



**LEASOWES EXTRA**  
**Behaviour and Discipline Policy**



<b>Date approved: January 2025</b>	<b>Written by: J.Caven</b> <b>Business Manager</b>
<b>Date to be Reviewed: January 2027</b>	<b>Approved by: G.Bettany</b> <b>Chair of Trustees</b>

**1. Setting Ethos**

Leasowes Extra strives to provide an inclusive, learning rich environment where children feel safe to take risks to enable them to reach their full potential. Children are encouraged to take pride in their achievements and embrace change in a positive manner. They are inspired to embark on a lifelong learning journey to develop knowledge, skills and become well rounded individuals who flourish in our ever-changing society.

**The setting is committed to:**

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves the children in the implementation of the setting’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

**2. Legal Framework**

This policy operates in conjunction with the following setting policies:

- Anti-Bullying Policy
- Health and Wellbeing Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Equality Policy
- Online Safety Policy

**3. Rationale**

The term ‘behaviour’ at Leasowes Extra incorporates a wealth of attributes that include: learning behaviour, appearance, attendance, attitude, conduct and responsibility. Children need to live their school life through the schools’ 6 values of **Respect, Courage, Collaboration, Enjoyment, Aspiration and Love.**

Leasowes Extra believes that behaviour is a shared responsibility. We expect all stakeholders, setting staff, children, parents and Trustees to be committed to establishing a learning environment which promotes positive behaviour and relationships of mutual respect based on a sense of community and shared values. We believe that children have the right to learn in an environment which is conducive to learning and promotes high levels of engagement. It is our primary aim that every member of the setting community feels valued, respected and that each

person is treated fairly. We believe that all stakeholders must take ownership of their behaviour. We are **all** responsible for our own actions.

#### 4. Aims of the Behaviour Policy

- To outline rewards and sanctions and how they will be fairly, flexibly and consistently applied
- To define acceptable behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that result as a consequence
- To encourage children to have high expectations and aspirations of themselves and others
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment
- To enable children to become increasingly independent learners that develop a life-long love of learning
- To teach positive values and attitudes through the curriculum and a range of activities that celebrates difference and diversity.
- To provide clear, fair procedures to deal with inappropriate behaviour when it does occur
- To be fully supported by all stakeholders and to role model the correct manner in which we deal with situations

#### 5. Expectations of the Behaviour Policy

- The setting expects every member of the setting community to behave in a caring and considerate way towards others
- To ensure children can see behaviours are dealt with consistently across the setting
- Good behaviour is expected. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each other's company
- To enable children to deal with conflicts in a positive manner giving them the coping strategies to reach positive outcomes
- To help children understand consequences and the impact of their behaviours on others
- For all stakeholders (staff, Trustees, parents, children) to work together to ensure a calm, safe, stimulating learning environment

#### 6. Responsibilities

##### **Children are expected to:**

- Behave in an orderly, purposeful and sensible manner
- Show courtesy and respect to all members of the setting and visitors
- Be thoughtful, kind and helpful to others
- Have positive attitudes and willingness to learn

##### **Parents are expected to:**

- Be aware of the setting's behaviour policy and actively support it discussing any issues/problems with staff, Business Manager, Trustees in a respectful manner
- Be polite and reasonable in dealings with the setting
- Show respect for others by being mindful and thoughtful when using **social media** sites and WhatsApp groups

##### **Staff are expected to:**

- Set high standards of social behaviour by role modelling: politeness, being well disciplined, having an organised approach and embracing setting based tasks with enthusiasm
- Listen to children, making it clear that their opinions and reactions matter and giving them time to talk through actions and responses
- Seek every opportunity to reinforce the behaviour policy through a positive approach, dealing firmly and fairly with those who do not maintain the high standards that are expected of them

**Trustees are expected to:**

- Refer all matters regarding discipline to the Business Manager or Chair of the Trustees
- Be familiar with and actively support the setting's behaviour policy
- Follow the staff code of conduct

**7. Expected Behaviour**

At Leasowes Extra we expect children to:

