



BELONGING and BEHAVIOUR POLICY

Approved by:

Curriculum Committee

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CONTENTS

1. POLICY STATEMENT	2
2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE	2
3. AIMS	2
4. BELONGING, SELF-ESTEEM AND PROMOTING POSITIVE BEHAVIOUR	3
5. ADDRESSING CHALLENGING BEHAVIOUR	3
6. BULLYING	4
7. INCLUSION AND EQUITY	4
8. FAMILY ENGAGEMENT	4
9. EXCLUDING CHILDREN	5
10. ROLES AND RESPONSIBILITIES	5
11. MONITORING ARRANGEMENTS.....	7
12. LINKS WITH OTHER POLICIES	7

1. POLICY STATEMENT

At Wentworth, we are committed to fostering an inclusive environment where every child feels a sense of belonging, safety, and value. Our behaviour policy is designed to promote positive relationships, encourage self-regulation, and support the holistic development of each child.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Early Years Foundation Stage \(EYFS\) Statutory Framework \(Effective from 1 November 2024\)](#): Sets the standards for learning, development, and care for children from birth to five years old.
- › [Behaviour in Schools: Advice for Headteachers and School Staff \(February 2024\)](#): Provides guidance on promoting good behaviour and discipline.
- › [Children's Wellbeing and Schools Bill \(2024-25\)](#): Emphasizes the importance of safeguarding, mental health, and family engagement in children's education.

3. AIMS

- › **Promote Positive Behaviour:** Encourage behaviours that reflect respect, kindness, and cooperation.
- › **Ensure Consistency:** Apply behaviour expectations consistently across all staff and settings.
- › **Support Emotional Development:** Help children develop self-regulation skills and understand their emotions.
- › **Engage Families:** Work collaboratively with parents and carers to support children's behavioural development.

4. BELONGING, SELF-ESTEEM AND PROMOTING POSITIVE BEHAVIOUR

Self-Esteem and Belonging

Self-esteem—the sense of self-worth and value—is essential for children to thrive and feel a sense of belonging. Research shows a clear link between self-esteem and academic performance (Goodman et al., 2015; Goswami, 2015; Pascal et al., 2019; Riley, 2019).

Children with low self-esteem often believe they cannot succeed, while those with high self-esteem are more confident in their abilities and more likely to persevere.

Self-esteem develops through life experiences and relationships. Children form their self-image based on how others respond to them. Consistent positive feedback helps build confidence, whereas repeated negative comments can diminish it. To support positive behaviour and emotional growth, we actively praise children's efforts and achievements. When managing unacceptable behaviour, we use constructive approaches, such as descriptive praise: "I really liked how you helped your friend put all the blocks away very carefully and precisely—well done."

In light of this Wentworth will ensure children's sense of belonging is enhanced by the following strategies:

- Learning key phrases in the child's first language if not English
- Learning and using the names of the parent/carers
- Ensuring resources including books, images reflect our school population
- Providing opportunities for parent/carers to engage with the school and children's centre

What we at Wentworth Nursery School do to build children's self-esteem and sense of belonging:

- **Modelling Desired Behaviours:** Staff will consistently demonstrate respectful and positive interactions.
- **Creating Enabling Environments:** Design spaces that are safe, stimulating, and conducive to positive behaviour
- **Implementing Clear Routines:** Establish predictable routines to provide structure and security.
- **Using Positive Reinforcement:** Recognize and praise positive behaviours to reinforce them.
- **Teaching Social Skills:** Incorporate activities that develop empathy, sharing, and cooperation.

5. ADDRESSING CHALLENGING BEHAVIOUR

- **Understanding Underlying Causes:** Assess and identify potential triggers or unmet needs leading to challenging behaviour.
- **Individual Behaviour Plans:** Develop tailored strategies for children requiring additional support, this can be through evidenced based observation tool such as Antecedent-Behaviour-Consequence (ABC Chart) to find the root cause of behaviour.
- **Restorative Approaches:** Encourage reflection and restitution to resolve conflicts and repair relationships with adult support.
- **Reflection Time:** If behaviour is still persistent we might ask them to sit by themselves for a short time. If they still do not respond, they may be brought to the Headteacher's office to sit and reflect. Sending a child to the headteacher's office should be done as one of the last resorts. Our

strategies is to use restorative approach by supporting children to identify their feelings and triggers as well as addressing their actions.

