

Launceston Pre-School

Behaviour Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

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| Status: Adopted | |
| Recommended | |
| Statutory | Yes |
| Version | V3 |
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| Review | (Reviewed: Autumn 2023) Spring 2025 |
| Advisory Committee | School Improvement and Strategic Development Local Governing Advisory Body |
| Linked Documents and Policies | Anti-Bullying Policy Complaints Policy Exclusion of Pupils Policy Mental Health and Emotional Health Policy Peer on Peer Abuse Policy Relationship and Relationship and Sex Education Policy Restraint Policy Safe Touch Policy Safeguarding and Child Protection Policy SEND Policy |

Launceston Pre-School's Mission Statement:

Inspiring Passionate Life Long Learners

We are committed to this by developing our 'Learning Sails' with pupils:

- **Reflection**

We ask all learners to give thought or consideration on their actions and learning.

- **Self-awareness**

We encourage self-awareness and having a conscious knowledge of one's own character, feelings and learning. We encourage learners to know where they are with their learning and their next steps.

- **Curiosity**

We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more.

- **Resilience and Tenacity**

We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite the challenge.

- **Connect**

We promote learning where connections can be made, where children can relate new and old learning.

The aims of this behaviour policy:

It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and with respect. We are a caring community, whose values are built on mutual trust and respect for all. The academy's behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

The academy expects every member of the school academy to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

The academy recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Our approach in applying the behaviour policy across the school is consistent and is applied by all members of staff but it may be presented to pupils in an age-appropriate way (EYFS) and some of the sanctions are applied in an age-appropriate manner.

UNICEF's Rights Respecting Schools Award (RRSA):



We follow a human rights based approach to behaviour through UNICEF's Rights Respecting Schools Award (RRSA), which helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the school's values framework.

As a whole academy community, we have moved from speaking about 'rules' to speaking about our values and our rights. This approach enhances pupils' understanding of the consequences of individual and group actions on the rights of others locally and globally. It also serves as a basis for a shared vision which runs like a thread through all aspects of academy life, and which promotes positive environments, positive relationships and a hunger for learning.

Trauma Informed Schools (TIS):

Launceston Pre-School is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build an academy/trust network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

Launceston Pre-School's behaviour policy and the Trust's relationship policy reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma-informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

Trauma Informed Schools is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. It aims to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

We have specially trained Trauma and Mental Health Informed Practitioners across the Trust. These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in a 1:1 session, in class or in small groups.

The academy acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing



Community engagement – the academy proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Recognition of positive behaviour:

In addition to a culture of regular verbal praise and appreciation, the following systems operate in the academy and may be awarded by all staff:

- Stickers: pupils may also be awarded stickers to celebrate success instantly.
- Being given choices for activities they would like do.

Unacceptable behaviour:

For the purposes of this policy, the pre-school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption
- Failure to follow instructions
- Rudeness - Disrespect

'Low-level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour', depending on the severity of the behaviour.

Outside play:

Outside play is a time when a range of unacceptable behaviours may occur. The academy has developed a range of structures to minimise these:

- Children are monitored at all times. The staff are in the correct ratio's when outside.
- Low level inappropriate behaviour is promptly dealt with to avoid escalation.
- Children are spoken to about their behaviour at the time and if needed are taken away from the situation.

Individual Positive Support Plan:

If the problem is not resolved, then it is appropriate to take advice from other local agencies to assess the needs of pupils who display continuous disruptive behaviour. An Individual Positive Support Plan may be drawn up with the pupil, parents and other agencies e.g. family support worker. This will identify the pupil's strengths as well as weaknesses and plan a structured way forward for the pupil.

SEND:

Launceston Pre-School will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.



Pre-School Assistants will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.