



SSFU Behaviour Code of Practice

Please note:

This Code of Practice must be read in conjunction with The King's School Behaviour Policy.

Train a child in the way he should go, and when he is old he will not turn from it.

(Proverbs 22v6)

So in everything, do to others what you would have them do to you.

(Matt 7: 12)

Positive Behaviour Management

- We recognise the importance of encouragement and verbal praise for everyone at Stepping Stones. We therefore seek to foster an atmosphere of encouragement and specific positive praise wherever possible for the children in our care.
- Staff will use a 'jewels-in-the-jar' or similar system for Reception children to encourage positive behaviour for individuals, groups or the whole class.
- Wherever possible, staff will make use of positive behaviour strategies when dealing with children's undesirable behaviour.
- Children will be involved in drawing up simple rules (expressed in positive terms) at the start of the school year to help them understand behavioural expectations. These rules will be displayed in the classroom where they can be referred to as necessary.
- Staff will use events and stories in the Bible and other stories read in class to encourage children's appreciation of why good behaviour choices matter and the consequences of poor behaviour choices.
- Staff will encourage children to reflect on their behaviour in terms of how they would like other people to treat them.

Dealing with Undesirable Behaviour and Sanctions

Where there are repeated misdemeanours and two warnings have already been given, the child will be asked to sit out for a brief period of time (up to 5 minutes) in order to reflect. Where another child has been hurt or the behaviour is clearly unacceptable according to the rules of the setting, it may be appropriate to sit a child out straight away. Before allowing the child to return to normal activities, the member of staff concerned should go through the discipline cycle (see below).

Where children make unacceptable behaviour choices which require more direct intervention (eg refusing to share, deliberately hurting other children or persistently refusing to follow

reasonable instructions), staff will follow a simplified version of the discipline cycle in The King's School Behaviour Policy:

- i. Take the child aside and challenge the behaviour, explaining why it is unacceptable.
- ii. Encourage the child to own responsibility/confess. Wherever possible, help the child to verbalise what they should be doing in positive terms by asking how they could have done things differently (eg I need to share toys or I need to use kind hands or I could ask a grown up to help).
- iii. Ask the child to apologise to the offended party and if appropriate make restitution.
- iv. Express forgiveness to child (and encourage any injured party to also express forgiveness) so that the child knows they are forgiven and loved regardless of the incident.

Where children persist in difficult behaviour over a number of sessions, parents will be invited into the setting to discuss and develop strategies together to help the child change their behaviour (eg through using a sticker chart).

If a child is in danger of causing personal injury to themselves or another child or adult, or likely to damage property, physical intervention (ie using reasonable force) is permitted. Records must be kept of any occasion where physical intervention is used (using the incident form) and parents and carers must be informed on the same day or as soon as reasonably possible.

Adults must never smack or hit a child under any circumstances and must not use or threaten any punishment which could adversely affect a child's wellbeing. Adults should not shout at a child unless it is an extreme situation that demands a raised voiced, such as when a child is in danger of injuring themselves or others.

Exclusion

Where the above strategies have been tried and a child still persists in making poor behaviour choices in a way that is detrimental to the wellbeing of other children and staff in the setting, parents may be requested to collect their child and take them home for the remainder of the session, and a suitable period of exclusion may be applied. This decision would be made in consultation with the Principal, Mr Steve Beegoo, or the most senior member of staff in school in his absence.

Named person

The named person with responsibility for behaviour management in the setting is the manager, Mrs Adrienne Blakey. She will also be responsible for advising staff on behaviour issues and will access expert advice where necessary.

Reviewed February 2019

Next review February 2020