



Date of Review

Behaviour and Discipline Policy

At Birth and Beyond, we believe our Centre is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of their individual gender, disability, and ethnicity; or their social, cultural or religious views.

By stating through our Centre policy the expectations that we have for the way in which each member of our Centre community should conduct themselves, a common understanding is promoted that helps to ensure our Centre is a safe and orderly community of learners. A common understanding of, and approach to, agreed principles of behaviour and discipline, brings the advantages of:

- Benefits to the children;
- guidance to staff;
- Clearly informing parents;
- Consistency with the expectations of other local Centres and the community;
- Working within national guidelines of England and Wales.

Aims

Good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- Determine right from wrong;
- Grow in independent thought and judgment;
- Take responsibility for their own actions.

We aim to:

- Create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- Help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- Create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- To teach, through the Centre curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- Treat all children fairly and apply this policy in a consistent way.

Code of Conduct

Rules are most effective when kept to a minimum.

We provide for our learners a set of clear 'Centre Rules'

- We are caring and considerate to others.
- We are courteous; we do as we are asked first time and we are helpful to any staff or children.
- We do not waste ours or other people's time.
- We work our hardest and listen to people who are speaking.
- We are honest and truthful.



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In addition to the centre rules, each class has its own classroom code which is agreed by the children and displayed in the classroom. It is the responsibility of the class teacher to ensure that the Centre rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our Centre have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The rules and code are discussed with pupils as part of the Personal, Social, Health and Citizenship Education curriculum and in assemblies. We expect all members of our community to become familiar with these rules and to apply them in their daily life.

Guidance for All Staff

One of the most powerful determinants of a child's behaviour is a positive adult role model.

Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole Centre and during off-site visits. Good behaviour and positive attitudes should be discussed in P.S.H.C.E. lessons, Circle Time and assemblies.

There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. For example:

- Use verbal praise;
- Golden time;
- Stickers;
- Certificates;
- Letters;
- Reward charts;
- Inform parents.

A well managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of her/him. We need to teach behaviour as we need to teach other aspects of the curriculum. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children should be treated with sensitivity to maintain and raise self-esteem.

Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies. Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered. It is not normally necessary to shout. The use of physical punishments will not be



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Guidance when dealing with issues during unstructured time

A child's behaviour is dealt with according to her/his age and level of understanding.

When disputes arise, on the playground for example, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined. Where appropriate, each child should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild. A peer mediation system is also in place to involve the children more fully in their own conflict resolution. Trained pupil peer mediators are on duty at lunchtimes to mediate for pupils who choose to access peer rather than adult support. All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships.

One of the most powerful determinants of behaviour management is the example adults and older pupils set, particularly when managing conflict.

Rewarding Good Behaviour

We reinforce good behaviour and help children to feel good about themselves.

In addition to the points mentioned we reward good behaviour by:

- A quiet word, or smile of acknowledgement.
- Written comment on a child's work.
- Public praise.
- Visit to another member of staff, including the Manager.
- Informing parent by letter or verbally.
- Name on the class Reward Board.

Dealing with Unacceptable Behaviour

Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.

If an adult is confident that a child has an understanding of the 'centre Rules' and the 'Code of Conduct' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction.

The Centre employs a number of sanctions to enforce the Centre rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.



safety of the children is paramount in all situations. If a child's behaviour endangers the safety of the children, the school will take appropriate action. If a child threatens, hurts or bullies another pupil, the class teacher records the incident, informs the Head Teacher and sanctions are put in place to help them understand that their behaviour is not acceptable. If a child repeatedly acts in a way that disrupts or upsets others, the Centre contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

A Pastoral Support Plan will be drawn up for those children who persist in displaying unacceptable behaviour and where prior strategies have not been effective. At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Pastoral Support Plans. Extremely serious or persistent misconduct may result in the pupil receiving an exclusion from Centre.

The Role of Parents / Carers

Parents/carers have a vital role to play in their children's education. The Centre works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at Centre. We explain the Centre rules in the Centre prospectus, and we expect parents/carers to read these and support them. We expect parents/carers to support their child's learning, and to co-operate with the Centre. We try to build a supportive dialogue between the home and the Centre, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.



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This policy is an appendix of Birth and Beyond Behaviour Policy; it deals with the policy and practice which informs the Centre's use of exclusion. It is underpinned by the shared commitment of all members of the Centre community to achieve a very important aim;
To ensure the safety and well-being of all members of the Centre community, and to maintain an appropriate educational environment in which all can learn and succeed

The decision to exclude a pupil will be taken in the following circumstances;

In response to a serious breach of the Centre's Behaviour Policy

If allowing the student to remain in Centre would seriously harm the education or welfare of the pupil or others in the Centre.

Exclusion is an extreme sanction and is only administered by the Centre Manager (or, in the absence Deputy manager assuming the role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

Unacceptable threatening behaviour which has previously been reported and for which Centre sanctions and other interventions have not been successful in modifying the pupil's behaviour, where extra support, care planning have all failed to keep the child safe

Indecent behaviour harming other children or staff, and additional staff members are unable to safeguard the child or others.

This is not an exhaustive list and there may be other situations where the Manager makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration;
- Meeting with parents, following a meeting with the child and Centre Manager, Child's teacher.
- Exclusions are only permitted should issues of safeguarding arise, and additional measures are adopted and fail
- Exclusions only occur after all other avenues are exhausted
- The Child's care plan, assessment and observation should reflect how it has got to this point
- If exclusion is permanent other options are explored, ie transitional support into another setting, outreach support with family