



BEHAVIOUR POLICY

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REVIEWED BY :

Senior Leadership Team

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BEHAVIOUR POLICY

CONTENTS

CONTENTS.....	2
VISION STATEMENT.....	3
BEHAVIOUR STEP APPROACH	3
EDUCATIONAL CONSEQUENCES:	4
PROTECTIVE CONSEQUENCES:.....	4
RESTORATIVE PRACTISE (REFLECT, REPAIR, RESTORE)	4
SCHOOL EXCLUSIONS	5
DEFINITION OF 'BULLYING'	5
PREVENTING BULLYING.....	5
POSITIVE PHYSICAL INTERVENTION	5
RESTRICTIVE PHYSICAL INTERVENTION	6
APPENDIX 1: GLOSSARY	7
PRO-SOCIAL BEHAVIOUR.....	7
DIFFERENTIATED RESPONSE	7
APPENDIX 2: De-escalation Script.....	8
DE-ESCALATION SCRIPT :.....	8
Process of a Restorative De-brief:	8
APPENDIX 3: Strategies for responding to a child who, on occasions, WON'T	9
Redirecting:	9
Accepting:.....	9
Solution-focused.....	9
APPENDIX 4 : BEHAVIOUR STEPS	10

VISION STATEMENT

At Gorse Ride Schools our behaviour strategy uses a therapeutic approach to behaviour with the aim of promoting positive behaviour (referred to as **pro-social behaviour** – see *appendix 1 for definition*) that enables all pupils to achieve their potential and develop academically, socially, and emotionally within a positive and safe environment. We maintain high expectations of all our pupils in relation to their education and behaviour.

Our strong school ethos and value system underpins everything we do at Gorse Ride Schools where we encourage our pupils to be caring, supportive and demonstrate our values at all times. All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour.

AIMS

- To promote an environment where we support our pupils to make pro-social behaviour choices, and learn that they are responsible for their own behaviour
- To teach pro-social behaviours through positive role models, clear and consistent boundaries, encouragement and recognition
- To use educational and protective consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- To encourage consideration for others within and outside of the school community and understand how their actions may affect others
- To ensure there is a culture within Gorse Ride Schools that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their children

BEHAVIOUR STEP APPROACH

Where pupils choose not to make pro-social choices, refer to behaviour steps document (Appendix 4). Use the guidance to enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. This process will be supported by all staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

The steps are designed to be restorative and educational. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response. Behaviour analyses tools may be used to formalise available information relevant to behaviour eg anxiety analysis/mapping; predict and prevent plan or risk reduction plan.

EDUCATIONAL CONSEQUENCES:

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the affect of anti-social behaviour, and to aid internalisation of pro-social actions to avoid repetition. Children are supported through the 3R's (Reflect, Repair, Restore) which provide an opportunity for the pupils to learn from the experience.

These may include:

- third person role play to understand peer/adult feelings
- social stories
- completing or redoing tasks to the expected standard for the child, to be completed at break times or sent home
- modelling pro-social behaviours to younger peers
- behaviour related research to understand how and why actions have impacted others
- restorative debrief with child and parent/carer (see appendix 2)

For more information, please see 'Behaviour Steps Document'

PROTECTIVE CONSEQUENCES:

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include:

- an increased staff ratio and specific support given at break and lunchtimes (for example 20/20/20)
- work requiring completion to be completed at break times or sent home, and supported by parents/carers
- adaptation of access to outside space, day or residential trips, or extra-curricular activity
- access to a calm room/space
- whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary. (*Please see the exclusion policy for more details*)

Protective consequences are further supported through the 3R's (Restore, Repair, Reflect) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices.

RESTORATIVE PRACTISE (REFLECT, REPAIR, RESTORE)

During the incident the child's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a child who is calm, relaxed and reflective. Debrief is about repairing the feelings of **everyone** involved. The aim of a restorative debrief is to focus on harm that has been done; to identify how the harm can be repaired; to look at experiences, feelings and needs of everybody involved; to plan to ensure conflict is less likely to happen in the future.

DIFFERENTIATED RESPONSE

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. This may include the involvement of outside agencies – *for more information please see 'Differentiated Response' in Appendix 1.*

SCHOOL EXCLUSIONS

Exclusions may be required for the safety of children and adults, and to allow time for school staff to create a new plan to support the child. See the school exclusion policy for more details.

