



inspired



Inspired Education Group UK

Davenport Lodge Nursery School



Behaviour Management Policy Including Inspired Education Behaviour Policy

This policy is reviewed on an annual basis

Annual Policy reviewed by **Belinda Teague** **January 2025**

Next date of Annual Review: **January 2026**

Signed: *Janet Hah.*

Signed:

This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils, including when this involves being away from the school: for example, on an educational visit.



DAVENPORT LODGE NURSERY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Ethos

At Davenport Lodge Nursery School we aim to provide a supportive and structured environment in which babies and children, as they develop, are encouraged to recognise their individuality, efforts and achievements as happy and secure individuals in learning and social environment.

We value discipline at Davenport Lodge Nursery School, which we see as:

- Promoting respect.
- Helping children to develop socially acceptable behaviour.
- Ensuring children's safety in the nursery environment.
- Enhancing the quality of children's learning.

Davenport Lodge Nursery School procedure for behaviour management:

- Tell the child to stop the behaviour, using a hand signal of palm outstretched towards the child, and move them away from the situation.
- If repeated, the child is again told to stop using the hand signal and a warning is given that they will be sat in an area to calm down with a member of staff.
- Explain why the action was unacceptable
- If child repeats the offence or if he/she is in danger of causing physical injury to him/herself or others then she/he will be gently removed to a safe area where the child will be given time to calm down.
- Once the child is calm another explanation of why the action was unacceptable is given. The child must say sorry, explain why they need to apologise and a comforting cuddle may be given.

Nursery School Golden Rules

- Listen to others
- Take turns



- Help to tidy up
- Use indoor voices when inside
- Walking when inside
- Use kind words
- Use kind hands and feet
- Look after our things
- Try hard
- Be honest

Emphatic Feelings

Children's development of empathic feeling is essential to develop good emotional and social well-being. The staff should ensure that children are given opportunities to explore and express their feelings developing their understanding and helping them to appreciate and sympathise with the feelings of others.

Communication

Good communication with parents regarding children's behaviour is vital with consistency in behaviour management throughout the setting is essential.

Not every transgression will be reported to parents but an individual judgement will be made as to whether parents need to be involved. If a serious offence has occurred the parents will be informed and a meeting may be arranged if negative behaviour is persistent. An incident log is kept with a record of any major incidences.

Exclusion

Parents may be required, during the year, to remove a pupil, without refund of fees, temporarily or permanently from the Nursery School if, after consultation with a parent, the Headmistress is of the opinion that the conduct of the pupil has been unsatisfactory.

Such a step would only be taken after discussion with parents and would reflect the seriousness of the offence.



A pupil may be excluded from an off-site activity or visit where it has been agreed by the Headmistress and/or Senior Management team that their behaviour may be of detriment to the remaining pupils or staff and may bring the Nursery School into disrepute. Parents will be notified in advance of the trip as far as is possible.

Records of sanctions in the event of serious behaviour incidents are kept by the nursery.

Children with special educational needs and disabled children

The Nursery School will take account of any special educational needs when considering whether or not to exclude a child.

The Nursery School will not discriminate against disabled children by excluding them from Nursery School for behaviour related to their disability. The Headmistress should ensure that reasonable steps have been taken by the nursery school to respond to a child's disability so the child is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- Differentiation in the Nursery School's behaviour policy
- Developing strategies to prevent the child's behaviour
- Requesting external help with the child from outside agencies such as the Coventry Area SENDCO
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a child's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the Nursery School may be such a reason.



Managed move

In cases where the Headmistress and parents agree that the progress of the child has been unsatisfactory and the child is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the Nursery School or members of its staff unreasonably, the Headmistress may require the parents to remove the child from the nursery at the end of a term. This is not exclusion and in such cases the Headmistress will assist the parents in placing the pupil in another school.

In the event of a managed move, fees in lieu of notice will not be charged but all outstanding fees, up to and including the child's last attendance, will be payable in full.