- › **Staff Training:** Provide ongoing professional development on behaviour management and de-escalation techniques.

6. BULLYING

At Wentworth, we see bullying as something that is extremely unlikely to be taking place within the early years.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

If however, a child bullies another child or children, at Wentworth we:

- Focus on the child who has been bullied
- Intervene to stop the child who is bullying from harming the other child or children
- Explain to the child doing the bullying why their behaviour is not acceptable
- Give reassurance to the child or children who have been bullied
- Help the child who has done the bullying to recognise the impact of their actions
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour
- Do not label children who bully as 'bullies'
- Discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour
- Share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

7. INCLUSION AND EQUITY

- › **Cultural Sensitivity:** Respect and incorporate diverse cultural backgrounds and practices.
- › **Support for Special Educational Needs and Disabilities (SEND):** Ensure reasonable adjustments are made to support all children effectively.
- › **Anti-Discrimination:** Actively prevent and address any form of discrimination or bias.

8. FAMILY ENGAGEMENT

- › **Regular Communication:** Maintain open lines of communication with families regarding behavioural expectations and developments.
- › **Collaborative Strategies:** Work with parents to develop consistent behaviour support strategies across home and setting.
- › **Access to Resources:** Provide families with information and resources to support positive behaviour at home.

9. EXCLUDING CHILDREN

In exceptional circumstances, where the safety or wellbeing of a child, other children, or staff is severely at risk, it may be necessary for a child to be sent home. Such decisions will only be made as a last resort and in line with current statutory guidance, including the Department for Education's Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (2023).

When an exclusion occurs, the headteacher will:

- Inform the governors as part of the headteacher's report.
- Notify Hackney Education.
- Communicate with the child's parent/carer as soon as possible.

A meeting will be arranged between the headteacher and the parent/carer to discuss the concerns that led to the exclusion, any safeguarding considerations, and the steps required to ensure the safety and wellbeing of all involved.

A written record of the exclusion will be kept in the headteacher's office, with a copy sent to Hackney Education.

An agreed date for the child's return will be set, along with clear expectations regarding behaviour. Where appropriate, a staggered reintegration plan will be developed in collaboration with the child, parent/carer, and school staff.

Support for the parent/carer's wellbeing will be offered, including access to the school's Mental Health First Aider.

10. ROLES AND RESPONSIBILITIES

10.1 The Governing Body

The Curriculum Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

10.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Curriculum Committee
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with children's behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

10.3 Staff

Staff are responsible for:

- **Consistency:** Apply behaviour policies uniformly and fairly.
- **Professional Development:** Engage in training opportunities to enhance behaviour management skills.
- **Team Collaboration:** Work collaboratively with colleagues to share best practices and support each other.

10.4 Pupils

Parents and carers, where possible, should:

- **Voice and Choice:** Encourage children to express their feelings and opinions regarding behavioural expectations.
- **Involvement in Etiquette Reminders:** Include children in developing age-appropriate expectations through positive language.

10.5 Parents and carers

Parents and carers, where possible, should:

- Familiarise themselves with our Belonging and Behaviour Policy and help reinforce positive behaviour at home
- Encourage their child to follow the expectations set at nursery
- Let us know of any changes at home that might affect their child's behaviour
- Share any concerns about their child's behaviour with the class teacher as soon as possible
- Join in any follow-up support after incidents of misbehaviour, such as meetings to review strategies and progress
- Raise concerns about behaviour management directly with the school, while continuing to work with us in partnership.
- Engage with the wider life of the school and contribute to its positive and inclusive culture

11. MONITORING ARRANGEMENTS

11.1 Monitoring and evaluating behaviour

The behaviour and learning of all within the school will be monitored through the following strategies

- Headteacher's monitoring walks
- Observations of staff
- Peer observations
- Governor visits
- School Development Advisor observations

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Curriculum Committee every three years. If needed the policy will be addressed should any findings occur from the regular monitoring of behaviour. At Each review, the policy will be approved by the chair of the Curriculum Committee.

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy