



Bentilee Nursery School Behaviour Policy

Review date: Autumn Term One 2022

Personnel: - Headteacher, Nursery Teacher, Curriculum Governor, Family Support Worker, Office manager and EYPs

Our policy aims at Bentilee Nursery School we strive to secure a shared vision for all associated with our school community. Fundamentally we aim to provide a caring environment which seeks to promote the development of self-respect and respect for others.

We aim in behaviour to:

- provide a secure, safe, happy and effective learning environment that promotes the values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community
- develop in the children attitudes of consideration and mutual respect for others and for their environment.
- encourage children to take responsibility for their own behaviour, safety, and to begin to develop self control.
- enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.
 - ensure an environment where all are treated fairly with kindness and respect.
 - promote a working partnership between parent, child and school.
 - value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
 - promote a culture where both adults and children take responsibility for their own actions within a climate where self-esteem is fostered.

Objectives for the children

We aim to support children to enable them to:

- show respect for themselves and others
- show understanding of others and appreciation for what others do for us, for example saying please and thank you
 - show consideration for others and feel and show remorse when they have hurt someone, whether physically or emotionally
 - make amends in a way appropriate to their stage of development
 - make successful relationships with their peers
 - develop a sense of fairness and an understanding of the need for rules, be able to negotiate, take turns and share
- develop confidence and self esteem - taking pride in their achievements and interest in their activities
- begin to take responsibility for their learning environment by respecting equipment and their own and other's work

The adult's role in supporting this:

- to praise positive behaviour as much as possible

- to encourage a sense of responsibility by asking a child to pick up something they have dropped or to help them mend something they have broken
- to support a child to make amends according to the circumstances and their stage of development e.g. get a tissue, help rebuild a model
- to have clear, consistent boundaries and explain these to the child in a way they will understand
- to show by our own behaviour respect for each other and the children and parents
- to offer a child alternative ways to channel their aggression e.g. banging a cushion or piece of clay

It is expected that the essence of all aspects of good behaviour be shown by staff at all times. Children need a model of good behaviour to learn from.

What we expect of the children:

- to make the best possible use of opportunities in school and take pride in their work
 - to act with consideration and respect towards others
- to listen and respond to others, especially to listen to adults and obey their instructions
 - to work in a harmonious and co-operative way
- to take responsibility for and think about their actions, accepting sanctions and saying sorry when necessary
 - to come to staff with their problems
 - to accept fair criticism and accept that sometimes people make mistakes.
 - to behave in a way that is acceptable, be polite and use people's proper names
 - not to hurt others, be unkind, fight or use toy weapons, or use sticks or stones as weapons or in a way which might hurt others
- to respect the property and equipment of the school and the possessions of others
 - to care for the nursery environment, garden and living things around the school
 - to care for the safety of everyone in the school
 - to keep the school rules. To follow safety rules indoors and outdoors.
 - to walk in the building to avoid collisions.

What children can expect from us:

- to provide a safe and stimulating learning environment appropriate to their individual needs
 - to be listened to and taken seriously
 - to be treated in a kind, polite, fair and reasonable manner
 - to be helped to develop a positive self-image
- to be helped to develop their negotiating skills and to ability to talk through situations
 - to be recognised and praised for their efforts and achievements
 - that bullying in any form will not be tolerated

What parents can expect from us:

- the provision of a safe environment appropriate to their child's needs and stage of development
- the opportunity to discuss their child's progress, by arrangement with their key worker or class teacher
 - to be kept informed of activities and main curriculum focuses in the classrooms
- to be notified of any concerns the school may have relating to their child's education or welfare
 - to be treated with consideration and in a professional manner
 - parent meetings every half term to update on any issues at home / school. Give praise where it is due as well.

- have an open door policy for parents so they know that a key worker is always available to talk to.

The school wishes parents to be partners in encouraging good behaviour and to assist us to ensure consistency, particularly where children's behaviour is giving cause for concern, either at school or at home. The school through the Children's Centre can signpost parents to accredited courses to support their approach, e.g. Family Links.

How parents can help to support the school:

- support the school policies on behaviour
- encourage children to follow the school rules and care for their environment and each other, e.g. not hit back
 - ensure your children are punctual and attend regularly
- become involved in school activities, e.g. offer help for visits, attend workshops, help in the classroom or with events, etc.
- read school letters and communications and talk with your child about their work and activities
 - keep all school appointments
- for safety reasons please take care of babies and younger children when in school
- ensure your child does not bring money, toys or sweets to school, except in special circumstances, e.g. for projects or items of specific interest
 - contact staff if you have any information or concerns relating to your child

This policy promotes a consistency of approach by all adults working with the children in the nursery.

