



APPLE BLOSSOM KINDERGARTEN

MANAGING BEHAVIOUR AND EXCLUSION POLICY

Apple Blossom Kindergarten/Manchester Steiner Ltd.

RESPECT

Our Kindergarten is founded upon a belief in the uniqueness of the individual.

We seek to develop each individual's strengths, whilst bringing weaknesses into balance.

This can only happen if there is respect for each other and for the whole community.

Out of such respect a caring, friendly and fair community can evolve in which everyone is able to work and learn alongside each other without prejudice.

The behaviour expected in our Kindergarten should reflect this statement.

This Behaviour Policy is based on the principle of **mutual respect** between all staff, pupils, parents/carers and visitors and all those who work and learn together in our community. Expected alongside this is respect for the physical environment, the equipment/buildings in the Kindergarten and the living world around us.

Our overall aim is to emulate and encourage positive behaviour to create calm, working environments for teaching and learning.

In the Education of the Child by R Steiner,
he describes the following periods of need for the child as they grow towards adulthood.

Period	Ages	Needs
1	0-7	Model to Imitate
2	7-14	Authority to Emulate
3	14-21	Rules, principles to follow

Inside the Kindergarten

All pupils learn and grow in their understanding of socially appropriate and desirable behaviour. In the Kindergarten the teachers continually work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of daily activities build a rhythm into the day/week/year. This provides, by example, a continuously nurturing environment in which to support and acknowledge positive behaviour.

As pupils work and play, the teachers encourage:

- Respect and care of self, others, and the environment
- The learning of self-control

We support positive behaviour such as:

- Being polite and considerate to each other
- Using appropriate and respectful language
- Welcoming visitors and new members to our community
- Maintaining good attendance
- Listening carefully to teachers
- Learning to express our views appropriately
- Being aware that calling out, talking over, rudeness and silliness is unacceptable
- Asking permission if we need to leave the class
- Respecting each other's work as we do our own
- Understanding that bullying is unacceptable and will not be tolerated
- Walking and not running around the kindergarten
- Playing appropriate games in the appropriate spaces

All teachers understand that it is appropriate for pupils' growth that they test the 'boundaries' of behaviour. It is the teachers' responsibility to set and maintain those boundaries paying particular care to:

1. age appropriate approaches,
2. the needs of the individual and the whole group
3. consistency and fairness

Positive behaviour should be acknowledged. In dealing with challenging behaviour, any necessary sanctions should be clear, appropriate and meaningful.

If disruptive behaviour arises, we should consider first what we, as teachers/assistants might improve in terms of our presentation, level of content, classroom management, attitude, manner etc.

Sometimes a teacher needs to seek some additional help or support to manage a pupil's behaviour which is no longer acceptable within the classroom setting.

Challenging Behaviour

Most pupils experience social difficulties at some time in their development. There are many ways that the teachers help pupils to better integrate into the Kindergarten.

1. Redirect the pupil to a new focus or activity. Gain the pupil's attention with a look, gesture or word to make him aware of our observations.
2. Remove the pupil from the situation and engage him/her with an adult-led task.
3. If the disruption continues, the assistant may take the pupil out of the room for a short period.

If the behaviour of the pupil requires more attention than can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive experience for the pupil and the class.

Approaches for consideration when the behaviour of a pupil is consistently disruptive and/or there is cause for general concern:

1. Stay in close communication with the Parents/Carers
2. Regular teacher reviews
3. Begin a "Child Study" in weekly teachers' meetings
4. Consider implementing an Individual Behaviour Plan
5. Referral to Behaviour Support

Individual Behaviour Plans

Individual Behaviour Plans (IBP) are implemented for those pupils who are particularly challenging. An IBP aims to involve all teaching staff working with the pupil. An IBP may be developed in conjunction with or separately from improvement targets arising from persistent bad behaviour.

PHYSICAL RESTRAINT POLICY AND PROCEDURES

Aims

For the staff, children, volunteers and helpers of Manchester Steiner School to be physically safe and secure in the school environment. This policy will give clear guidelines for the use of force or control in the restraint of children by staff.

General introduction

1. Good behaviour and self-discipline are actively and positively fostered at Manchester Steiner School and as such are the primary tools in managing behaviour.
2. Restraint of pupils must be seen within the context of the behaviour and discipline policies of Manchester Steiner School.
3. Physical restraint is an extremely rare occurrence at Manchester Steiner School and therefore not a situation that staff members are likely to encounter with any regularity.
4. This Policy falls within Section 93 of the Education and Inspections Act 2006
5. Staff may at times give appropriate reassurance, especially with younger pupils, where they judge it would be beneficial for the pupil. Reassurance may be appropriate for example a pat on the arm or shoulder. Usually it is best for adults not to initiate contact.

