



### **DUCKS ACHIEVING POSITIVE BEHAVIOUR POLICY**

This policy is written with regard to the Statutory Framework for the Early Years, Keeping Children Safe In Education (2024), Prevent Duty Guidance (2024), Behaviour in Schools (2024).

#### **Policy Aims**

The principal aims of this policy are to provide for each child a happy environment supported by dedicated staff, a secure foundation for future learning and development, opportunities to explore a wealth of learning environments both indoors and out which encourage confidence, as well as an appropriate academic challenge which enables children to realise their potential.

It is the primary aim of DUCKS that every member of the Kindergarten and Infants' School community feel valued and respected, and that each person is treated fairly and well. DUCKS is a caring community whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The policy 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 DUCKS' community in aiming to allow everyone to work together in an effective and considerate way.

DUCKS children are encouraged to follow the DUCKS school values which are an age-appropriate version of the Code of Conduct used by Dulwich College:

- Determined
- Unique
- Confident
- Kind
- Selfless

Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. Staff behaviour should be an exemplary model from which the children can learn.

## **Promoting positive behaviour**

All staff are expected to:

- treat all children fairly and apply this behaviour policy in a calm, consistent, caring way
- recognise the individuality of all the children
- recognise that interactions with other people vary between cultures and families
- provide a key person/pastoral lead system throughout DUCKS, enabling staff to build a strong and positive relationship with children and their families
- work in partnership with parents and carers by communicating openly
- have realistic expectations for children at different developmental levels
- encourage self-discipline, consideration for each other, the surroundings and property. This is expressed in DUCKS Values and Class Charters displayed visually for the children to see
- encourage children to participate in a wide range of group activities to enable them to develop their social skills
- promote positive behaviour through songs, stories and role-play as well as Family Links and RULER circle time
- ensure that children see that all staff value and respect them by praising children and acknowledging their positive actions and attitudes
- understand that behaviour is a form of communication and to therefore encourage and support children to express themselves in a positive manner
- positively promote and model good behaviour and value co-operation and a caring attitude as well as clearly understanding the possible causes of poor behaviour
- recognise that the children's interpretations are literal so staff must be mindful of how they communicate with children at all times
- act as mediator to encourage conflict resolution between the children, to enable the children to learn to resolve conflicts independently using the RULER blueprint from an early age
- promote non-violence and encourage the children to deal with conflict peaceably
- support children with additional behavioural needs and work together with outside agencies if a child needs further assistance

- encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- observe, assess and plan for each child individually

### **Early Years Foundation Stage (EYFS) and Department for Education (DfE) Legal Requirements**

The Head of DUCKS and DLT will keep up-to-date with legislation and research and thinking on handling children's behaviour; access relevant sources of expertise on handling children's behaviour; attend regular external training events, and check that all staff in-service training on handling children is relevant and in line with EYFS and DfE. A record will be kept of staff attendance at this training.

Staff do not use corporal punishment, nor do they use or threaten any form of punishment which could have an adverse impact on a child's well-being such as:

- negative criticism
- labelling
- sarcasm
- belittling a child
- laughing or making fun of a child
- shouting
- inappropriate use of body language
- withholding food
- depriving a child of any positive social contact with staff or other children
- telling other children not to talk/play with a child.

### **Physical intervention by staff**

Staff would only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. Any such incident would be recorded as a physical intervention on CPOMS. Parents are informed of any such incidents on the same day or as soon as is reasonably practical.

### **Working together with parents/carers**

Staff aim to promote consistency between home and DUCKS and to work with parents/carers in partnership. The aim is to promote, encourage and reinforce positive, considerate and good behaviour by communicating openly with each other. Staff respect that codes for interacting with other people vary between cultures and

families. However, when a child is at DUCKS, parents/carers, children and staff are expected to respect and follow the ethos of this policy.

Staff endeavour to build a supportive dialogue between the home and DUCKS, and inform parents promptly if they have concerns about their child's welfare or behaviour. If a child's behaviour persists in being a concern, Staff will consult with parents as to how staff and parents can work consistently and collectively towards a positive outcome for the child.

