



Featherstone Nursery School

Behaviour Management Policy

AS A RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 3 - All interventions should be designed to achieve outcomes that are in the best interests of the child.

Article 10 - Appropriate legislative, administrative, social and educational measures will protect children from all forms of physical violence

Article 28 - School discipline is administered in a manner consistent with the child's human dignity, and is in line with the Convention

Article 29: The right to an education that develops every child's personality, talents and abilities to the full, and also helps children to live peacefully, protect the environment and respect other people.

Article 40 - Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Governors' Statement of Principles

Our principles are based on the values we are committed to promoting: respect, fairness and social inclusion.

- Effective teaching and learning are inextricably linked with the promotion of positive behaviour.
- Behaviour is inextricably linked to emotions and perceptions.
- Behaviour is learned.
- Behaviour can change.

- Every child and their family matters to us.
- Children and their parents/carers have the right to be treated with dignity and respect.
- We expect children and their parents/carers to respect the rights of other children and adults within the setting.
- Children behave in particular ways because they have learned to behave that way, or have not had the opportunity to learn to behave differently.
- All behaviour reflects underlying needs and has a purpose.
- Children should be treated as individuals within our inclusive setting taking into account their differing cultural heritages.

Introduction

This policy has been produced in order to incorporate the following guidance and current legislation:

- Early Years Foundation Stage (Review April 2017)
- Standards for Inclusion: Success for Everyone

This policy has been developed to set a benchmark for what we consider to be high quality education and care for children under 5. Therefore all staff and governors have been involved in its formulation and it will be shared with parents and carers as appropriate.

Our principles and aims are guided by the principles of the EYFS:

Our overall aim is to lead, encourage, support and direct children to develop thoughtful, considerate and responsible behaviour. Discipline has an educational purpose and an educational focus.

- **A unique Child: Every child is a unique learner from birth who can be resilient, capable, confident and self-assured.**
 - All children are individual, and have different and varied experiences before entering the setting. We will treat children as

individuals and seek at all times to take any personal and specific needs into account in managing their behaviour.

- Some children, because of their lack of experience, skills or self-motivation may need more encouragement or reinforcement than others to produce the required behaviour.
- **Positive Relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.**
 - We will seek at all times to develop and maintain positive relationships with children and their families.
 - When children exhibit any inappropriate behaviour we will work in partnership with parents/carers on a solution-focused approach.
 - The setting expects childrens' and parents' cooperation in maintaining an orderly climate for learning.
 - All incidents of bullying will be taken seriously and dealt with by senior members of staff.
 - **Enabling Environments: The environment plays a key role in supporting and extending children's development and learning.**
 - Once rules and routines are established in the setting and are clearly understood, most children will respond to specific praise and reminders and will behave appropriately.
 - We expect children to behave appropriately and to adhere to our setting rules.
 - We will not tolerate violence or threatening behaviour or abuse
 - **Learning and Developing: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.**
 - We believe that all children have the right to be in a safe environment that is conducive to learning.
 - Children will react positively if adults make a point of commenting frequently on good behaviour.

All staff have agreed that the following statement expresses our intended outcomes for children:

Outcome: Children will be:
Curious explorers
Involved
Challenging themselves
Taking responsibility for their own learning and behavior
Applying their previous learning creatively
Making choices and decisions
Autonomous learners

Role of the Staff within our setting

Introduction

The role of the staff within the setting is key to the achievement of our aims for our children; therefore we have sought to outline the role here. Outlining rules early and developing consistency right from the early days of the child/children entering the setting are crucial times in establishing routines and expected behaviour patterns.

As a staff group we agree to:

- Work together as a team.
- Ask for help when needed.
- Be honest with each other.
- Respect each other and understand that we are all different.
- Respect children and their families.
- Treat all children and their families as individuals.

