



This Policy was updated in October 2021.

The Policy will be reviewed and updated annually.

Trustee with Responsibility: Behaviour, Attitudes and Personal Development Team

Approval Level (D)

The Treehouse School
Nature, nurture and nourishment

BEHAVIOUR POLICY

Rationale

The Treehouse School places the highest priority upon the development of positive and respectful relationships between all members of its community. This fundamental part of the school's work is essential for effective learning to take place and enables children to learn vital social skills for the future.

Principles

We aim to:

- build each child's self-esteem by focusing on their strengths;
- develop and maintain a warm, positive ethos where all members of the school and its community are respected, and feel valued and safe;
- secure high standards of behaviour using a positive and consistent approach towards behaviour management, alongside clearly defined boundaries;
- equip the children with the tools that they need so that they take increasing levels of responsibility for their behaviour and its consequences;
- help children to develop courtesy, consideration and respect towards other people of all ages, cultures;
- encourage children to help, support and provide guidance for each other in their daily activities;
- provide a learning environment which engages, interests and challenges all children thus reducing the likelihood of inappropriate behaviour;
- encourage children to respect and maintain the school environment, the local environment, and the global environment;
- work closely with each child's family to ensure continuity of behaviour, expectations and standards.

Managing Behaviour

- Good behaviour arises when children are happy and feel respected and secure both at school and in the home. Thus, the main focus for managing behaviour will be on these areas.
- High standards of behaviour will be expected at The Treehouse and generally recognised in an understated manner. Significant achievement, from individuals or the whole school community, will be acknowledged and celebrated;
- Children will learn how to form good relationships with others, take responsibility for their behaviour, reflect on the consequences of their actions and discuss ways in which they can resolve conflicts and move forward;
- Focussing on an intrinsic reward system at The Treehouse, the children benefit from positive verbal rewards resulting in increased responsibility, self-confidence, self-esteem, satisfaction, work ethic and high levels of well-being;
- Unacceptable behaviour will be addressed promptly and appropriately. In recognition that all behaviour has a reason, the staff will consider and wherever possible, address possible causes of misbehaviour sensitively and with understanding;
- The school will employ a range of strategies which are known to influence children's behaviour such as providing positive role models, giving children responsibility, and a real voice in the running and management of the school.

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Responding to Unacceptable Behaviour

When children's behaviour falls below an acceptable standard, the staff will employ one or more of the following strategies:

- ignoring inappropriate behaviour, focusing instead on good behaviour;
- providing choices and consequences;
- asking the child to take time out/remove themselves from the scene of an incident. This may mean working in a different place, or, if outside, taking a cooling off period in a designated area;
- We use a two-card warning system. A yellow card will be issued if poor behaviour is starting to escalate, a red card will be issued if there is a repeat of poor behaviour or unacceptable behaviour. When a red card is issued, the child will be sent to sit in the school office for a time out appropriate to their age. Parents are informed verbally if their child has received a red card;
- discussion with a member of staff, addressing the unacceptability of the behaviour either at the time of the incident or later;
- referral of the issue to the child's parents and the establishment of a behaviour plan/risk assesment; (Appendix A)
- in cases of extreme and persistent misbehaviour, exclusion from school may be necessary, either temporarily or permanently.
- any incidents of unacceptable behaviour are logged in the Behaviour Chronology, within our Safeguarding file.

Where we are uncertain of the cause of the behaviour, the Treehouse staff will organise a meeting to complete an Early Help Assessment Form (EHA). This will then trigger support from external agencies if appropriate.

Bullying

The school has a separate policy for dealing with incidents of bullying (see Anti-Bullying Policy).

Linked Policies

Anti-Bullying
Performance Management and Capability of Staff Policy
Child Protection and Safeguarding Policy
Exclusion
Staff Code of Conduct
Use of Reasonable Force

Regular review of this policy will enable staff to evaluate its impact and effectiveness.

Appendix A - Behaviour Plan/Risk Assessment for Child Flight Risk

This behaviour plan/risk assessment was written in September 2021. It is a working document and will be updated as appropriate/necessary. The sole purpose of the plan/assessment is to ensure that precautions are taken so that children who exhibit unsafe behaviour remain safe throughout the school day. This plan/risk assessment works in conjunction with the school's behaviour, use of reasonable force and safeguarding policies.

Potential Dangers:	Possible Hazards and Risks:	Precautions:	Level
Child is fearful/anxious on arrival/at end of day/out of school hours	Unsafe/inappropriate behaviour	<ul style="list-style-type: none"> Visual timetable to be created at school with child's input (drawing, colouring) Parent/Teacher to talk through each day (Update/Morning Meeting) with child Child learns how to articulate feelings and any problems using 1 – 10 scale; work towards child solving own problems. Parent to ring school if child presents as anxious/upset before school. Parent to communicate via e-mail (all copied in) any other concerns (e.g. if child expressed some worries night before). 	L
Child leaves site.	Road crossing/serious/fatal road traffic accident Child gets lost Child is abducted	<ul style="list-style-type: none"> Staff vigilant at beginning and end of day. Member of staff on gate to meet/hand child/ren over to parents/teacher. Gates locked throughout school day/front door exit button. Start/end of day handover discussed with parents i.e. if child is upset, bring them into school and sit with them until a member of staff is available/arrive later than the other children on Friday. Assess the situation aiming to calm child/integrate them into school day. Contact parent for update. If child leaves site, adult to pursue, parents to be contacted. Police to be contacted if child's whereabouts are unknown. In case of an emergency/dangerous situation, members of staff/parent to agree on how to hold child so that they are safe. Parents/school to teach child how to cross roads safely. 	L
Child leaves group while off-site in village e.g. P.E., Forest School, Running Club, Bunny Run	Road crossing/serious/fatal road traffic accident Child gets lost Child is abducted	<ul style="list-style-type: none"> Staff to take mobile phone/emergency contact list/first aid kit when leaving site. Appropriate staff: child ratio. Until secure, Staff explain in simple terms what's happening before leaving site so that child is fully informed e.g. 'We are going to get ready to go to the park to scoot in the skate park. Then we're going to practise our ball skills in the park. After that it's time to go home. Your parents will collect you from the park today.' Child to rehearse walking, scooting etc. with the school in a safe place before leaving site. Child to learn how to cross the road (horizontal cross, vertical cross, two way/three way check, 'tortoise checking/tare crossing). Staff to be partnered with child/hold hand/stay by their side when moving around village. Staff vigilant and hand child/ren over to parents. If child leaves site, adult to pursue, parents to be contacted. Police to be contacted if child's whereabouts are unknown. In case of an emergency/dangerous situation, members of staff/parent to agree on how to hold child so that they are safe. 	M
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Discussed with parent on:		Signed:	