If parents have any concern about the way that their child has been treated, they should initially contact the child's key person/class teacher. If the concern remains, they should contact the Head of DUCKS or Deputy Head of DUCKS. If these discussions cannot resolve the problem, a formal grievance process can be implemented through the Master of the College.

### **Strategies implemented throughout DUCKS**

- children will not be singled out or humiliated in any way. Staff at DUCKS will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- at all times the child who has been upset will be comforted and it will be reinforced that their feelings and need for attention is important and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset
- staff will not raise their voices in a threatening way
- in any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group
- if children are displaying unacceptable behaviour the staff in the room or playground will meet and discuss strategies to ensure consistency in dealing with the behaviour
- weekly staff meetings discuss any child/children causing concern
- parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at DUCKS immediately. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties staff and parents can work together to ensure consistency between home and DUCKS. In some cases, staff may request additional advice and support from other professionals, such as an educational or clinical psychologist, child guidance counsellor or other outside agencies. In extreme circumstances, DUCKS would inform the Local Authority Designated Officer (LADO)

- confidential records will be kept on any negative behaviour that has taken place these records help to inform discussions with parents in respect of frequency and context of inappropriate behaviour. Parents/carers will be informed about such incidents
- if a child requires help to develop positive behaviour, every effort will be made to provide for their needs, always in partnership with parents/carers
- through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and in particular the causes of that behaviour. These observations and discussions may form the basis of an inclusion plan if one is needed, or Common Assessment Framework (CAF).

These strategies are built upon from the Early Years Foundation Stage through to Key Stage 1. All strategies implemented will be age appropriate, clear and consistent. Clear expectations and understanding of consequences will be explained to the children. Staff can implement individual strategies to reinforce positive behaviour by using visual clues such as puppets, reward systems or actions. A range of positive behaviour management strategies are used within the classroom for example, House Points, Reward stickers and Duck of the Week, Fruity Tea, the RULER approach (Recognising Understanding Labelling Expressing Regulating) and Family Links Teaching Puzzle. Family Links also form part of the companion parent group material.