Rewards

Positive reinforcement and rewards are very important in managing a child's behaviour. In the Nursery School we use strategies to reinforce good behaviour:

- Verbal praise
- Positive body language, smiles, expressive praise
- Giving children responsibility
- Certificates and stickers given if positive behaviour has been consistent

Ultimately the achievement of self-discipline should become the goal. We achieve this through:

- The use of Golden Rules
- Implementation of EYFS
- The consistency of routine within the nursery
- Positive role modelling from staff

PHYSICAL INTERVENTION

The Nursery School's practice complies with the Alpha Plus Group's Physical Restraint policy and the policy on Physical Restraint in Nursery Schools and Nurseries, copies of which are available from the office upon request.



A record is kept of any physical intervention. Parents will be informed if physical intervention is used on the same day or as soon as possible.

Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most practitioners at some point in their career that involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm/elbow through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, the Nursery School generally uses force to control pupils and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm/elbow out of a classroom.

Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

Nursery School staff should always try to avoid acting in a way that might cause injury.

(Advice is taken from DfE Use of Reasonable Force: advice for head teachers, staff and governing bodies 2014)

Corporal punishment is not used at Davenport Lodge Nursery School.

MALICIOUS ALLEGATIONS AGAINST SCHOOL STAFF

The Headmistress will investigate any allegations made by a child about a member of the Nursery School staff. If the child is found to have made malicious allegations, the Nursery School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion. Records of all allegations will be noted and kept in a file in the Nursery School office.



MANAGING PUPIL TRANSITION

We carefully manage the transition of the children from Nursery to Kindergarten. A particular strength at the Nursery School is the relationship staff develop with the children and families. Children always have transition settling in sessions with their new class and teacher, with trackers and journals following the children which reinforce the clear communication for staff working with children. Because our staff is in constant communication with each other, any specific child support systems or strategies are seamlessly integrated as each child moves through the nursery into kindergarten. This ensures consistency in the children's progression and behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with other pre-preparatory schools and children are encouraged to attend taster days and visit prospective new schools in readiness for moving.

EVALUATION/ASSESSMENT

By the Headmistress, Deputy Headmistress, EYFS Coordinator and relevant staff.

Please see Behaviour Management Policy, Anti Bullying Policy, the Alpha Plus Physical Restraint Policy and KCSIE 2024 (From September 2024)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> in conjunction with this policy.



Inspired Behaviour Policy

04/04/2024

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Prepared by The Education Team and COO

Approved by Nadim M Nsouli [04/04/2024]



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03. POLICY STATEMENT

The Nursery School aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the Nursery School. Promoting the wellbeing of all our students is central to their development.

We aim to provide an ethical framework within which students may develop their own individual skills, whilst becoming courteous respectful and tolerant citizens. We consider that good relations, respect for others and their property, good manners and a secure learning environment play a crucial part in the development of all students, who are motivated to become life-long learners. Our community is fundamentally a happy one. We believe that positive behaviours flourish in a culture of high expectations, support and encouragement, with positive reinforcement of our ideals.

The Nursery School is an inclusive community. We welcome students from a variety of backgrounds, whilst being respectful of local law, we do not discriminate. We treat everyone as an individual and aim to develop the whole person equipped to take her or his place in the modern world.

Students are encouraged and expected to develop and maintain personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other students.

The Headmistress has overall responsibility for Nursery School disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from the Deputy Headmistress, while disciplinary matters outside the classroom are dealt with by Headmistress.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Head of School, see table below in section 5.

The Nursery School does not use or threaten the use of Corporal Punishment.



The aims of this policy are:

- To highlight all that is best at the school, ensuring all students receive recognition within a culture that strives for excellence and is actively supported by students and staff.
- To maintain order and good discipline throughout the nursery school, overseen by the Headmistress and SLT with the support of the governing body.
- To enable all members of the school community to be clear about the standards of behaviour expected and the responses to any lapses.
- To promote positive behaviours and to ensure the nursery school's behaviour and counter-bullying policy (see Appendix 4) is followed whenever a student displays unacceptable behaviour.
- To encourage timely action if a student's behaviour contravenes the Code of Conduct.
- To ensure fair and equal treatment of all Students and, so far as possible, that every student in this Nursery School is able to benefit from and make his or her full contribution to the life of the Nursery School, consistent always with the needs of the school community.
- To agree on community wide expectations – see Appendix 3, the Parent Code of Conduct.

