



Behaviour Policy



OUR MISSION STATEMENT

"To value children as individuals, promote their confidence and their excitement in learning"

Behaviour Policy and Guidelines

Introduction

Kings Norton Nursery School and Camp Lane Children Centre strives to offer a positive environment in terms of behaviour management by praise and reward for good behaviour in order to develop the children's self-esteem and their social skills.

The children usually respond positively to the well planned quality curriculum that aims to meet the children's individual learning and emotional needs.

Kings Norton Nursery School and Camp Lane Children Centre Mission Statement:

"To value children as individuals, promote their confidence and their excitement in learning."

The aims in part state:

- We aim to provide a safe, happy and stimulating environment where all children and their families feel they are welcomed, valued, safe, respected and included.
- To provide consistency of practice for all teaching and support staff.
- To encourage good behaviour and a caring and co-operative attitude towards others.
- To encourage respect for others and to prevent all forms of inappropriate behaviour among children.
- To promote the development of positive self esteem and well being.
- Relationships and the Rights of the child are at the heart of all we do.
- We provide quality provision that responds to the individual needs of children and families.

This policy outlines part of our approach in creating the ethos and

environment in which all participants (children, staff, parents/carers and those from the wider community) can flourish and achieve their potential within a safe, happy and stimulating environment. The school positively encourages good behaviour and promotes the development of courtesy, respect, good manners and care. Self-esteem, self-discipline, responsibility and self-respect are held to be of paramount importance as factors contributing to the ethos of the school and are positively developed and promoted through all aspects of nursery life. This includes the promotion of British Values, Our Values Education and our commitment as a Rights Respecting School.

Early Years Foundation Stage Curriculum

Personal, Social and Emotional Development

The 'Personal, Social and Emotional' area of learning is one of the seven areas of learning within the foundation stage curriculum and it includes development matters that are relevant to behaviour management.

These include:

Self-confidence and Self-esteem

Express needs and feelings in appropriate ways.

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

Making relationships

Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routines.

Value and contribute to own well-being and self-control.

Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Behaviour and Self-Control

Show care and concern for others, for living things and the environment.

Have awareness of the boundaries set and of behavioural expectations in the setting.

Understand what is right and wrong and why.

Consider the consequences of their words and actions for themselves and others.

Teaching and Learning

The EYFS curriculum and the characteristics of effective learning will, involve children in their own learning that will help to develop self-control and to ultimately manage their own behaviour and relationships in a positive manner. Every opportunity will be given to

enable children to feel good about themselves, individually and collectively.

In an atmosphere of respect and tolerance, adults act as role models by demonstrating appropriate behaviour. Good behaviour by children will be pointed out, praised and rewarded.

Through the PSED area of the curriculum and the nursery practice, the children will develop their self esteem and confidence by;

- Asking for help when needed.
- Become sensitive to the needs and feelings of others.
- Develop the ability to express their feelings appropriately.
- Play sociably, conforming to group requirements when appropriate.
- Begin to recognise the consequences of their own actions and words.
- Deal with conflict situations by negotiating and reasoning without resorting to anti-social behaviour.
- Build relationships with other children and adults.
- Take turns and share.
- Develop knowledge of what is right and wrong.
- Develop a sense of honesty.
- Make and express choices.
- Develop strategies for dealing with anger and frustration.
- Respect and care for others and the environment.
- Develop an awareness and respect for other cultures and beliefs.

At Kings Norton Nursery School and Camp Lane Children's Centre we are committed to 'British Values', 'Values Education' and being a 'Rights Respecting School'.

Values Education

The purpose of values education is to:

- Deepen understanding, motivation and responsibility with regard to making personal and social choices.
- Inspire individuals to choose their own personal, social, moral and spiritual values and be aware of practical methods for developing and deepening them.
- Encourage educators and caregivers to look at education as providing children with a philosophy of living, thereby facilitating their overall growth, development and choices so that they may integrate themselves into the community with respect, confidence and purpose.
- All the parent/carers are given a booklet of suggestions on how to practically support the children in a particular value. The values which are covered throughout the year are; helpfulness, caring, happiness, independence and respect.

Rights Respecting School

- UNICEF's Rights Respecting Schools Award involves teaching all staff, parents and children about children's rights from the United Nations Convention on the Rights of the Child.
- This work will support the children to grow into confident, caring and responsible young citizens both in school and in the wider community.
- By learning about their own rights, children will also learn about the importance of respecting the rights of others.
- Children are encouraged to reflect on how their behaviour affects those around them which allows us to build and maintain a safe and positive learning environment for all.
- Rights Respecting ethos reinforces the work in teaching **British Values** as children have the right to have their views listened to (Democracy), a right to free speech and to believe what they want to (Mutual Respect and Tolerance), a right to a name and an education (Rule of Law), a right to play (Individual Liberty).

Positive Behaviour Management

Positive behaviour management is a whole approach to dealing with behaviour that fosters, encourages and rewards the (desirable) behaviour that you want to see and that discourages and reduces those (undesirable) behaviour that you do not want. Positive behaviour management would be employed when dealing with behaviour issues. We have identified key language, Makaton Signs and nursery rules, which are embedded into the daily practise in order to ensure a well-educated, healthy, happy future for all.