- be polite and courteous to all people at all times
- show respect, kindness and consideration for others
- have an excellent attitude to learning/activities
- take turns and behave fairly in all situations
- keep the setting tidy
- look after setting property, their own and that of others
- behave sensibly and move around the setting safely at all times
- listen to others and try to understand differing points of view
- allow others the opportunity to learn by managing their own distractions
- aim high and complete all tasks/activities to the best of their ability

**8. Unacceptable Behaviour**

The following behaviours are unacceptable:

- Constant disruptive behaviour, that impacts on others learning or safety
- Physical or verbal bullying
- Behaviour which shows disregard for property and could damage the settings, their own or others' property
- Use of rude or abusive language, which includes swearing and use of offensive words
- Anti-social or aggressive behaviour directed at others e.g. hurting others' physically or threatening them, this includes towards children and staff
- Anti-social or aggressive behaviour directed at others particularly on the grounds of race, culture, gender or ability
- The playing of rough and dangerous games
- Poor attitude
- Use of social media to discuss setting matters, children or staff (including texting)

The Behaviour Policy is designed to positively deal with unacceptable behaviour, ensuring that the children understand right from wrong. The staff will support children and parents to resolve any matters arising.

Verbal or physical abuse towards staff will not be tolerated at all, in the very rare cases where this happens the Trustees will be involved and it could result in parents/carers not being allowed onto school premises. Advice from the police will be sought.

**9. Behaviour in the Corridors and Walkway**

- Whilst in the corridors, children are expected to show respect to others' who may be working around them.
- All children are expected to walk around the school in a calm and polite manner.
- Children are to take care and look after the corridor areas, especially display boards.
- All litter to be placed into bins provided.

**10. Children with Special Educational or Emotional Needs**

At Leasowes Extra we use the school's highly successful SENCO and SEN (Special Education Needs) department who cater for the needs of pupils that are identified as needing more support. Children from time to time may need intervention from external agencies and every effort is made to ensure they follow recommendations to ensure progress is made in all areas of education, this includes behaviour.

Leasowes Primary School has invested in the HOPE (Helping Our Pupils Emotionally) programme since September 2016. They have 3 trained members of staff who are available to support and run interventions for children that find emotional wellbeing difficult. This may be a long or a short term intervention e.g. dealing with bereavement, parental separation. The setting has access to this support should it be needed.

### 11. Rewards

At Leasowes Extra we celebrate learning, good behaviour and good attitudes towards learning. We believe that a positive approach to behaviour and attitude helps learners to have high expectations and aspirations of their own and others behaviour. Rewards can be demonstrated in a number of ways such as:

- Staff acknowledge and congratulate children
- Verbal praise
- Stickers and class based incentives
- Sending to the Headteacher, Deputy Headteacher for praise
- Headteacher/Deputy Headteacher award stickers
- Half termly awards morning where children who have shown consistently good or outstanding behaviour are awarded a certificate by the Headteacher or Deputy Headteacher and have the chance to win a prize if their raffle ticket is pulled out of the 'outstanding learning' golden box

### 12. Behaviour Strategy – Dealing with Inappropriate Behaviour

The main behaviour strategy that Leasowes Extra nursery follows is guided by the principle of '**Good to be Green**'. This strategy acknowledges positive behaviour but also follows a process if unacceptable behaviours occur. However, Leasowes Extra expects 'good' behaviour and therefore has adapted the strategy so that it recognises outstanding behaviour.

In the before and after school settings behaviour is controlled using the '3 strikes' process. If unacceptable behaviours are displayed, in the first instance the child will be given a verbal warning. If the behaviours continue then the child will be given a second verbal warning and a sanction if this behaviour continues. If the unacceptable behaviours still continue then the sanction will be followed through on the third occasion.

Our aim is for all stakeholders to demonstrate outstanding behaviour.