DEFINITION OF 'BULLYING'

We define bullying as “deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual or group.”

PREVENTING BULLYING

Bullying will not be tolerated in this school and adults are vigilant and recognise that anyone could be a victim of bullying. Pupils are encouraged to seek help and advice of adults to support them with any concerns around bullying. Pupils are encouraged to care for the well-being of themselves and their peers. Pupils are encouraged to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:

- Modelling prosocial behaviour
- Supporting and promoting our school values of compassion, kindness and friendship
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (*this is not an exhaustive list*)
- Protective behaviours where deemed necessary

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- The broader taught curriculum

Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. It may be deemed necessary for the school to liaise closely with parents/carers to help support the pupil.

For additional information please see the school's Anti Bullying Policy.

POSITIVE PHYSICAL INTERVENTION

Staff will use positive physical intervention to support pupils in the following ways:

- To give recognition, praise and re-focus to pupil's such as: a high five, a tap on the shoulder.
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug

- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g.... scissors, PE equipment
- Self-care e.g. nappy changing. Some pupils will have individual care plans where procedures are clearly highlighted.

This list is not exhaustive and will depend on what is appropriate for the child

RESTRICTIVE PHYSICAL INTERVENTION

Members of staff take steps in advance to avoid the need for restrictive physical intervention. De-escalation strategies are used by all staff where appropriate. The use of restrictive physical interventions is only appropriate in the following circumstances, in order to keep pupils safe:

- to prevent a child from injuring self or others
- to prevent or stop a child from committing dangerous acts of vandalism
- to prevent a child from committing a criminal offence

Team Teach strategies will only be employed by those members of staff who have up to date training.

PRO-SOCIAL BEHAVIOUR

Pro-social behaviours are any actions that benefit the individual and others around them.

For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a positive mindset to persevere and challenge themselves to complete the task
- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

We aim to promote pro-social behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback
- communication with parents/carers to highlight pro-social behaviours
- role modelling the school values with peers and pupils throughout the school
- encourage pupils to take on responsibilities and duties
- acknowledgement for demonstrating school values
- celebration and sharing of learning in whole school assembly
- incidental rewards and praise, which might include house points, certificates and stickers

DIFFERENTIATED RESPONSE

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance, support or provision from specialised educational agencies to formalise strategies that differentiate from policy, these may include Individual Behaviour Plans or a reduced timetable. External agencies might include:

- an Educational Psychologist
- a member of the Child and Adult Mental Health Team (CAMHS)
- alternative provisions such as Foundry, JAC or Alt Prov
- Early Help Request for family support
- Wokingham Wellbeing Hub

Where a child is at risk of exclusion, an Individual Behaviour Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the Individual Behaviour Plan (e.g. Early prognosis chart, conscious and subconscious behaviours checklist, roots & fruits, anxiety mapping). It is the responsibility of staff working with the child and within the year group team to be familiar with the expectations of the Individual Behaviour Plan.

APPENDIX 2: DE-ESCALATION SCRIPT

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The key principles of de-escalation are:

- the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.

DE-ESCALATION SCRIPT :

- [child's name] I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and ...

All staff must have a sticker with the de-escalation script on the back of their lanyards for easy reference.

PROCESS OF A RESTORATIVE DE-BRIEF:

- Explore what happened. Allow them to tell their story.
- Support their story with non-judgemental accurate descriptions
- Explore what people were thinking and feeling before, during and after the incident.
- Identify who has been affected and how.
- Consider how we can repair relationships.
- Plan for a different response to the same experiences or feelings reoccurring.

APPENDIX 3: STRATEGIES FOR RESPONDING TO A CHILD WHO, ON OCCASIONS, WON'T

A child who, on occasions, WON'T:

REDIRECTING:

when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking.

Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something....

ACCEPTING:

when a child refuses for whatever reason, give immediate partial agreement to his/her comment. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour.

E.g. Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

SOLUTION-FOCUSED

Focusing on getting the behaviour right:

Example – Working with talking partner.

1. When working with your partner, we need to remember to listen to each other, take turns and think carefully about what has been said before responding
2. It is OK to challenge someone's ideas, providing we are polite.
3. For the rest of the day, I will be looking especially hard for great examples of children working with their talking partner to share with the class.

