

## Kindness – Respect – Integrity

Our school believes that children flourish best when their personal, educational, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their conduct.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour are Kindness, Respect and Integrity.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We familiarise new staff and volunteers with our Achieving Positive Behaviour policy and its guidelines for behaviour

We expect all members of our school community – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently and with kindness.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using careful observation and diagnostic reflection to help us to understand the cause and to decide jointly how to respond appropriately.

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We ensure that learning is accessible and well-resourced and engaging so that children are meaningfully occupied without the need for unnecessary conflict.

We are committed to attachment-aware and early trauma-informed practice and work with kindness and compassion when dealing with a dysregulated child.

We acknowledge and celebrate behaviour which is above and beyond. We focus on the behaviours we want to grow.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our school, so that they feel valued and welcome. Across the school every child is met and greeted formally by their teacher or significant staff member.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. All staff give a professional and emotion free response to inconsiderate behaviour. The focus is always on learning.

When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

We actively avoid “time out” strategies which exclude children from the class. Any exclusion is always a last resort.

We never use physical or corporal punishment and children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only when a child is a danger to themselves or others and on rare occasions to prevent severe damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Leadership Team and are recorded on a Physical Restraint Form.

In cases of serious misbehaviour, such as racial, physical or other serious abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanation rather than personal blame.

We do not shout or raise our voices to respond to children’s inconsiderate behaviour.

We believe the adults need to make a connection before they can effectively grow positive behaviours in children. It’s a professional responsibility to build good relationships with our children.

When a child is displaying inconsiderate behaviour, it is a sign s/he is in distress. S/he requires a kind and compassionate professional response.

When using microscripts they should be *‘performed without anger or shards of frustration. They need the serious tone of a hospital drama and the certainty of a news broadcast. The tone must be reassuringly consistent with body language complementing the messages in speech.’* Paul Dix 2017