Some aspects of this approach include:

- Good listening
- Good Looking
- Good Thinking
- Good Sitting
- Good Sharing
- Consideration and care for each other
- Being polite at all times
- Respecting each other
- Caring for the learning environment.
- Having high and clear expectations of children and their behaviour.
- Praising and rewarding children for the desired behaviours and then explaining why it was appropriate.
- To always praise appropriate behaviour rather than focussing on undesirable behaviour.
- Realising that what we pay attention to is what we get more of.
- Giving all children rewards and praise on an equal basis.

- To remember that it is the behaviour not the child.
- Warning and preparing children for changes that are about to happen e.g. we will tidy up in 5 minutes – use visual clue of timer.
- Teaching children to share, take turns and look after resources.
- Providing a stimulating learning environment.
- Using indirect approaches to behaviour management through role play, puppets and modelling the desired language and behaviour.
- Sharing behaviour issues with staff.
- Staff being consistent and persistent in their approach to dealing with behaviour issues.
- Observing children and the environment so staff are aware what triggers negative behaviour e.g. lack of interesting activities, being unengaged etc.
- Distracting children towards more appropriate activities.
- Ensuring all children are aware of care towards each others e.g. in circle or group time.
- Giving children calm clear instructions, avoiding shouting and raised voices.
- Making children aware of consequences.
- Targeting the unwanted behaviour rather than the child.
- Having individual behaviour plans.

Rewards

Rewards and practises that can be used effectively include:

- Praise - lots at first and then gradually reducing it, as appropriate.
- Observing children being good and giving immediate/public praise.
- Celebrating and sharing achievements with others e.g. parents, other members of staff, their peers.
- Giving individual rewards or privileges e.g. favourite activity, 1:1 attention, responsibilities.
- Star of the week. (certificate and photograph displayed)
- Value Education certificates.
- Head Teacher Award

Conflict Resolution

Deal with an observed behaviour as promptly as possible by following the conflict resolution procedures:

- Approach calmly
- Acknowledge feelings
- Gather information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow up support

By engaging in this process, we strive to foster responsibility and

independence within children, in order to help develop their confidence to deal with problems/conflicts. If a child is presenting with more complex needs and requires additional support to appropriately manage their behaviour, the keyworker, in consultation with the SENCo and Head teacher will adopt the Graduated Approach with Four Stages of action:

Assess
Plan
Do
Review

At Kings Norton Nursery School we feel that; a child's behaviour is a form of communication and we aim to support each child and family to understand the reasons for this behaviour and how to manage this more calmly and appropriately. When necessary and in consultation with parents and carers, nursery educators may feel it necessary to involve outside agencies for support. Parent/ Carer consent will be gained with each new referral.

At Kings Norton Nursery School we work with a range of services:

- Educational Psychology
- Communication and Autism Team
- Speech and Language Therapists
- Family Support
- Early Support Service
- SENAR

Safeguarding

Conflict resolution should be used as our key strategy for resolving any issues.

- All behaviour management strategies are carried out in the best interests of the child. They are never used as punishment. Occasionally, staff may need to use reasonable force, for example, to prevent injury of another child/staff member, to avoid injury to property, to guide a child away from injury, or to prevent a child injuring themselves through a physical outburst. Reasonable adjustments will be made for children with disability and for those with Special Educational Needs. Removal of the child from their play and learning should only be used to support a child to become calm or to prevent a child from hurting themselves or others.
- Sanctions are implemented to be appropriate for the individual child and the circumstances. Each time sanctions are implemented, the member of staff explains their reasons and it is emphasised that it is the behaviour and not the child that

receives the adult's disapproval. When rules are broken we do show our disappointment of the action by: facial expression or gestures.

Involving Parents/Carers

Parents/carers will be encouraged to bring their children to nursery regularly and to encourage good behaviour from the start. Parents are encouraged to approach staff with any problems or concerns.

When an incident does arise, sensitivity must be used and confidentiality maintained, when talking to parents of the perpetrator or a victim. Staff will need to decide when and what they should tell parents as realistically they cannot feed back details of every incident (and nor should they). We want to work in partnership with the parent/cares therefore it is essential that before a meeting takes place the member of staff discusses the issue with a senior member of staff. However parents should be told about persistent problems, those with serious potential consequences or incidents in which their child has been injured or injured another child. It may be helpful sometimes to explain to a victim's parent that the perpetrator has difficulties or additional needs (without identifying the child involved).

Sometimes staff have to explain to parents that certain behaviours are not acceptable at nursery, although they may be tolerated elsewhere. It may also be necessary to stress to parents that a behaviour incident has been dealt with fully at nursery, in order to avoid either the child receiving further punishment, or potential arguments occurring between parents.

No parent likes to hear that their child has not been behaving well at nursery and sometimes parents can react with hostility towards a member of staff. It is important therefore that if a member of staff intends to talk to parents about sensitive issues that they have privacy but they must also ensure that they are not isolated or beyond the reach of assistance from other staff. It will often be appropriate for a second member of staff to be present, but at least staff should prepare for such meetings by informing others that they are to take place. We want to work in partnership with the parent/cares therefore it is essential that before a meeting takes place the member of staff discusses the issue with a senior member of staff beforehand. It is important to remember that parents also want to hear about positive things their child has done at nursery.

Links to other Nursery School Policies and Procedures

This policy is intended to be used in conjunction with the schools:

- Care and Control (incorporating Physical Restraint)
- Child Protection Policy
- Confidentiality Policy
- Rights Respecting School

- British Values Overview

Review

The policy will be reviewed according to the School Improvement Plan, except:

Where Government or LA changes necessitate an earlier review.
Where a request has come from the Governors or Head Teacher.

Date for next renewal: Spring 2017