04. SCOPE

This policy applies to all sections of the schools, all staff, all students and all parents.

05. DETAILS

1. Student code of conduct

- 1.1. The Nursery School's philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence is promoted and freedom of expression is encouraged; the extent of that freedom is defined by the Student Code of Conduct and the responsibility is placed on the Student to enjoy the freedom within the parameters of this code.
- 1.2. The code is a partnership between the school, Parents and Students. This Code is applicable whilst Students and Parents are on school premises, at School functions, traveling to and from school, on trips or on any occasion where they are identifiable as Students or Parents. (see Appendix 3, specifically for the Parent Code of Conduct)
- 1.3. The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the Nursery School. By accepting a place that may be offered by the Nursery School, Parents and Students confirm that they have



accepted and are bound by this Code, Nursery School rules, policies, and practices as well as the core values and ethos of the Nursery School

- 1.4. It is the responsibility of Parents to support the Nursery School in enforcing the Code. Parents are requested to communicate any concerns openly and constructively to the Headmistress and to do so without lobbying other parents, other students, members of staff or outside parties until all internal processes have been exhausted.
- 1.5. The Student Code of Conduct can be summarised as follows;
 - Rules are based on respect for others and their property, and on ensuring that the nursery school maintains an excellent reputation in the community. Inappropriate dress or behaviour may reflect adversely on all students as the community observes the standards set by the school and judges accordingly. (See Uniform and Appearance Policy Appendix 3)
 - Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The nursery school is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, or disability or learning.
 - We expect students to be ready to learn and to participate in Nursery School activities. Students should attend Nursery School and all lessons punctually.
 - Students are expected to show respect for the rights of others, including each other's possessions and the school's property.
 - We expect students to behave in a manner that reflects the best interests of the whole community.
 - We expect students to treat all members of the nursery school community with respect and courtesy and to respond positively to the opportunities and challenges of nursery school life.
- 1.6. Parents and Guardians who accept a place for their child at the nursery school undertake to uphold the nursery school's policies and regulations. They will support the nursery school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, extra-curricular activities, homework, and private study. Upon enrolment parents will agree to the terms and conditions, one of which is an agreement to the Student and Parent Code of Conduct.
- 1.7. The Nursery School has several support systems in place to meet the needs of all students. These include support from the teacher, Headmistress or Deputy Headmistress and possibly counselling services.
- 1.8. In the event of any behaviour management issue the nursery school will liaise closely with parents and, if relevant, other statutory and support agencies.

2. Attendance

- 2.1. For full details of attendance, please see the Inspired Attendance policy.
- 2.2. Students must attend all scheduled classes unless exempted from attendance, or ill. Whenever possible, Absence should be advised in advance by parents/guardians (usually by telephone). An explanation for absence must be given which is satisfactory to the School or College. Students are expected to arrive at classes on time. An extended



absence that is unaccounted for may lead to a student being removed from the roll of the school.

- 2.3. Parents can access the ISAMs Parent Portal to see their child's attendance.
- 2.4. Please note that it is usually the school's policy not to allow holiday to be taken during term unless in exceptional circumstances and with the agreement of the Headmistress.
- 2.5. Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during form time, project work, drama activities, stories and literature.

3. Rewarding Good Behaviour and Attainment

- 3.1. Underpinning all the Nursery School's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing negative behaviour when the other steps have been unsuccessful.
- 3.2. All staff celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider community using both written and oral praise whenever possible. Nursery School reports aim to constructively convey a student's achievements to his or her parents.
- 3.3. Student excellence is communicated regularly. Many other achievements, both within Nursery School and beyond, are recognised publicly via the regular assemblies and nursery school newsletters. These might include effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the school, as well as awards and certificates from external agencies.
- 3.4. The Nursery School aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.
- 3.5. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard. Effort and application are praised.

4. Addressing behaviour that falls below expectations.

- 4.1. We recognise that as students are growing in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicate types of behaviours that may take place and suggested punishments that align with the severity of the behaviour.



