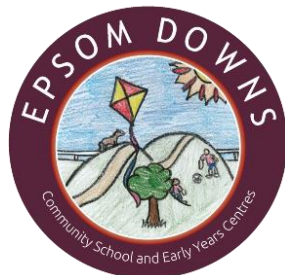# Creating guidelines and policies that establish boundaries and nurture
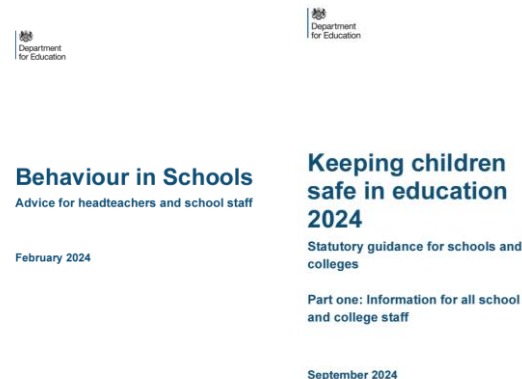
Maria Dawes and Anya Salisbury

Creating a culture

- **Creating a culture** where children and young people flourish in safety and dignity.

- **Permeating** through the school or organisation life.

- A **clear vision** of what good behaviour looks like.

- A **behaviour policy** is the staring point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers.

Why?

- Protect children and young people from abuse.
- Ensure children and young people feel safe, respected and valued.
- Ensure staff/volunteers and other adults feel safe, respected and valued.
- Ensure consistency and clarity in approach.
- Support parents.
- Manage any allegations or incidents of inappropriate behaviour.

Department for Education

Behaviour in Schools
Advice for headteachers and school staff

February 2024

Department for Education

Keeping children safe in education 2024

Statutory guidance for schools and colleges

Part one: Information for all school and college staff

September 2024

Think about reasons for the behaviour

- Most children and young people will behave in challenging ways at some point. Pushing the boundaries is part of growing up!

- Feeling upset, angry, stressed or disappointed is a normal part of life.

- Because we develop our ability to manage our emotions as we grow up, children and young people do sometimes act out when they're going through big feelings.

- In response to their emotions, they may display a range of behaviours.
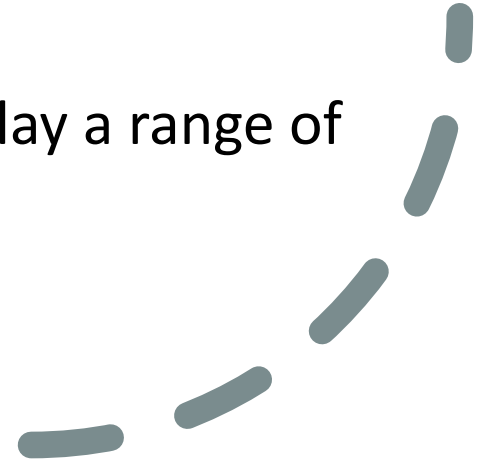
Key Principles

- Consistency and routines are at the heart of promoting good behaviour and a positive learning environment.

- Behaviour needs to be taught deliberately and must be modelled by all in a manner that promotes respectful relationships.

- However, we must be mindful of the need for adjustments and flexibility where appropriate, for example considering age-related development and children with SEND.

- A whole child approach which recognises that social and emotional development and wellbeing is an integral part of achieving success now and for the future.

- Supporting good behaviour and a positive learning environment for all is an important part of that.
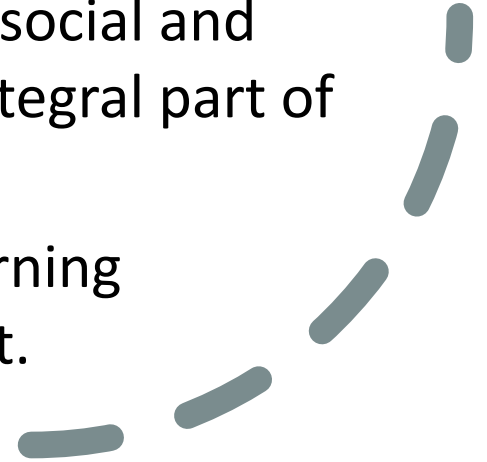
In schools there are national minimum expectations around managing behaviour

a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;

c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;