Strategies for avoidance of behaviour which may require physical intervention include:

1. Behaviour Policy
2. An individual (Behaviour Management) programme or report book
3. Liaison with parents
4. Informing staff of concerns about behaviour of a pupil that may become problematic and of any strategies that should be used at the appropriate teachers' or staff meeting
5. Consistency of approach by staff towards pupils

Situations which might require the use of physical intervention or restraint:

- Where a pupil is causing or is highly likely to cause injury to themselves or to another
- Where someone is causing serious damage to property
- Where a child is running out of the building or the Academy grounds and likely to place themselves at an unacceptable risk

De-escalation:

Physical restraint should only be used when all other strategies have been exhausted. Staff should always attempt to de-escalate the situation by for example:

1. Appropriate use of humour
2. Eye contact with positive and calming facial expression
3. Appropriate verbal instruction and warning e.g. 'Stop it!'
4. Making clear the expectations of all concerned and the likely consequences if behaviour deteriorates further
5. Adjustment of body position to ensure minimum threat to pupil and maximum safety for all concerned: generally a sideways stance
6. Seeking help from other staff to diffuse the situation

Restraint

- Restraint should only be used as a last resort and the degree should not exceed the level of force of the presenting behaviour.
- A calm and measured approach is crucial. Restraint should always be used with care.
- Restraint should not be used if it is likely to make the situation worse.
- Restraint must always be an act of care and control and never punishment or result from a loss of control by the staff member.
- The minimum force necessary to prevent the possibility of harm to persons or property should be used.
- It should only continue for the minimum time for it to be effective.
- The intention is to help the young person regain their self control.
- Every effort should be made as far as possible to ensure the presence of another member of staff as witness and assistant.

Permissible Methods of Restraint:

Degree of force must be proportionate to the seriousness of the behaviour or the consequences it is intended to prevent and must be appropriate considering the age, understanding and gender of the pupil concerned. It should be the minimum necessary to achieve the desired results. Examples:

- Blocking a pupil's path
- Physically interposing between pupils
- Holding
- Leading by hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- A young child striking out, hitting, scratching, biting or pulling hair may need their hands and / or feet holding
- A young child may need to be taken to another space to have a tantrum/scream/speak out

Continue to try to calm the situation by communicating and making it clear that the contact will stop as soon as it is no longer necessary.

The following are not permissible:

1. Holding around neck, by collar or in such a way as might restrict breathing
2. Slapping, punching, or kicking
3. Twisting or forcing limbs against a joint
4. Tripping up
5. Pulling or pushing
6. Holding or pulling by hair or ear
7. Holding a pupil face down on the ground
8. Holding in a way that might be considered indecent
9. Using threat of violence
10. Holding pupils by a joint (non-pain compliance)

Post incident support, monitoring and review:

- ◆ All incidents of restraint, or accusations of physical intervention, should be reported to the Directors immediately, using the appropriate form, which must be completed in full immediately
- ◆ Witnesses will also be interviewed
- ◆ Parents must be notified immediately
- ◆ There must be a post incident review with the pupil as soon as is judged likely to be effective
- ◆ The staff member will be de-briefed and given support
- ◆ Implications for this policy to be considered as a part of the outcome
- ◆ The school has a duty of care to secure the health and safety of its staff and pupils and therefore exclusion may result from such a situation

EARLY YEARS PROCEDURE:

Whenever a teacher or assistant is met with a situation where they need to consider holding a child, they will first give verbal signals that are repetitive and familiar and that generally hold the group; e.g. 'hands are for work and play; kind hands in the kindergarten; running feet are for outside, etc.

If the child does not modify their behaviour as a response to these usual signals and needs to be held, the member of staff will;

- Adopt a calm and measured approach
- Attempt to hold the child around their waist and sit with the child

If this does not help or calm the child quite quickly, an attempt will be made, appropriate to the child's age, to take the child into another space and allow them the freedom to have a tantrum, scream, cry or speak out.

If the child is striking out (e.g.: hitting, scratching, biting, kicking, or pulling hair) at a teacher or another child, they may need their hands and or feet holding (restraint) until they can be removed from the situation.

A child may be held (restrained) under the following circumstances:

- If a child is causing injury to themselves or another child
- If a child tries to physically attack a teacher/assistant
- If a child is causing damage to property
- If a child is engaged in behaviour that compromises good order and discipline
- If a child is running out of the building or the grounds

No action will be taken which might cause an injury.

Staff should avoid holding or touching a pupil in an inappropriate way.

In an emergency, any member of staff would be entitled to intervene.

Teachers will always try to use other strategies and techniques to deal with difficult situations. In a non-urgent situation restraint will only be used when all other strategies have failed.