The following statements have been agreed by the staff through discussion:

- ❖ A crucial skill in all adults in the setting is the ability to consciously communicate calmness. An adult's characteristic verbal and non-verbal behaviour is a crucial feature of their overall behaviour leadership. The adult role is to lead, guide, and support, encourage and direct.
- ❖ Adults need to introduce the rules and expectations, to explain, discuss model, expect and encourage the children (to actively teach behaviour) and then to reinforce these expectations consistently with all children.
- ❖ Staff will introduce our rules and reinforce them using inclusive positive language within the setting giving targeted praise for good behaviour and inclusive reminders and reinforcement as and when necessary; i.e. "Well done X I can see that you are walking beautifully" "Remember in our nursery we are always kind to each other."

- ❖ It is important that staff do not over dwell when correcting children. Staff need to explain to the child what they expect of them simply and clearly and repeat this if necessary but to then move on: i.e. over dwelling may sound like this "Oh X I've told you so many times that we don't do that in our nursery I don't know why I am having to tell you again everyone else is able to do it why can't YOU!!" This is over dwelling and pointless as the child will most likely switch off and never be able to answer this type of question.
- ❖ Random and overly praising children also lose their effect over time. Targeted praise where the child knows what it is they have done well and encouragement for effort are more effective.

Setting rules and agreed routines.

1. Rules:

The rules agreed by the staff now form part of the Nursery School Charter and are linked to the UNICEF Rights respecting Schools award. The United Nations Convention on the Rights of the Child has 54 articles that apply to all children around the world. Our 4 rules are linked to Articles from the UNCRC as follows:-

Our Nursery School Charter

We always walk in the nursery (Article 19—the right to be safe)

We are all kind and helpful to each other (Article 19-the right to be safe and Article 29-the goals of education)

We all look after our nursery (Article 28- the right to an education and Article 31—the right to play)

We all listen to each other (Article 12—the right to our own view and Article 28—the right to an education)

These rules need to be displayed prominently for parents and children to see illustrated with photographs of the children showing these expectations. Children will be expected to behave in accordance with these basic rules at all times within the setting. They will be expected to behave in a way that shows concern, courtesy and respect for themselves and others at all times. Rules will be applied firmly and fairly. Consequences of breaking the rules and what it means to break the rules also need to be discussed to establish the link between behaviour and consequences.

2. Group time:

Children to sit facing the adult.

Good sitting, good looking and good listening will be modelled for the children with Widget symbols used as reminders. Photographs of the children doing the expected requirements with a comment underneath "We all can do good sitting, good looking and good listening" will also be displayed in each group area as a reminder.

It is important for the adult to scan the faces (and eyes) of the group so as to connect with each child. Also, the adult needs to then use temporary eye-contact with each child to maintain this connectedness.

3. Tidy-up time.

Verbal 5 minute warning given before the signal to tidy up is used.

A whistle will be used as a signal to stop outside; a tambourine will be used inside.

All children are expected to stop, show their hands to the staff and then the agreed tidy-up song will be sung.

The children will then be gathered on to the carpet, or by the wall/centrally together outside. The children will be given jobs to do and staff will use the phrase "put things back in the right place" so that children will understand what is expected of them. Those children who are not involved in tidying up will remain with one adult singing songs or ring games etc. **All** children will take part in tidying up at some time and those who struggle or are reluctant will be paired with another child as a good role model or can directly work alongside an adult.

4. Rules and expectations will be shared with parents through a small leaflet using photos of our children to illustrate our basic rules and expectations. This will be accompanied by a letter of explanation from the Head teacher.
5. Rewards for good behaviour will include: praise; stickers; telling parents/carers about the child's achievements; going to the HT for a special sticker.