e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

https://www.gov.uk/government/publications/behaviour-in-schools--2
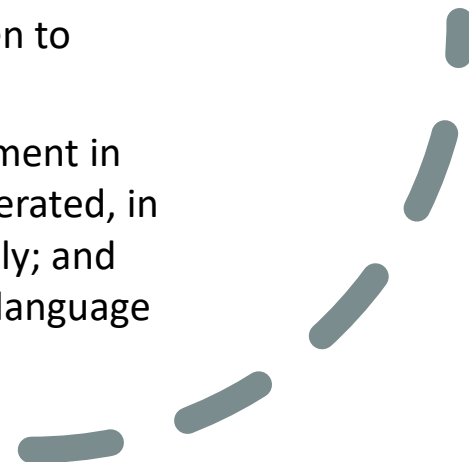
In general, an organisations behaviour policy/code of conduct should:

- Explain the purpose
- Be clear about the do's and don'ts – the rules, the systems the processes
- Explain the consequences if the rules aren't followed:
    - Minor
    - Formal
    - Final
- Identify the support for the CYP
- Explain child protection procedures
- Role of parents and carers
- EDI

BELONGING IN EDUCATIONAL SETTINGS

10 PRINCIPLES

1 Equality, diversity and inclusion Policy

Driven by trustees, Governors, school and system leaders committing them to actions driving ever improving equality, diversity and inclusion in their school – pupils and workforce. Including a focus on adapting the school to meet the needs of all learners.

2 Emotional wellbeing of the school population

Developing belonging, consulting with and listening to pupil and parent voice from all representative groups*, promoting a feeling of being valued and positive contributors to the school community.

3 Relationships and trust are all important

All pupils need to know they can trust staff and the school as a whole. Calm, consistent and kind adult behaviour is a requirement. Staff react to distressed behaviour of any pupil with understanding, care and compassion. All policies but particularly behaviour, uniform and quality first teaching policies are reviewed to move away from being fear-based.

4 An inclusive curriculum framework

Curriculum planning reflects a truly inclusive approach. Supporting resource: Inclusive Curriculum Framework – Our inclusive curriculum – Equality, diversity and inclusion – Kingston University London

5 Language is important and matters

Leaders recognise this and develop a confidence around their use of language and therefore consider commonly used terminology.

6 Whole school change

IWhole school change is promoted and discussed prior to using reasonable adjustments. The use of reasonable adjustments should be fully and carefully considered ensuring that the messages that they give to those who they are made for are positive and designed to promote and sustain belonging

7 An ethos of understanding differences and valuing individuality

Teach both the whole staff team and the whole pupil cohort about the different ways in which people work, think and learn, revisit and extend this understanding regularly

8 Recognise additional curriculum needs

Recognise that different cohorts of children and young people have and organise the opportunities to teach them the curriculum that they are not accessing appropriately without support to reduce vulnerability

9 Navigating Educational Settings

Consider ways in which it might be possible to make transitions around the school less busy and easier for all to manage.

10 Inclusion Data for Analysis

Collate data with the necessary granularity to evidence analysis of successful inclusion

more Information: www.schoolsallianceforexcellence.co.uk/partnerships

Creating a culture that establishes boundaries and nurtures in practice
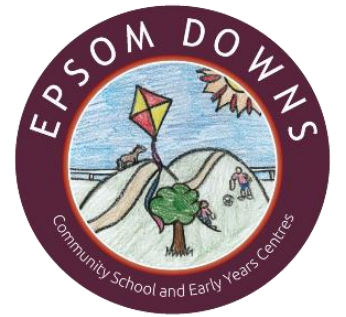
In conversation with Anya Salisbury, Head teacher of Epsom Downs Community School and Early Years Centre

A behaviour system that uses the six principles of nurture and our own school values as the foundation of our behaviour expectations

Our Six Principles of Nurture

- **F**inding our best ways to learn - We all learn differently; we learn when we are ready to learn.
- **R**eassuring classrooms - We like our classrooms to be safe, quiet and calm, with people who care about us
- **I**ndividual Wellbeing - We need to be understood and listened to; this nurturing approach supports our self-esteem
- **E**xpress Yourself – use your voice! Talking and listening is important so that we understand each other
- **N**oticing that behaviour shows how we feel - How we act is a form of communication
- **D**ealing positively with change - Change can be challenging but it is a chance to grow.

Epsom Downs' Values

Resilience   Empathy   Self-awareness   Positivity   Excellence   Communication   Teamwork