Ways in which good behaviour is encouraged:

by:-

- **Example** - through adult's own behaviour and consistency of approach to pupils and colleagues, we set an example to the children by showing respect and kindness towards each other and to them.
- **Using day to day incidents, praising desirable behaviour and achievement.** We recognise and reward positive behaviour and good work, e.g. through praise. We have high expectations of every child and try to be positive and encouraging when talking with them about their work or behaviour. We also select helpers of the day. These are chosen from the children who have demonstrated appropriate behaviour.
- **Including teaching on behaviour issues in our planning.** We particularly use Circle Time to remind children of the school rules and why we have them and to develop children's children/s feelings of ownership, pride and 'belonging' to the school through group time and individual discussions. In addition, by developing a PSED curriculum that underpins a lot of these issues.
- **Organising and differentiating teaching and learning activities.** Children with specific behavioural difficulties are given support by the adult, and through special needs provision if appropriate.
- **Dealing promptly and sensitively with unacceptable behaviour, i.e. bullying.** We give children clear boundaries for their behaviour with clear explanations. We warn children

whose behaviour is 'close to the limit', explain why and allow them time to modify their own behaviour. If necessary children will be given an opportunity to sit on the 'thinking care', in order to think over their behaviour.

- **Giving children strategies to help them manage their own behaviour.** We encourage children to seek adult help and not retaliate if they are being teased, bullied or provoked. We encourage children to be assertive not aggressive. Children are also taught to go and take themselves to the 'thinking chair' in order to remove themselves from the situations and take time to think their actions and behaviour through.
- **Using resources on behaviour management** and Circle time activities and materials.
 - **Supporting colleagues by adopting consistent approaches to all pupils.**
- **Giving parents regular feedback** relating to their child's achievements and behaviour.
 - **Weekly circle group time with key person** (family groups of varying size)
 - **Staff greeting and say good bye at the end of the day** to ensure parents feel comfortable.
- **Children are encouraged to ask one another for permission to touch each other** (reference- MIS massage in schools)

Unacceptable behaviour:

This can take the form of:

- physical violence – hurting others e.g. – hitting, biting, kicking, throwing things at people
 - hurting someone verbally, name-calling, racist or sexist behaviour, shouting at others
 - all forms of bullying
- showing disrespect for the feelings of others e.g. not waiting a turn, spoiling or belittling the work of others, threatening or manipulation of others
 - swearing, spitting, stealing, rudeness
 - abuse or disrespect of equipment and property
 - not saying sorry

The judgement of this should be made according to the child's age and stage of development, bearing in mind that children may respond very differently. Factors such as how tired the child is and events happening at home should also be considered. It is important to encourage parents to share these in confidence with the key worker e.g. a parent being in hospital etc. If the behaviour is uncharacteristic of our way of handling it may need to be different from when a consistent pattern of behaviour has been recognised and a strategy agreed.

Managing unacceptable behaviour:

There is the expectation that school and home will support each other to prevent such behaviours re-occurring. In most cases the member of staff responsible at the time of an incident will deal with it. For serious or repeated occurrences the headteacher might become involved. For serious behaviour difficulties the headteacher and governors have the right to exclude a child from the school.

What the adults in the nursery will do:

- approach, quieten and calm the situation
- intervene to stop the behaviour, especially if someone is being hurt or is in danger
- comfort the child who is the victim- this may mean someone else does this while you deal with the other child
 - acknowledge children's feelings
- gather information from the children involved
- try to find out the reasons for the behaviour

- restate problem for the children, help them to think about the situation and their behaviour
- ask the children for ideas for solutions
- depending on the children's level of maturity help them to resolve the dispute
 - themselves
 - help the children to choose a solution
- explain clearly and in language appropriate to the child's level of understanding what it is that is unacceptable
- label the behaviour rather than the child e.g. 'that was an unkind thing to do' instead of, 'you unkind boy/girl'
- ensure that the child says 'sorry' and help the child to make amends appropriately e.g. comforting the victim, getting a tissue, clear up the mess.
- whenever possible use positive language e.g. 'we can run in the garden,' rather than 'Stop running indoors'
- tell the child clearly what will happen if they do not stop this behaviour e.g. moving the child to another area to get involved in something else
- if appropriate, remove the child from the situation and reminding him/her of what is not acceptable. This will be done by using the 'thinking chair' and a 3 minute egg timer.
- give the child time to think about/reflect on their actions and if appropriate, for a short time, remove the right to participate e.g. by using the 'thinking chair' and a 3 minute egg timer or in extreme cases or if the thinking chair has been used previously, then to the child will be taken to the office/ headteacher for 'time out'.
- share concerns with other staff and parents and discuss strategies for encouraging good behaviour
 - give follow up support