APPENDIX 4 : BEHAVIOUR STEPS

STEP 1

Age and Stage must be considered in individual cases

<u>Low Level Behaviour (Not Recorded)</u>	<u>One or More Things an Adult Can Do (Teacher/TA)</u>	<u>Support Offered</u>
Wandering about in class	<p>A. Non-Verbal gestures Eye contact Frowns Tap on the desk</p> <p>B. Proximity Putting hand on shoulder</p> <p>C. Planned ignoring</p> <p>D. Reminder of expectations of behaviour and values, with an explanation of how behaviour is negatively impacting on themselves or other</p> <p>E. Verbal warning with reason (because you did ...)</p> <p>F. Change of seat</p> <p>G. Praise other children</p> <p>H. If child demonstrates persistent Step 1 behaviours for a week, the teacher may speak with parents to find out if anything is different at home to help understand any relevant context or function behind the behaviours</p>	<p>Teacher knowledge of class should ensure that reasonable adjustments (e.g. scaffolds, resources, visual timetables, movement breaks) are made from the outset.</p> <ul style="list-style-type: none"> ● Class teacher/TA talks with child about behaviour and expectations ● Praise for correct behaviour <i>as soon as it is demonstrated (catch them being good)</i> ● House points/Stickers/Class Rewards for improvement ● Circle time (SCARF) ● Give turn it around time – an opportunity to improve or complete task ● Consistency of silent signals
Calling out and interrupting in class		
Talking in class		
Making silly noises		
Persistent Fidgeting/ fiddling (not agreed with adult)		
Pushing in line		
Lack of effort		
Telling lies (low level/ harmless)		
Swinging on chairs		
Lack of respect of property i.e. not being careful with equipment or not tidying when requested		
Not following end of play rules		
Ignoring instructions – low level, e.g. put your pencil down		
Annoying others or trying to distract Them		

STEP 2

Age and Stage must be considered in individual cases

<u>Less Serious Behaviour (not recorded)</u>	<u>One or More Things an Adult can do (Teacher/TA)</u>	<u>Support Offered</u>
a) Persistent/ reoccurring Step 1 Behaviour over the course of 2 weeks despite adult actions/ support	<ol style="list-style-type: none"> 1. Reminder of expectations of behaviour and values – do you need help? 2. Reminder plus limited choice consequence (i.e. you can complete the task in class or in a different area of the classroom) 3. Reminder plus limited choice consequence (i.e. you can complete the task in class now or at break/lunchtime) <p><u>Educational Consequences:</u></p> <p>A. Restorative conversation with teacher</p> <p>B. Loss of some or all of playtime in order to complete work or repair damage (e.g. apologise, clear up mess, etc)</p> <p style="text-align: center;">or</p> <p>Reposition alone in class; on the playground being kept with an adult to discuss actions</p> <p><u>Additional Actions</u></p> <ul style="list-style-type: none"> • Teacher to inform parents of persistent Step 2 behaviours after a week • Swearing & stealing should be put on CPOMs • Change of seating plan • Send to another class with colleagues & SLT prior agreement (& reasoning explained to chn, with expectation of completing work there) 	<p>Teacher knowledge of class should ensure that reasonable adjustments (e.g. scaffolds, resources, visual timetables, movement breaks) are made from the outset.</p> <ul style="list-style-type: none"> • Class teacher talks with child individually • Rewards for improved behaviour: class rewards, stickers, House Points, Gold book • Strategies & adjustments discussed and agreed with inclusion team/SENCO (<i>if required</i>) • Stickers/ Sticker chart for a period of time • Circle time and role play led by classteacher or teaching assistant • Discussion with parent about turning behaviour around • Parent discussion after a period of time for improvement • Positive note from teacher • SLT made aware at pupil progress/ advocate meetings & noted for advocate follow up • Zones of regulation work • ELSA support • Use the Early Prognosis sheet
b) Choosing not to follow an adult's repeated request, even with turn it around time		
Aggressive play, e.g. in football		
Being rude to an adult/ answering back (occasionally)		
Low level destruction, e.g. cutting rubbers		
Saying no to adult		
Swearing at other children (in heat of the moment)		
Opportunistic stealing (of small things)		
Minor hurting, e.g. shove		
Isolated unkind behaviour, e.g. hurting someone with words		
Wandering outside classroom		
Intentionally interrupting/ annoying other pupils		
Telling lies to get out of trouble/ get others in trouble		

