

SINCLAIR HOUSE SCHOOL

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This Policy, which applies to the Early Years Foundation Stage (EYFS), is publicly available on our website to parents, staff and pupils and on request a copy may be obtained from the office.

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- *Behaviour and Discipline in Schools, Advice for Head Teachers and College Staff* (DfE: updated January 2016)
- www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- *Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- *Equality Act 2010* (HM Government: 2010)

Applies to all:

- activities undertaken by the school inclusive of those outside of normal nursery school hours and away from the nursery site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and supporting staff), students on placement, the Principal and volunteers working in the school.

Related Documents:

- EYFS Managing and Modifying Behaviour through Positive Language
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural (SMSC) Development and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

Designated Member of Staff responsible for Behaviour Management

The Member of Staff with overall responsibility for Behavior Management is the Principal, Carlotta O'Sullivan.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than **June 2027**, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.



Mrs. Carlotta T.M. O'Sullivan

Principal

Date: 26th May 2026

Statement of Intent: Sinclair House School aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's social, moral, spiritual and cultural development, and also our policy on rewards and sanctions with regard to pupils' behaviour.

We regard it to be a highly important aspect of children's education and development at Sinclair House, for pupils to learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills to live fulfilling and rewarding lives as adults. We also believe that the key to good behaviour is self-regulation. This is the ability to manage one's own energy states, emotions, behaviours and attention in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships and wellbeing and achieving learning. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimize, if not eliminate, any such behaviour. Alongside this policy, we are an inclusive school and endeavor to meet the needs of all children, including those with emotional and behavioral difficulties.

As part of our Behaviour Policy, Sinclair House Nursery School believes that all children and adults have the right to be in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. The best way to encourage good behaviour is to have clear and consistent rules and expectations, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:

- create an environment that is conducive to achieving the aims of the School;
- provide clearly defined limits that are easily understood by children, staff and parents;
- aid all staff in the management of behaviour;
- ensure high standards of behaviour are promoted and maintained.

In addition to setting out rewards and sanctions, behaviour strategy and the teaching of good behaviour, we also:-

- fulfil our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;
- have support systems for pupils;
- liaison with parents and other agencies;
- manage pupils' transition;

Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen.

Aims and Objectives: It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We aim to treat all children fairly and to apply this behaviour policy consistently.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. We want our children to learn to manage their emotional reactions and their behaviours through understanding their emotional triggers and developing self-regulation techniques. The whole school does not use corporal punishment nor use it as a threat.

At our nursery school we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the behaviour policy, but with adaptations to account for the children's young age. In the EYFS, our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at our school will use and promote positive language with children where possible. We believe in positive reinforcement of good behaviour, by using tools and positive reinforcement. By using these tools, the children can encourage positive behaviour amongst themselves and begin to recognise behaviour that will not be rewarded.

Our behaviour management strategies within our EYFS are based on the following key principles:

1. We model expected behaviour. Children develop and progress through a very confusing world, with no clearly defined pathway. They stumble upon the 'socially acceptable' ways of behaving by being told what NOT to do! We show children a much clearer way forward by using simple sentences, outlining expected behaviour and then praising them for it when it is achieved. Role modelling expected behaviour helps children to learn what is expected of them. For example: "When we finish our meal it is good manners to put our knife and fork together, look at how I do it. Do you think you could have a go?" This may take many repetitions before a child thinks to do this on their own: "Remember when we learnt to put our knife and fork together when we had lunch the other day, do you think you could try and do that again. We then follow this up with specific praise: "Very good manners, you put your knife and fork together, well done Alex!" We help children to be aware of the Sinclair House School rules, and encourage them to use them as a guide to how to behave.
2. We use eye contact with children. We use eye contact when we are speaking to and listening to children. We always aim to get down to the child's level before starting talking, as eye contact is easier when you are at child height. We use eye contact with and amongst staff members working in the same room. Communication is a two way process with a speaker and a listener, so we must ensure that we have engaged a 'listener'.
3. We use our body language as well as our words. We are aware of personal body language and the impression that it gives the children. Crossing of arms makes a practitioner appear unapproachable and cuts them off from spontaneous interactions with the children. We move towards the child or any other person when communicating with them, and remember to respect the other person and child and move so that any communications occur in the same space, not across the room or table.
4. We use specific praise to reward positive behaviour. We use praise which is positive and quantitative rather than vague. For example, instead of saying "good boy Alex" to a child who is sitting well, we would say "good sitting Alex." This highlights to the child and his/her peers the aspect of positive behaviour which is being rewarded, thus reinforcing the positive behaviour. Good behaviour may also be rewarded with a marble for the marble jar.. It may be rewarded at the end of the week with a certificate in the Friday Assembly. The certificate is awarded for a specific positive behaviour, which is written in full on the certificate and read out in the Assembly in front of the whole school.
5. We ignore attention seeking behaviour. A child craves attention, especially when it has been so freely given in the first few years of life. A child does not discriminate between attentions – it can be gained in a positive as well as a negative way. We must guide and provide the opportunities for experience and encourage the child to learn positive behaviours.
6. We phrase our requests in a positive manner. When the phrase 'don't draw on the table' is used, the child will only hear 'draw on the table'. Instead we rephrase, and use our words to direct the child towards the appropriate actions "When we draw we keep the pencil on the paper", "When we are at Nursery we keep our bottoms on our chairs" "We play gently with our friends when we are at Reception" We avoid using the words "No" and "Don't" as far as possible, instead using positive phrases such "Please walk", "At nursery we sit on chairs", "Please be gentle", "Let's hold hands to keep safe".
7. We promote responsibility and independence. The child's internal sense of order can be re-enforced and fostered, where the children are given the responsibility of simple tasks such as tucking in their chairs, wiping the table, helping themselves to an activity and returning it to its place, on the shelves or table. As such we promote children's independence, and give members of the class who display positive behaviour responsibilities such as 'Emerald/Sapphire/Ruby/Pearl of the Week' to make them behaviour role models to their peers. Each class has a school council rep, who is asked to encourage and promote positive behaviour amongst his or her peers.
8. We use our knowledge of each child as an individual. An important factor in behaviour management is to observe, know each child, what they are interested in and provide opportunities for them to use their energies constructively. We also use this knowledge to provide appropriate rewards for positive behaviour.
9. We do not make assumptions about children's understanding. In the EYFS children expand and develop their vocabulary. However, for many children this development may be slower. As such, we always ask ourselves, 'does this child know the