Dealing with inappropriate behaviour

- All staff employed by the setting are authorized to deal with behaviour management.
- Students/helpers/volunteers will be authorized to deal with behaviour as deemed appropriate by the Head teacher.
- Behaviour deemed unacceptable by all of the setting community:
 - Physical aggression e.g. hitting, biting, kicking etc
 - Verbal abuse against staff and pupils.
 - Spitting.
 - Defiant behaviour.
 - Throwing equipment and stones etc.
 - Bullying.
 - Damaging equipment.
 - Interrupting group times by repeatedly calling out/making loud noises or by distracting others.
 - Snatching and not sharing equipment.
 - Running inside the setting.
- We deal with all incidents of inappropriate behaviour positively without embarrassing or humiliating the child concerned. All harsh physical contact with the child concerned is unacceptable. It is acceptable to lightly hold the child whilst the adult is talking to them. The child may wish to have a hug to say sorry etc. (Please refer to the setting policy on the use of restraint.)
- Initially inappropriate behaviour will be dealt with by any member of staff working with the child. Listen to the child/children; establish the facts; be positive and consistent. A brief and clear reminder of the rules will probably be enough at this stage reinforcing what behaviour is expected. Encourage the child/children to apologize.
- If inappropriate behaviour continues the child should be warned that they will have to be removed and will have to sit on a chair for a few minutes (as appropriate to that individual).
- The adult will remain with the child during their time out and then to explain to the child why they are having to sit out and encourage the child to say sorry. Again avoid over dwelling on the unacceptable behaviour.
- It may be necessary to exclude a child from specific activities for a small amount of time as appropriate to the situation/individual child.
- It may be possible to avoid situations that might give rise to unacceptable behaviour and to channel a child's energies into more positive activities.
- If staff realize over a period of time that an individual child is exhibiting unacceptable behaviour on a frequent basis then they need to consult

with the Deputy Head teacher regarding talking to parents and/or beginning to log the behaviour. It may then be decided to begin a reward chart and/or to give stickers etc appropriate to that individual child.

- When patterns of inappropriate behaviour emerge we must adopt a positive, caring and consistent approach and plan for changes in the child's behaviour. This will include (wherever possible) working in partnership with parents/carers from an early stage.
- At all stages it is important for staff to discuss with other staff their observations regarding individuals and also for appropriate records to be kept with all due regard to issues around Data Protection and confidentiality.

When Behaviour issues become special needs.

- The following information is useful when considering whether or not behaviour has become such a concern that it is hindering the child's all round progress.
- The SEN Code of Practice describes Behavioural, Social and Emotional Difficulties (BESD) as a learning difficulty where children demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing, being hyperactive and lacking concentration, having immature social skills or presenting challenging behaviours resulting from other complex special needs. Learning difficulties can arise for children with BESD because their difficulties can affect their ability to cope with school routines and relationships.
- Whether a child is considered to have BESD depends on a range of factors, including the nature, frequency, persistence, severity and abnormality of the difficulties and their cumulative effect on the child's behaviour and/or emotional well-being with what might be expected for a particular age.
- Early childhood experiences can have a major impact on later development, with the lack of positive attachment to an adult being seen as particularly detrimental to some children. Children who experience family difficulties including parental conflict, separation, neglect, indifference or erratic discipline are more likely to develop BESD. (Boys are 4 times more likely than girls to be identified as having BESD.)
- Children who have BESD difficulties within the setting will be identified as early as possible and the additional services provided by the Children's Centre, such as Family Support, can be offered to families to enable them

to overcome any issues while the child is young and thus prevent the difficulties having a lasting impact on the child's education and well-being.

Managing Transition and the communication of relevant information.

It is important that all relevant information regarding any individual children who need support with behaviour management is passed on to those who deal with the child on a regular basis. This will include:

- Between staff within the rooms/setting.
- Lunchtime supervisors.
- Across from one area of provision to another i.e. to those running the out-of-hours provision; from day care to nursery school; from Stay and Play to nursery school/day care.
- From nursery school to their reception classes in primary schools.

At all times the requirements of confidentiality must be taken into consideration and information communicated on a "need to know" basis.

Policy agreed on:

Signed: