

# **Old Church Nursery School**

## **Behaviour Policy**

**May 2015**

Reviewed February 2017

Old Church Nursery School recognises that children's social and emotional development is paramount to children being thoughtful and reflective learners.

As such, we want all members of the school community to show mutual respect and recognition of the rights and responsibilities of others.

#### Aims:

- To inspire learning and challenge thinking
- To foster a positive disposition to learning and social interaction
- To provide a learning environment that is calm and purposeful.
- To promote independence with a clear sense of responsibility.
- To raise an understanding of children's rights as set out in the United Nations Convention on the Rights of the Child.

We will achieve this through a whole school approach of promoting positive behaviour, high expectations, clear and consistent boundaries in partnership with parents and carers and the development of Classroom Charters.

As a school we recognise that young children are constantly learning and developing both their understanding and expectations of the world in which they live. It is in this context that the school does not accept the following behaviours but will address them within a context of learning:

- Aggressive behaviour, whether physical or verbal towards other children, adults, animals, equipment or property.

- Bullying in all its forms, i.e. verbal and emotional intimidation.
- Physical behaviour that puts the child or others at risk.
- Racist attitudes, behaviour, talk and prejudice.
- Retaliation as a way of resolving conflict.

We promote positive behaviour by:

- Helping the children develop a **positive self image** - building on individual strengths, celebrating achievements and showing that all children and their home backgrounds are valued. For example planning activities based on children's interests, making books, using the child's special book to share in nursery and at home.
- Teaching children the social **skills they need to communicate effectively**. For example if children want a toy another child is using; model language such as 'May I have this please when you are finished?' Additionally support children in using resources to support turn taking such as a 'sand timer'.
- **Acknowledging children's feelings** (anger, hurt, disappointment, frustration etc), and helping them to name and talk about how they feel/their feelings, rather than negating their feelings. For example an adult may say: 'I can see you are angry' or 'you seem very sad'. Adults then need to spend time with children to talk through how they are feeling. Positive feelings should be acknowledged and celebrated.
- **Getting down to children's level**, when possible, adults should interact with children on their physical level, providing eye contact and listening to the child. When this

is not possible, adults must ensure that they are heard by the child.

- **Stating what you want the child to do**, as opposed what she/he should not be doing; for example; 'can you please put the stick down as it could hurt someone'.
- **Using positive language** with the children - praising good behaviour and self control in difficult situations. For example 'well done for listening, I am really pleased you came when I asked you, thank you'.
- **Setting achievable targets** in partnership with parents; for example: X will listen and adhere to requests made by adults both at home and in nursery. Strategies will be agreed and implemented both at home and in nursery. A review date will be set to monitor progress.
- **Showing that children's opinions** are valued and taking time to listen to them. For example when children have made a model or painting, discuss with them where they would like to have the painting displayed, title of painting etc. Or discuss with children whether they wish to return to their model, and if so working with them to create a sign so everyone can see.
- **All staff being consistent and clear about boundaries.**
- Providing a **good role model** for example other children or characters in books.
- Teaching children to **care for the environment**. For example understanding when resources are finished they are put away, so they are ready to be used by other children.

- Showing children **how to use equipment correctly and safely.**
- Working in **partnership with parents**, ensuring all parents/carers have access to a copy of the school's behaviour policy on the website..
- **Reviewing children's learning** on at least a termly basis.
- **Regularly reflecting on children's behaviour and bringing any concerns about children's behaviour to the end of day evaluations.** If concerns are repeated a meeting should be arranged with the parent. Think carefully what will be said to the parent and focus on a collaborative approach utilizing the parent's knowledge of her/his child.
- **Work in partnership with outside agencies.** If behaviour is not showing sufficient progress and clearly hindering the child's learning or impacting on the learning of others, liaise with the SENCo to organise possible support from outside agencies. Consent from parents must be provided before additional professionals can engage with their child.

#### **Behaviour which is dangerous or causing harm.**

- It is important that we clearly signal to children behaviour which is dangerous or which harms others.
- If a child is in danger it may be necessary to raise your voice. This should only be done in exceptional circumstances and it is important that you are clear and not aggressive.
- It may be necessary to spend time with the child, before she/he is able to return to the area.

- If needed seek support from additional staff and inform the leadership team.
- Organise meeting with parents to work in partnership to ensure child's learning is as successful as possible.
- Inform the SENCo/Deputy Head Teacher.
- Restraining a child should only happen as a last resort, where the child is in immediate danger or the well being of others is being severely compromised. The Head Teacher needs to be informed immediately after this has happened and parents should be informed by Head/Deputy Head Teacher.
- Parents will be informed and where necessary as determined by the Leadership Team, parents may be requested to come and collect their child.
- Any dangerous behaviour towards members of staff must be reported to the Head Teacher. Staff should seek support from colleagues. Once the Head Teacher/Deputy Head Teacher is informed, a strategy will be put in place until a meeting with the parent/carer has taken place. It may well be necessary to provide the child with some time out.

### **Safeguarding and the Prevent Strategy**

At Old Church we constantly observe children's behaviour to ensure their physical and mental safety. Strategies used in dealing with suspected child abuse (including possible radicalisation or exposure to extremist narratives) are made explicit in our Health and Safety policy.

**Summary**

In summary; the school has high expectations of all children's behaviour, as a means of ensuring a calm and purposeful environment.

May 2011

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Reviewed February 2017

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