### 13. Outstanding Behaviour

Outstanding behaviour is all of the expected behaviours and the following:

- displays curiosity and a love of learning
- consistently super smart appearance
- drives own learning and shows independence of thought
- going above and beyond by continuing learning at home
- being a positive role model who has an impact on other children and the classroom environment

Children who display outstanding behaviour will be given a raffle ticket to place into the 'Outstanding Learning' box. Every half term anyone who has gained a raffle ticket will get an outstanding behaviour certificate and have the chance to win a prize. On the last day of every half term the certificates will be presented and a raffle ticket will be drawn. The more raffle tickets the children earn the better their chance of winning a prize.

### 14. The Values of the setting

Leasowes Extra adopts and embeds the six core values and attitudes that are taught in school:

**Respect**  
**Courage**  
**Collaboration**  
**Aspiration**  
**Enjoyment**

## Love

In KS1 and KS2 these values are explicitly taught and focused on during the schools' assembly themes. In the EYFS these values are drip fed in class throughout the year. The aim is to develop a good understanding of what each value means and what it looks like in action around school and in society and the setting. Within the six core values the children learn about other principles and values which underpin our thinking e.g. within respect, we also think about tolerance, thoughtfulness and understanding. These core values support children to become well rounded individuals that are able to flourish in our ever-changing society. The school values follow through into the Leasowes Extra setting.

### The Associated Behaviours

#### When we ALL show RESPECT, we:

- Are polite towards everyone around us
- Listen to each other
- Respect each other's opinions
- Play our part in ensuring that the setting, as well as communal areas are kept tidy
- Model how to be respectful to each other
- Drive forward the vision and ethos of the setting
- Come to the setting looking smart and take pride in our appearance
- Share good practice where appropriate to help us all improve
- Are aware of other's around us and understand the need for confidentiality

#### When we ALL show COURAGE, we:

- Are ready to try something new
- Are willing to step out of our comfort zone
- Are ready to take risks
- Are resilient so that we have a consistent approach to all that we do
- Enjoy and embrace a challenge
- Speak out when something worries us

#### When we ALL show COLLABORATION, we:

- Empathise with others and use this to support each other
- Communicate effectively with each other, thinking about the language that we use
- Share our good ideas with others
- Play our part in driving forward setting initiatives

#### When we ALL show ASPIRATION, we:

- Set high expectations for ourselves
- Encourage each other to be the best that we can be
- Drive new initiatives forward
- Build on what we already know, to make ourselves even better

#### When we ALL show ENJOYMENT, we:

- SMILE!
- Are enthusiastic and self-motivated
- Do all that we can to stay positive
- Celebrate each other's successes

#### When we ALL show LOVE, we:

- Are ready to listen to each other
- Strive to be a good friend
- Show pride and passion for the setting
- Share and nurture each other's curiosity and love of learning

## 15. The Leasowes Charter

The children of Leasowes Primary School decided what statements would form the Leasowes Charter. These statements are used across the whole school community including Leasowes Extra and will be referred to consistently when dealing with positive and negative behaviour:

**Look smart, act smart**  
**Active listening, active learning**  
**Always work hard and be proud**

**Have the courage to challenge yourself**  
**Always have kind hands, kind feet and use kind words**

#### **16. How the Behaviour Strategy is Displayed**

In the Nursery classroom the behaviour strategy is supported with a visual display of a traffic light system and a gold star.

Each day the children will start on the moon, the sunshine or the rainbow (depending on which keyworker group they are in) this is associated with green. They will then be encouraged to move up to the gold star by demonstrating outstanding behaviour. These are expected behaviours and the children will stay in one of these places and receive the rewards stated earlier if they do so. However, if a child begins to display unacceptable behaviour they will then be moved onto the amber circle initially and in extreme circumstances then moved onto the red one (please see Appendix A below).

In the before and after school settings behaviour is controlled using the '3 strikes' process. If unacceptable behaviours are displayed, in the first instance the child will be given a verbal warning. If the behaviours continue then the child will be given a second verbal warning and a sanction if this behaviour continues. If the unacceptable behaviours still continue then the sanction will be followed through on the third occasion pointing out that they were given a choice at the point of the second verbal warning and have continued to display unacceptable behaviour therefore they have chosen to go down the route of the sanction which was not a good choice.