It is important to state that at Bentilee Nursery we consider that 'EACH DAY IS A FRESH START'

Strategies to assist the adult:

- get down to the child's level
- try to maintain eye contact to emphasise that you are serious
 - use a firm and controlled voice rather than shouting
 - don't embarrass or humiliate the child
- call a colleague for help if you feel yourself getting upset or angry
 - deal with behaviour immediately and then drop it

Positive approaches:

Positive approaches are the most valuable way of dealing with a child

- in the classrooms there should be a good positive atmosphere
- in the event of an incident a verbal reprimand may be sufficient or a quiet word with the child away from the others
 - when any behaviour problems arise, parents are contacted at an early stage.
 - persistent behavioural difficulties should be discussed with the headteacher/senco
 - the child is spoken to, and the problem discussed with them and then immediately discussed with the parent.
- If necessary the child will be given 'time out' on the 'thinking chair' or in the office with the headteacher
 - sometimes tangible rewards, such as smiley face stickers with praise, can help in modifying a child's behaviour

If the Problem persists:

- discuss at team or staff meetings, talk to the SENCO, family support worker or headteacher
 - talk to parents to discover if this behaviour is repeated at home
- agree a strategy to be used at Nursery and home and share this with all staff involved
 - review after an agreed time and agree further strategies
- with the parents co-operation if this is still recurring start a behaviour plan. This may involve a flexible approach to the Nursery School day i.e. part time attendance.
 - agree a review date
 - monitor behaviour and record observations
- if behaviour persists consult outside agencies in consultation with parents.
- in the case of all reasonable efforts failing then every effort will be made to obtain expert help from outside agencies. This will be triggered by significant unacceptable, dangerous and violent behaviour.
- in the event of extreme behavioural problems, the safety of other children will be paramount. *Reasonable force may have to be used as an option to ensure the safety of other children and staff and LA guidance would be adopted. (See appendix 1).* Following discussion with the parents a way forward will be planned.

Racist remarks

- All staff are expected to deal with these promptly. The incident should be recorded and reported to the headteacher. If incidents are repeated the matter should be discussed with the parents. Racist incidents will be reported to the authority termly on the integrated bullying/harassment form as required by CSF and copies of the form kept in the bullying/harassment incidents file. See relevant school policies on Equal Opportunities, bullying and Race.

Health and safety

It is the adult's role to judge the safety of what a child is doing and to decide the appropriate response. This decision should balance the need of the child to explore and stretch their strength and abilities with the risk of them injuring themselves. This can sometimes vary according to the adult's own personal confidence and experience so a consensus of opinion may need to be taken for certain areas e.g. climbing trees. If a child is repeatedly doing something thought to be unsafe then a review of the experiences being offered may be needed.

Physical contact

On rare occasions there no alternative to restraining pupils physically, in their and others' interests and safety. In such circumstances no more than minimum force should be used, taking all of the circumstances (hold from behind and hold wrists whilst telling the child that they are being restrained until they are calm). Such interventions should be made only when they are likely to succeed. Desirably more than one adult should be present (although this is not always possible). Physical restraint is normally only used to prevent a pupil causing harm to him or herself or to others, seriously damaging property, or committing some criminal act which risks harm to people or property, when verbal commands will not control the behaviour. The purpose of intervention is to restore safety, and restraint should not continue for longer than is necessary. Physical contact and restraint should never be used in anger, and teachers should seek to avoid any injury to the child. They are not expected to restrain a child if by doing so they will put themselves at risk. Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated child than holding or physical restraint.

Uniform

The wearing of correct uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform. Shoulder length hair should be tied back at all times. Student ear-rings may be worn in school but are required to be removed for physical activity when in the Play Space. It is important to note that school staff are not permitted to remove ear-rings.

Agencies

The school has established links with support agencies, the educational psychologist, the Behaviour Support team and Health visitors.

Policy implementation and responsibilities

It remains the overall responsibility of the headteacher, the Nursery Teacher and the Governing Body to ensure that high standards of discipline are maintained on a daily basis. However, at Bentilee Nursery School we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.

This policy will be followed and implemented by all staff and monitored by the headteacher/senco

Role of Governors

The governors' role is to challenge and support the Senior Leaders and Nursery staff in carrying out the roles and responsibilities outlined in this policy.

Links with other Policies

This Policy links closely with other school policies as follows:

- Bullying
- Single Equality Plan
- E-Safety
- Physical Restraint Policy

