**Frome Valley Preschool**

**Behaviour Policy.**

**STATEMENT OF PRINCIPLES**

Our school believes that a child’s behaviour is often an outward reflection of the child’s emotional wellbeing or the emotions that a child is feeling at that moment in time. It is as important to address the child’s emotional wellbeing as it is to address a child’s behaviour.

At Frome Valley First School, our school behaviour policy is based on the principle that every member of the school community has a right to feel valued and respected and that each person is treated fairly. We are a caring community whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to make sure all our children are happy and secure in a learning environment that promotes good behaviour, whilst supporting a child’s emotional wellbeing.

Therefore we have implemented a system for managing behaviour that is:

* understood by staff, pupils at appropriate age and stage level, parents and governors
* ensures the safety and well-being of all staff and pupils
* clearly states expected behaviour
* encourages good behaviour by using rewards as positive reinforcements
* defines the consequences of unacceptable behaviour
* enforces the consequences fairly and consistently
* supports the emotional wellbeing of a child
* has emotionally available adults to support a child’s behaviour and emotional wellbeing.

Our children have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always be appropriate for each child refer to their behaviour and will not be directed at the child.

**AIMS**

*At Frome Valley First School, all staff and governors will:*

* Recognise and highlight good behaviour
* Ensure that all children are praised for behaving well
* Ensure criticism is constructive - highlighting the inappropriate behaviour and not directed at the child
* Explain and model the behaviour we expect to see
* Encourage children to be responsible for their own behaviour
* Inform parents about children’s behaviour, as appropriate
* Reward individual and groups of children for behaving well
* Be consistent in their approach to dealing with all behaviours
* Record levels of behaviour (Incident Log) for future reference
* Understand that the cause of negative behaviour may be emotional needs/worries

*At Frome Valley First/Preschool, all children understand that good behaviour impacts on their learning. All children will at an age and stage appropriate level:*

* Recognise positive behaviour in others
* Understand that positive behaviours will be rewarded
* Be positive role models for each other
* Respect themselves and each other by following the School Charter
* Know that an emotionally available adult will listen to them and support them in their behaviour
* Understand that negative behaviour has a consequence
* Understand that negative behaviour affects other people (children and adults)
* Accept that the more severe the behaviour the more severe the consequence

**TRAUMA INFORMED SCHOOLS**

Our Headteacher, reception teacher and Preschool manager are trauma informed schools practitioners and all staff have been trained to support the emotional wellbeing of pupils and to know the importance of having an emotionally available adult to support a child’s emotional needs. We recognise that a child’s behaviour can be affected by their emotional wellbeing.

At Frome Valley First School, we use WINE to empathise with a child’s feelings.

|  |  |  |
| --- | --- | --- |
| Letter | Its meaning | An example of this in practice |
| **W** | **I wonder** | “I **wonder** if you are feeling angry because….” |
| **I** | **I imagine** | “I **imagine,** if it was me, that I would be feeling really worried because…” |
| **N** | **I notice** | “I **notice** that you are very angry…” |
| **E** | **Empathy** | Using the above sentence starters to demonstrate that you have **empathy** for the emotions that the child is feeling. |
| **Follow up Question:** | “**Help me to understand**….” |

We will use trauma informed strategies to support and understand children’s behaviour. Gemma Newman (preschool manager), as a Trauma Informed Schools Practitioner, will work individually with children to support their behaviour and their emotional wellbeing.

**POSITIVE BEHAVIOUR AND REWARDS**

At Frome Valley First School, we have a positive approach to behaviour. The school charter and non-negotiables have been written in conjunction with the children and are always referred to. They both reinforce whole school expectations of behaviour.

The school uses a variety of rewards, both whole school and in class. These are used to promote good behaviour. Strategies include:

* Verbal praise & gestures which are specific to behaviour and learning
* Rewards from class teachers and from the head/deputy
* Class Dojos
* Star of the Week

This list is not exhaustive and not all these systems are used at all times. Staff make rewards relevant to cohorts, individuals, phase or session. Targets are set with specific behaviour goals on an individual, class and whole school basis which are then rewarded accordingly.

**INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES**

Rewards are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed. At Frome Valley First/preschool, children are aware of the boundaries and consequences placed on negative behaviour. They recognise that, on displaying non-negotiable behaviours, they will receive a consequence that is in line with their behaviour. For preschool children the consequences will differ for the age, stage and understanding of the child.

We mostly use distraction and co-regulation as a form of discipline rather than making the child sit out or miss play. However with the upper preschool children (children starting reception that year) we may use more consequences that mirror the schools so that they have an introduction to how school life will be and what is expected of them but each child will be dealt with on an individual basis rather than a whole school approach.

Class Dojos award positive behaviour but children can also lose a Dojo for such actions as unkind behaviour towards others or for repeadtedly not listening to an adult.

It is expected that children will be given the opportunity to reflect on their behaviour and, when it is negative, make plans for a positive change. We encourage children (where age appropriate) to take responsibility of their behaviour and how they can restore the imbalance within a relationship. It is also anticipated that children will learn to manage their own behaviour through the introduction of co-regulation and social cues that staff give to them and support them with from a very young age.

It is expected that staff keep records of children who have displayed medium or high levels of behaviours using the central incident log. This may include continuous lack of following rules to biting or intentionally hurting someone. This can then be referred to when more serious consequences are issued and/or when reporting back to parents.

**BEHAVIOUR AND SEN**

Frome Valley First/prechool acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Children who have been recognised to have a Special Educational Need with regards to their behaviour are given an IP. This outlines any difficulties the child may have and the approaches used by staff to help combat these problems. IPs have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are created following discussions with parents, staff and other professionals where required. Behaviour targets will be shared with parents and supporting adults.

**POWER TO USE REASONABLE FORCE**

As a preschool there should be no reason for a child to be removed from the setting. If it becomes apparent that a child may need this strategy to assist and deal with their behaviour then the correct professional support will be sought and a meeting will be held with the parents of the child to discuss this with other professionals and a plan put in place.