Related policies

1. Child Protection

Exclusion Policy

In the case of an extremely serious incident a child may be excluded. It is unlawful to send a pupil home to “cool off”. If a pupil is sent home after a serious incident, it will count as a fixed term exclusion. Before any pupil is re-admitted to the kindergarten following a fixed term exclusion, the parents/carers and pupils must meet with the Nursery Manager to discuss the reasons for the exclusion and agree ways forward.

Aims

The aims of this policy are:

- to ensure the safety and well-being of all members of our community
- to maintain an appropriate educational environment in which all can learn and succeed
- to reduce the need for exclusion as a sanction
- to clarify key issues around exclusion

Definitions:

An exclusion may be one of three types:

- Internal Exclusion (when a student is excluded from normal lessons, but remains within the kindergarten)
- Fixed-Term Exclusion (when a student is excluded from the kindergarten)
- Permanent Exclusion (where steps are taken to permanently remove the student from the kindergarten)

Recognition and Response

The decision to recommend a student for an internal exclusion will be taken at the discretion of the member of staff with pastoral care for the student or students in question and the Nursery Manager. Such internal exclusions will be notified to the Nursery Manager and reviewed daily. The circumstances will generally involve disruption of learning, lack of respect for self, staff and others or behaviour that is deemed to be unsafe, threatening or otherwise not conducive to a healthy learning environment.

The decision to recommend a student for a fixed-term or permanent exclusion will be taken in the following circumstances:

- If behaviour is consistently and repeatedly disruptive, abusive or threatening to staff or other students.
- In response to a serious breach of the academy’s behaviour or other policies.
- If allowing the student to remain in the academy would seriously harm the education or welfare of the student or others.
- Actions which put the student or others in danger.
- Verbal abuse of staff and students.
- Physical abuse of/attack on staff.
- Physical abuse of/attack on students.
- Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful in modifying the student's behaviour.

The Three Types of Exclusion:

Internal Exclusion

An Internal Exclusion will be implemented for a misdemeanour of sufficient seriousness as to warrant a student being removed from lessons, but not so serious as to warrant removal from the academy. As stated above, all efforts will be made to keep the student in the academy in order to support his/her education and it will only be in the most severe circumstances (or a repeat of earlier offences) that will lead to Fixed-Term or Permanent Exclusions.

Fixed Term Exclusion

Students on Fixed Term Exclusion will not be allowed to attend school or to be in its vicinity for the term of their exclusion. Manchester Steiner School will inform parents immediately by phone call when the decision has been taken to exclude a student. This will be followed by a letter in which the terms of the exclusion are set out, together with the time and date of the re-admission meeting (see below). Parents/Carers are also informed that they have a right to make representations to the Principal if they wish to challenge the terms of the exclusion.

‘Managed Move’ and Permanent Exclusion

A ‘Managed Move’ may be resorted to in order to avoid the danger of Permanent Exclusion. It may be used as the culmination of behaviour interventions, when no other measures have succeeded or, in exceptional circumstances, for a serious ‘one off’ incident.

We recognise that a Permanent Exclusion may have a serious impact upon a student’s life chances and will only be sought where there is an immediate threat to the safety of others in the school or to the student concerned.

Before deciding whether to exclude a student either permanently or for a fixed period the Nursery Manger will ensure that:

- Appropriate investigations have been carried out.
- All evidence available to support the allegations have been collated, taking into account the schools Behaviour and other relevant Policies.
- There is no evidence to indicate that the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Nursery Manger is satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, exclusion will be the outcome.

Roles and Responsibilities:

Responsibility for exclusion lies with the Nursery Manager in consultation with relevant staff. The directors of the school will be informed of fixed term and permanent exclusions. Internal exclusions will be recorded in the same way as other Behaviour Policy sanctions.

All correspondence regarding an exclusion from school will inform parents of their right to appeal to the governing body against the decision to exclude. All such appeals should be directed to the school directors. Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a Fixed Term or Permanent Exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Whether or not it is recognised that a student has special educational needs (SEN), all parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion.

Re-admission Meetings and Re-integration

Following a Fixed Term Exclusion, parents/carers will be invited to attend a re-admission meeting. Under current legislation, parents/carers are expected to attend a reintegration interview following any Fixed Term Exclusion of more than five days.

At the meeting, the student will be set specific goals in order to help him/her avoid the behaviour that led to the exclusion. In addition the returning student will be placed on a two week report to monitor behaviour and work.

If a student has served a Fixed Term Exclusion of greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up in consultation with staff, student and parents/carers.

Policy by: Tom Pope and Clare Mavahali

Date: 20 November 2015

Designated director responsible for approving this policy: Clare Mavahalli

Signature:

Date: November 2015

Reviewed: October 2018 by Kate Gray