search pupils without consent for anything that may cause harm to themselves or others or for stolen property.

It may be appropriate for advice to be sought from other agencies to develop plans in addressing the difficulties staff might be experiencing with children’s behaviour. We aim to work in partnership with parents and referrals to such agencies will be made with the informed consent of parents and/or other relevant carers unless there are concerns for a child’s welfare (see safeguarding policy).

**Exclusions:**

Zelda School staff will work hard to support any child whose behaviour is not appropriate, but there are circumstances when the school reserves the right to ask for the removal of a pupil, if necessary with immediate effect.

In cases where a child is continuing to be disruptive on several days and the above steps have not been helpful, we may ask the parents to collect their child early to allow the child some space and quiet time away from the group. This is not an exclusion it is purely for the benefit of the child who may be tired and may need time away from the stimulus of other children and the setting.

However a child may be excluded from the school if their behaviour is deemed to be a danger to themselves or others and the school’s discipline procedures and support from other agencies has not improved the child’s behaviour.

Permanent exclusions will be a last resort only in response to a serious breach or persistent breaches of the school’s behaviour policy.

A child will, in the first instance, be temporarily excluded for a maximum of 5 days. The parents will be informed and asked to attend a meeting with the headteacher and collect their child from school. The headteacher along with the class teacher or key worker will draw up a plan for the exclusion including time scales, work to be done at home and how they will support the child to return to school.

Parents have the right to appeal and should follow the school’s complaints procedure in order to make their appeal. The appeal will be dealt with by an independent panel including two trustees and one person who is independent of the school.

If a child is excluded for more than 5 days the school will inform the Local Authority to ensure the child continues to be supported in their education.

At Zelda School we will work very hard to avoid excluding a child and children under 5 will not be excluded.

**Hurtful behaviour**

We take hurtful behaviour very seriously. Most children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children hurtful behaviour is momentary, spontaneous, and often without awareness of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them, or they may be experiencing emotions unconnected to the situation at school.

We will help children manage these feelings by supporting the development of their emotional literacy and encourage them to use words and language to explain their feelings.

For more information see our Anti-Bullying Policy.

**Trustees Responsibilities**

The trustees will monitor incidents of behaviour and the headteacher will include behaviour incident reports in the Head’s Report at the trustee meetings each half term.

**Policy Agreed by Directors on: \_\_\_\_\_\_\_\_\_\_\_**

**Signed:**

**Review on:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**