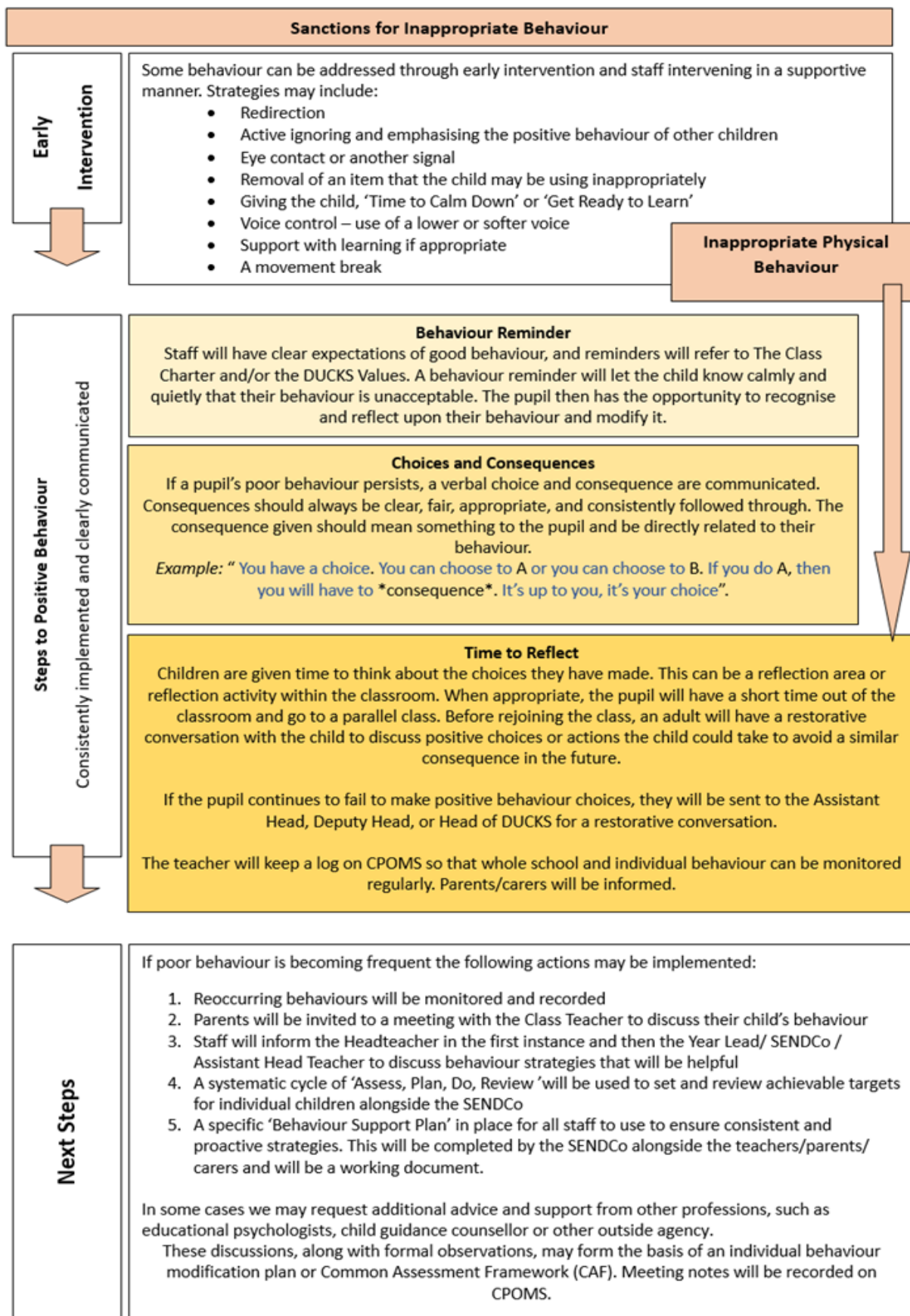
### **Transitions through DUCKS**

Staff help support transitions in the following ways:

- Communication between teachers in each year group
- Visits to observe the child in their previous class may be increased for children who may find the transition difficult
- Home visits for new children
- Opportunities for children to spend time in their new environments
- Links with future schools

### **Anti-Bullying – see also our Anti-Bullying policy**

Any form of bullying is unacceptable. Taunting and verbal or physical abuse, and other forms of victimisation, whether inside or outside the classroom, are totally against the ethos of DUCKS. Bullying may take several forms. Remarks deemed to be homophobic, racist, sexual, or offensive about culture, religion, gender, special educational needs, transgender or disability will not be tolerated.



**Staff will respond as set out below when children behave in unacceptable ways:**

### **Responses for serious misconduct**

In the very rare case that a child is found guilty of serious misconduct, they may be liable to either fixed-term or permanent exclusion. (Fixed-term exclusion is also known as “suspension”).

When judging whether to exclude a pupil permanently or for a fixed-term, the College will take into account all the circumstances, including the age of the pupil, the seriousness of the offence, its impact upon the College and any member of the Dulwich community (pupils and staff), and any extenuating circumstances raised by the pupil in their defence.

The following is a non-exhaustive list of behaviour that DUCKS regards as serious misconduct:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- taking property belonging to another without consent
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by DUCKS, or acting on behalf of DUCKS
- dishonesty with staff
- serious misuse of DUCKS ICT facilities (see the ICT Acceptable Use Policy (Pupils))
- serious or repeated breaches of the Code of Conduct

### **Serious misconduct out of School**

DUCKS may take disciplinary action against a pupil in relation to serious misconduct outside school (i.e. when the pupil is not at school and is not in the charge of DUCKS staff) where it deems it appropriate:

- for the social, moral or behavioural development of the pupil;
- to deter other pupils from such behaviour;
- to maintain good discipline within DUCKS;
- to encourage appropriate behaviour by pupils (both in and out of school); and/or to protect the reputation of DUCKS.

### Further notes

- Consequences always follow if children choose to repeat inappropriate physical behaviour
- The Class Charters & DUCKS Values indicate clearly the behaviour desired, and behaviour will be judged against these
- Adults must always treat children with professional compassion and respect, even if their inappropriate or negative behaviour has been quite extreme
- The consequences are progressive, usually starting with a warning and then become gradually more substantial for subsequent offences
- Children will always be given the opportunity to make the right choice

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<b>Policy Owner:</b>	Head of DUCKS
<b>Last Reviewed:</b>	September 2024
<b>New Review:</b>	Academic Year 2025-26