4.2. Table of disregard for learning and social interaction

Level of disregard	Definition	Examples	Sanctions	Staff usually involved
Low	Actions that are disruptive to the climate for learning and social interactions	Late to school / class Disruptive behaviour in class Disrespect of others Missing homework Lack of uniform Use of mobile	Reminders, cool down period, talking through solutions, lunchtime detention. ISAMs note (Managebac note), single demerits.	Subject teacher, class teacher, form / advisory teacher
Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	Persistent low-level disregard Inappropriate use of IT Inappropriate comments (but not directed to a person) Unintentional damage of property Vaping 1 st time (school, school trips or boarding) Marginal academic dishonesty Truancy, Swearing	Parent contacted. Lunchtime / break time reflection. After school detention Report card to HOY / HOPC ISAMs note (Managebac note) Parents asked to collect, i.e. when on a school trip, 4 demerits.	Subject teacher, form/ advisory teacher, academic coordinator, Head of Year
High	Action that are damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower level of regard Fighting Intentional damage of property Stealing Serious academic dishonesty Selling of legal items (i.e. energy drinks), possession of Alcohol, Acting as an accomplice / alias to bullying, racism, harassment Excluding people from WhatsApp group chats (or similar), distribution of images without consent. Creation and sharing of unkind / modified image of another student (image dependent)	Parent meeting. 1-3-day Internal suspension Withdrawal from trips Report card to Head of section. Parents asked to collect, i.e. when on a school trip, 4-8 demerits.	All of above, plus Head of section
Very high	Actions that are seriously damaging to self and or others and that undermine	Persistent lower levels of disregard Use of Alcohol on school grounds / in school	Parent meeting 3–5-day external suspension	All above plus Head



	the climate for learning and social interactions	Violent behaviour, malicious use of IT, violence, serious challenge of authority, verbal or physical abuse, bullying, racism, theft Testing positive for drugs Accessing and distributing illegal items (pornography, tabaco/vapes, alcohol) Possession of a dangerous weapon (knife) distribution of nude images without consent legal consensual sexual behaviour	Non-renewal of place for next year Report card to Head of School Expulsion Parents asked to collect, i.e. when on a school trip, 8-12 demerits.	
Zero tolerance These are NOT open to interpretation	Single actions that seriously undermine learning and social interactions (school rules)	Extreme violence Possession and/or use of illegal or drugs at school Extreme bullying, racism or abuse Selling illegal items Non-consensual sexual behaviour Illegal sexual behaviour	Immediate expulsion Inform Inspired safeguarding officer and local police. -where illegal activity, 12 demerits	All above mainly the Head and Governors (CEO UK)

Please note: An accumulation of 3 late arrivals could lead to a single demerit, in cases involving repeated offenses, a scale of severity of punishment should be used as a consequence relative to the severity of the offense. 12 demerits leads to automatic exclusion.

- 4.3. Restorative justice - Students who make mistakes need to be able to restore their wrong doings. Restorative Justice can take several forms:
- Parents should be informed of all misdemeanours, so they are aware of their children's behaviour, and they can hold their children account at home. The use of ISAMs is advised for tracking positive and negative behaviours.
 - Students should be encouraged to talk about why they have taken part in a negative behaviour.
 - Students should take part in a restorative conversation, apologising to students, or staff members who they have upset.
 - Students can take part in service learning to show further accountability for their errors. Schools should offer a time and place for this to happen.
 - Note – restorative justice SHOULD NOT be used a punishment. The punishment sits separately.

5. Removing students from lessons

- 5.1. Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly, to remove the student from a difficult situation, or to reinforce a particular expectation in the behaviour.



- 5.2. Exclusion from the lesson must only be for a brief time.
- 5.3. Outside of the classroom, the students, should be explained the reasons being excluded from the class. The case should be dealt with by the Headmistress.
- 5.4. A brief record of the lesson exclusion should be kept, and the teacher should be notified. This is best communicated through an email to the Teacher. It is not appropriate to exclude a student for long periods of time or multiple lessons.

6. Physical Restraint

- 6.1. Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the student or any other person.
- 6.2. If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a student.
- 6.3. Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.
- 6.4. Every member of staff will inform the Headmistress immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions, which includes the nature and date of the offence and the sanction imposed.
- 6.5. The school can search and produce listings of these records so that any patterns may be identified by the school.
- 6.6. We will always inform immediately a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

7. Specific considerations for Junior School Section

- 7.1. Rough and tumble play and fantasy aggression
 - Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.
 - We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.