Sanctions can include one or more of the following; time out, excluded from an activity for the rest of the session, speaking to parents, being sent to Mrs. Caven, being sent to the Head Teacher or Deputy Head.

#### **17. Confiscation**

Confiscation is a lawful disciplinary penalty. The setting has the right to confiscate items that are deemed inappropriate for the setting or may cause harm to others. If items are confiscated, staff must fully explain to the child why this has to happen. Items, such as mobile phones, will be stored safely and returned to the child or via the parent at the end of the day. Leasowes Extra will seek advice from other agencies, e.g. police, if items are deemed to be harmful - drugs or weapons.

#### **18. Policy Monitoring and Review**

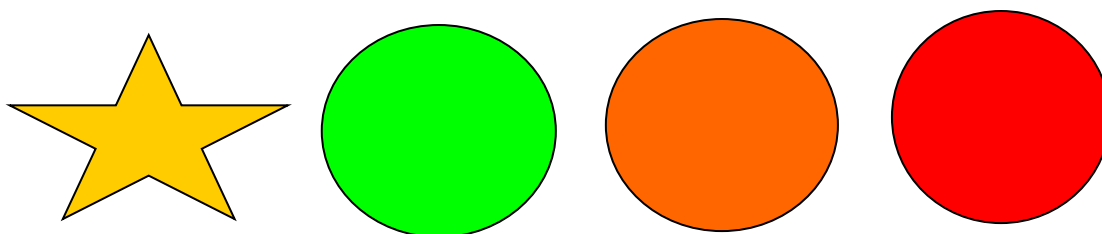
This policy will be reviewed every two years, unless a behaviour encountered requires it to be reviewed at an earlier stage.

## APPENDIX A

### How the Behaviour Strategy is Displayed (Nursery Only)

The main behaviour strategy that Leasowes Extra follows is guided by the principle of **'Good to be Green'**. This strategy acknowledges positive behaviour but also follows a process if unacceptable behaviours occur. However, Leasowes Extra expects 'good' behaviour and therefore has adapted the strategy so that it recognises outstanding behaviour. Our aim is for all stakeholders to demonstrate outstanding behaviour.

In the nursery classroom the behaviour strategy will be supported with a visual display.



Each day the children will start on green, they will be encouraged to move to the gold star by demonstrating outstanding behaviour. Gold and green are expected behaviours and the children will stay on those colours and receive the rewards stated earlier if they do so. However, if the children find managing their distractions difficult or begin to display unacceptable behaviours then the following sanctions will be applied:

Before moving to orange	Orange	Red
<p>Several techniques will be used to encourage a child to stay on green behaviours for example:</p> <ul style="list-style-type: none"> <li>• redirect attention</li> <li>• proximity - standing near to</li> <li>• non-verbal signs</li> <li>• the 'look'</li> <li>• rule reminders</li> <li>• spotting good role models to point out expectations</li> <li>• giving choice</li> <li>• group responsibility</li> <li>• tactical ignoring of behaviour</li> <li>• verbal reminder</li> </ul> <p><u>If a child chooses to change their behaviour then they will remain on green</u></p>	<p>If 'green' techniques fail then orange techniques are used as a warning:</p> <ul style="list-style-type: none"> <li>• child moves their name from green to orange</li> <li>• moved seat/ place in line</li> <li>• minutes of playtime lost with the visual aid of a sand timer</li> </ul> <p><u>If child chooses to change their behaviour then they will move straight back to green</u></p>	<p>If behaviour continues after moving from orange and using the techniques to encourage positive behaviour fail then movement to red <b>could</b> result in the following sanctions depending on frequency and severity:</p> <ul style="list-style-type: none"> <li>• minutes of playtime lost with the visual aid of a sand timer</li> <li>• visit nursery manager</li> <li>• behaviour recorded</li> <li>• visit Headteacher/Chair</li> <li>• parents informed at the end of the day or by telephone</li> <li>• actions taken to manage behaviour more effectively</li> </ul>