meaning of these words?’ or ‘do they know what I mean by...’ Rather than expecting, we believe in introducing the child to the concept first and then praising when it is achieved. This applies on a broader scale, too, to the concepts rather than the words. While sharing or playing nicely is second nature to adults, we try to remember that this is not the case for young children. Behaviour which might be classed as ‘negative’ may well not be intended as such, and should be dealt with accordingly. For example, a four year old using a swear word should not be chastised or punished, but should be taken aside and explained to.

10. **We empower children to choose the right course of action.** Where possible we use the phrase ‘I know’ to empower children to make their own choices, for example, “Alex, I know that you know how to sit beautifully in the circle. Please show me how you sit beautifully, thank you for sitting so beautifully, that’s exactly how we sit beautifully in the circle.” This empowers the child and also re-affirms the practitioner’s belief in their abilities. As some children go from the unconscious mind into the conscious mind (3 years and over), they may require more obvious choices. Where possible we phrase our instructions to children so that they have a choice, for example: “Alex I know that you know how to play with the sand beautifully. When we play with the sand we keep it all in the sand pit here. Would you like to play with the sand? Then we keep the sand in the sandpit. You can play in the sand pit beautifully or come and sit with me? What would you like to do?” If a child refuses to comply, we allow them breathing time to make the right choice. This is achieved by counting to 5. If the child still has not done as requested, then he/she is removed politely, and the second choice is carried out. This would usually be sitting accompanied for a short time, with an adult pointing out all the other children and the positive aspects of their work or play. A child who makes the right choice may be also rewarded with a house point.

When children under five behave in unacceptable ways, we recognise that strategies for supporting them need to be developmentally appropriate and differ from those used for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress, and require sensitive adults to help them do this. Common unacceptable behaviour of children under five include tantrums, biting and fighting. We require staff to be calm and patient, to offer comfort to intense emotions, to help children manage their feelings and to talk about them to help resolve issues and promote understanding.

If a young child harms another child in our care, we inform both sets of parents immediately and record this on CPOMS. We recognise that young children often engage in play that has an aggressive theme, such as superhero and weapon play. Such play is not necessarily a precursor to hurtful behaviour or bullying, even if a child appears preoccupied with its aggressive theme, although the child’s behaviour may be inconsiderate and need addressing. If necessary, the Nursery Manager will support the Nursery team to maintain a consistent approach throughout. We recognise that themes in fantasy play often refer to ‘goodies’ and ‘baddies’ and as such, offer opportunities for us to explore concepts of right and wrong. We are aware of the importance of tuning in to the content of children’s fantasy play, perhaps to suggest alternative strategies for heroes and heroines, encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Please refer also to: MODIFYING AND MANAGING BEHAVIOUR THROUGH POSITIVE LANGUAGE IN THE EARLY YEARS FOUNDATION STAGE (EYFS) policy in the EYFS section

The role of the Deputies in conjunction with the Principal: The role is to determine the detail of the standard of behaviour acceptable to the nursery school, having responsibility for maintaining day-to-day discipline, which will include making rules and provision for enforcing them. The Deputies, in conjunction with the Principal, has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Deputies, in conjunction with the Principal, who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of pupils
- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children’s behaviour where it may require additional support;
- ensure staff receive appropriate training in behaviour management when necessary;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;

- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- ensure staff are supported by the (Senior Leadership Team) SLT when dealing with pupils displaying misbehaviour and that there is consistency in managing the behaviour

The Role of Parents and Carers: Our school strongly encourages an ethos and culture whereby the support of and communication with parents is paramount. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching. Appointments should be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written and given to the office if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not use the PTA WhatsApp Groups to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publicly to parents, other than for normal class business, should be approved by the Principal first.

Physical Restraint – Use of Reasonable Force: All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff will only intervene physically to restrain children to prevent them injuring themselves or others.. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the child's personal file on CPOMS. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

The School Environment: We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all.

Managing Pupil Transition: We carefully manage the transition of the children, from class to class. Children always have transition sessions with their new class and teacher. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEN are fully prepared at each stage both internally and externally. We continually build relationships with other nurseries and visit prospective new schools.

Malicious Accusations: If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support.

If an allegation by a parent is determined to be unfounded or on the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal will temporarily or permanently remove the family and eliminate their place within the Nursery. Malicious accusations against our staff are not acceptable and are taken very seriously. Our school takes disciplinary action against pupils and/or parents who are found to have made malicious accusations against staff.

Duties under the Equality Act 2010 in supporting Pupil's with special educational needs and disabled pupils

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our children who require such due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the children's individual specific needs.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably, for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.