- 7.2. Hurtful behaviour
- We take hurtful behaviour very seriously. On occasion most children under 5 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 most children, hurtful behaviour is momentary, spontaneous and often without cognisance 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. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- 7.3. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- 7.4. We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- 7.5. We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- 7.6. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.
- 7.7. In the event of serious misbehaviour or serious breaches of discipline the matter can be referred to the Headmistress.
- 7.8. Exclusions (both temporary and permanent) is applied for serious breaches of nursery school rules and expectations. Only the Headmistress in conjunction with the Board of Governors may exclude a student.

8. Specific considerations for Early Years School Section

- 8.1. The staff of the Nursery School are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially.



Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

- 8.2. A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.
- 8.3. We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.
- 8.4. In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.
- 8.5. Responding to Positive Behaviour
- Give Verbal praise to child and with parent
 - Use consistent reassuring Body language-a smile, nod, pat on the back
 - Child is given responsibilities and jobs to do
 - Care and value is given to child's paintings, drawings, construction and general responses.
- 8.6. Rewarding Positive Behaviour
- Perseverance, effort, achievement, concentration
 - General improvement in behaviour
 - Sharing, caring, being sensitive to the needs of others
 - Constructive and developmentally appropriate play
 - Taking care of equipment by showing respect for toys and books
 - Appropriate behaviour
 - Completion of a task
- 8.7. Responding to Challenging Behaviour
- The adult aims to understand what the child is communicating through their behaviour
 - The adult must be fully present with the child and listen to their needs.
 - Explanation of what child has done wrong, making sure he/she understands
 - Withdrawal from activity or area where inappropriate behaviour occurred
 - Child is given a specific activity to complete until released by adult
 - Adult's facial expression, tone of voice, body language
 - Reminding of the expectations
 - Child is redirected
 - Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'



- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

8.8. Every effort is made to gain the full support and co-operation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

8.9. Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration, communication, connection, and attention seeking as well as frustration and emotional dysregulation. The emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for other's feelings.

8.10. For safety and health concerns, biting must be taken seriously and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.
- The bitten child is consoled, and the bitten area washed with soap and water. If necessary, a cold compress is applied to reduce any swelling or bruising.
- The adult spends time with child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed and written incident report is logged. A dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary. The family should be encouraged to reach out to the child's paediatrician.

9. Complaints

9.1. The Nursery School expects that all staff, students and parents have fully acknowledged our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage.



06. ROLES AND RESPONSIBILITIES

- The Headmistress is responsible for implementing this policy and to inform the Regional CEO of any challenge regarding its implementation.
- Updates to this Policy must be approved by the Regional CEO

07. COMPLIANCE AND MONITORING

- Any observations of non-compliance with this Policy should be informed by writing to Head of School or to Regional CEO (in case of non-compliance by the Headmistress)

08. REVISION HISTORY

- Version 01 – draft version – Published on 27/02/2024



Appendix 1- Parent Code of Conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the Nursery School, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The Nursery School's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance, they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- Irrespective of any class, section or school potential wide concern or complaint, communications to Head of School or via any other channel should be done individually.
- It is not the mission and scope of Parents Association to be the representatives of parents in dealing with concerns or complains.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.



3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
 - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
 - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.

Appendix 2- Uniform and Appearance Policy

- Personal pride is reflected in the students' behaviour, attitudes, and attire.
 - Every Student in Kindergarten who is three years of age must always wear the Nursery School's full uniform.
 - Students should not remodel or deface the uniform in any way.
 - Students must be clean-shaven.
 - The only jewellery allowed are stud earrings, a simple neck chain worn beneath the uniform, a watch, and a wrist bracelet. Facial piercings, ear gauges and barbells are not allowed.
 - Visible tattoos are not allowed whilst in school Uniform.
 - Hair should be worn tidily, of natural colour and styled professionally (fully shaved, patterned buzz-cuts, dyed hair are not allowed).
- Whilst it is recognised that this is a difficult area to legislate upon and may conflict with students' own desire to express themselves, these expectations should be respected and parents should



ensure that when students leave for school, they conform to the guidelines for uniform and appearance.