STEP 3

Age and Stage must be considered in individual cases

Serious behaviour (Recorded on Cpoms and Head and Deputies tagged in)	<u>Action to be Taken By an Adult (Teacher)</u>	<u>Support Offered</u>
Persistent/ reoccurring Step 2 behaviour for 2-4 weeks despite adults actions and support	<ol style="list-style-type: none"> 1. Reminder of expectations of behaviour 2. Reminder plus limited choice consequence offered 3. Use of de-escalation script <p>Protective Consequence: removal of a freedom to manage harm and to create time and space for an educational consequence</p> <p>Educational Consequences:</p> <ol style="list-style-type: none"> A. Reflective sheet completed after restorative conversation with teacher B. Loss of some or all of playtime in order to write a letter of apology or to complete work <p style="text-align: center;">or</p> <ol style="list-style-type: none"> C. Separation from the rest of the class but within the class; on the playground being kept with an adult; move to partner class (with prior agreement) <p style="text-align: center;">or</p> <ol style="list-style-type: none"> D. Reparation of damage E. Not joining in activity they were unsafe in until can model safe behaviour F. Removal of electric device or apps G. Work to be sent home if appropriate (consider SEND, family circumstance) <p>Additional Actions: Contact made with parents/carers (face-to-face, phone call) made by class teacher – SLT will support if requested by class teacher.</p>	<p>Teacher knowledge of class should ensure that reasonable adjustments (e.g. scaffolds, resources, visual timetables, movement breaks) are made from the outset.</p> <p>Behaviour Targets set with parents and monitored weekly by parents and teacher If persistent have home school communication book to try and identify causes or patterns in behaviour Role model and scaffold emotional vocabulary using Zones of Regulation Offer safe space if appropriate Use the Early Prognosis sheet to inform Predict & Prevent grid ELSA support</p> <p>SLT aware (via CPOMS and discussions) but would not lead actions unless bhr is persistent despite teacher intervention on above actions</p>
Intentional rudeness towards staff & children		
General refusal to do anything including classwork		
Throwing things in temper (not at people)		
Hurting someone intentionally – provoked – in isolation		
Swearing for a reaction		
Deliberate damage to class equipment		
Spitting to/ at people intentionally		
Not following instructions in practical/ hazardous activities		
Pre meditated stealing (from bags/ drawers)		
Inappropriate peer touching, e.g. smacking bottoms		
Inappropriate use of resources, e.g. computer		

STEP 4

Age and Stage must be considered in individual cases

<u>Very Serious Behaviour</u> (Recorded on Cpoms and Head and Deputies tagged in)	<u>Action to be Taken</u> <u>By adult and Senior Leadership Team</u>	<u>Support Offered</u>
Persistent/ reoccurring Step 3 behaviour for 2 -4 weeks despite adults actions and support	<ol style="list-style-type: none"> 1. De-escalation script followed by any adults involved 2. Child to be encouraged to a safe and calm space when ready to. If child will not move and is causing dangerous behaviour, ask others to leave the area quietly. 3. Incident to be investigated and all involved to be listened to by an identified member of staff 4. Discussion about the anti-social behaviour with the child and the subsequent protective and/or educational consequences. <p><u>Protective Consequence:</u> removal of a freedom to manage harm and to create time and space for an educational consequence</p> <p><u>Educational Consequences:</u></p> <ol style="list-style-type: none"> A. Teacher contact parents with SLT support B. Reflective Sheet completed after restorative conversation with teacher and SLT C. Reparation of damage D. Separation from class E. Isolation from session/ play for 1/2 day (either separately or in another class/area - planned with SLT) F. Safety advice/ discussions G. Work to be sent home if appropriate (consider SEND, family circumstance) <p><u>Additional Actions:</u> Bhr targets monitored daily by teacher and reported to parents and SLT daily.</p> <p>Formal meeting with parents with SLT and teacher – letter sent home after meeting</p>	<p>Teacher knowledge of class should ensure that reasonable adjustments (e.g. scaffolds, resources, visual timetables, movement breaks) are made from the outset.</p> <ul style="list-style-type: none"> ● Individual Therapeutic Plan (risk reduction plan) created by class teacher and SENCO – to be discussed with parents ● Daily home/school communication ● Emotional vocabulary using Zones work ● Offer safe space if appropriate ● Predict & Prevent grid and other Therapeutic tool kit resources ● Referral to outside agencies ● ELSA work ● Reward system for specific bhr; positive reward at home with parental agreement
Unprovoked and deliberate physical aggression to others, including throwing things at them		
Explicit, verbal abuse to staff or child (swearing)		
General refusal to do anything including classwork – persistently		
Racist/ discriminatory language		
Inappropriate touching, e.g. lifting skirt, pulling down trousers		
Bullying (<i>deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual or group</i>)		
Extreme lesson disruption, e.g. class has to leave room		
Extreme challenge to authority – including ignoring SLT direction		

STEP 5

<u>Extremely Serious Behaviour</u> (Recorded on Cpoms and Key Stage Leaders tagged in)	<u>Action to be Taken By Senior Leadership Team</u>	<u>Support Offered</u>
Persistent/reoccurring Step 4 Behaviours in Explicit, verbal abuse to staff or child (sexual) Dangerous acts of vandalism, e.g. pulling boards off walls, climbing on roof, breaking glass	<ol style="list-style-type: none"> 1. De-escalation script followed by any adults involved 2. Child to be encouraged to a safe and calm space when ready to. If child will not move and is causing dangerous behaviour, ask others to leave the area quietly. 3. Incident to be investigated and all involved to be listened to by an identified member of staff 4. Discussion about the anti-social behaviour with the child and the subsequent protective and/or educational consequences. <p><u>Protective Consequence:</u> removal of a freedom to manage harm and to create time and space for an educational consequence. Reduced timetable. Alternative provision.</p> <p><u>Educational Consequences:</u></p> <ol style="list-style-type: none"> A. Internal exclusion from the class and playground(For half or whole day) B. or C. Member of SLT to contact the parents for a meeting at 8.30 am the next morning and a letter to be sent home at the end of the day confirming the meeting D. or E. Behaviour Targets to be set on a <u>dailyreport</u> format monitored by teachers and pupil to report to SLT daily (end of the day) F. or G. Behaviour Support Programme Meeting arranged by SENDCo or Headteacher including parents and outside agencies. H. or I. Reparation of damage or parent charged for damage J. or K. Fix Term Exclusion <ol style="list-style-type: none"> 1. Letters to be sent to parents 2. Letters to be sent to WBC 	<p>Teacher knowledge of class should ensure that reasonable adjustments (e.g. scaffolds, resources, visual timetables, movement breaks) are made from the outset.</p> <ul style="list-style-type: none"> • Review Individual Therapeutic Plan (risk reduction plan) created by class teacher and SENCO – to be discussed with parents • Personal motivating rewards are agreed with school/parent/child as part of the Individual Therapeutic Plan • Individual and class Rewards/ stickers/ certificates • Circle Time/ <i>therapy work</i>, e.g. <i>ELSA (using SCARF/ Evolve, etc)</i> • Referral to outside agencies • Home school communication book
Extreme danger or violence – intentional physical abuse to any member of staff/ <i>child</i> unprovoked repeatedly with intent to harm resulting in injury		
Intentionally racist/ discriminatory comments		
Leaving school site		
Persistent Stealing/ Stealing high value items Possession of and using phone/device when not allowed		
Dangerous lesson disruption – safety of others at risk		
Cyber bullying – sending abusive messages about pupils/ staff		
Inappropriate touching – groping, touching under clothes		
Sending sexually explicit photographs or messages via mobile phone or other media		

	and SEND team if needed 3. Chair of Governors informed	
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Nursery

Within Gorse Ride Nursery, a range of techniques are used to support children's behaviours and learn social rules and norms. We understand that all behaviour is a form of communication and for our youngest children, this is sometimes very physical and in other parts of the Academy would warrant difference consequences. However, for the children in our Nursery setting it is important that the strategies used are age appropriate and support age related personal development. If a child needs support with their behaviour or acts in a way which has hurt or upset another child or damaged property, some of the following strategies maybe used:

- Calm talking
- Thinking time with a timer (2 or 3 minutes)
- Hand gestures
- Proximity
- Eye contact

Whole setting or group strategies to support behaviour may include:

- Praise
- Signing
- Actions
- Puppets to promote positives behaviours
- Stickers and stamps

If a child's behaviour is repeated or is of concern, parents will be informed on the same day when collecting their child or in some cases a telephone call will be made in the day. If this behaviour continues then advice will be sought from the SENDCo or Senior Leadership Team and a meeting with parents maybe requested.

At Gorse Ride Schools, we understand that behavioural consequences for Nursery children may vary from child to child depending on their needs, developmental understanding and the circumstances in which it occurred.