



# Highters Heath Nursery School

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*Article 19: You have the right to be protected from being hurt or mistreated, in body or mind.*

## Behaviour Management Policy

### Aim

We aim to provide a happy, safe and stimulating learning environment for all members of the school community; a place where children feel safe, take time to think, reflect, have fun and experience success.

Our approach is to develop positive and appropriate behaviour within a framework of rights and responsibilities, which give clear guidance, about what behaviour is appropriate and the consequences of inappropriate behaviour.

### Objectives

- Creating an environment where children can talk and be listened to
- Providing activities which interest children and keep their attention
- Developing positive self-image through monitoring and supporting children's levels of wellbeing
- Promoting empathy and respect for each other and our environment
- Acknowledging and celebrating diversity and difference
- Using positive strategies to promote good behaviour and encourage self-control
- Using open-ended questions to support children in understanding behaviours and consequence
- Identifying and developing the characteristics of learning for each child to encourage; children's persistence, self-acknowledgement and choice making
- Ignoring attention seeking behaviours where possible, aiming to distract or redirect attention to a more positive outcome
- Dealing with inappropriate behaviour in a calm and consistent manner
- Criticising the behaviour not the child
- Intervening on different levels depending on the cause/s of concern



Within our Nursery School we value all of our children and families. We celebrate cultural and religious diversity and promote mutual respect. We are an inclusive setting and our ethos and curriculum enables children to be independent learners, making choices and building strong relationships, particularly with their peers.

We have rules for children and adults to follow, thus enabling a safe learning environment. This has a number of benefits for our school:

- Safety of pupils, staff and parents/ carers.
- A clear routine is maintained to give security for the children
- The ensuring of effective teaching taking place by promoting this type of ethos and environment. As staff teams, we promote this ethos by:
- Being aware of parents/ carers as the children's first educators and building upon what the child already knows and understands, and by being aware of cultural diversity in the home
- By being sensitive about the change from home to Nursery environment
- By involving parents/ carers at every stage and making sure that we communicate our policies effectively to them
- By the teaching and learning of new skills, concepts and knowledge through our Early Years curriculum and through different ways in which we deliver that curriculum, e.g., story, role play etc.
- By staff modelling and expecting a high standard of politeness in both speech and behaviour
- By building on the children's independence skills by creating a positive environment in which children learn through active enjoyment
- By praising and using positive language for good behaviour
- By having a routine which ensure the children feel secure, safe and have perimeters within which to work
- By dealing with inappropriate behaviour in a calm and consistent way
- By staff being aware that flexibility is the key approach when working with young children, e.g., some children may need more attention than others in order to behave appropriately
- By recognising that children with Special Needs will need individual behaviour modification programs linked to 'The Code of Practice' and Special Educational Needs Local offer



The staff, by working in this way, expect the children within our school to:

- ❖ Care about each other
- ❖ Share with each other
- ❖ Respond positively to staff
- ❖ Respect property
- ❖ Build on and develop basic moral values of right and wrong
- ❖ Follow practical rules within school.

### **Types of Behaviours and Possible Interventions**

When young children get into conflicts with others, they do not aim to be mean or hurtful. They are simply goal oriented. For example, they may want to play with a toy or sit next to the teacher while she reads a story. Their actions are focused on getting what they want without regard for the effect of their behaviour on others.

We recognise that there are different kinds of undesirable behaviours. Consideration must be given to behaviour which may be linked to a child's development or delays in development; SEND. Behaviour in which the child is persistently challenging an adult and is aware of their behaviour is a more serious aspect, which must be dealt with according to the individual child and the behaviour. Sometimes a sensory resource may be introduced to try to alleviate unwanted behaviour types, e.g. 'Chewellery' for biting.

### **Challenging Behaviours and Levels of Intervention**

- Staff experiencing on-going difficulties with an individual or group will bring their concerns to a reflection team meeting.
- Staff will consider the well-being and involvement of the child.
- Key person will share their concerns with parent/carer and try to identify any triggers for changes in behaviour.
- The team will examine the environment indoors and out and discuss how it could be adapted to support more positive behaviours.
- Class teacher/key person will observe and note the behaviours on a symbol/smiley or sad face chart, which is shared with parents and other staff.
- Class teachers will monitor the behaviour through daily discussions and weekly reflection meetings, by discussing wellbeing and looking at patterns, triggers and adaptations we can make. Records are kept in the Meeting Room.
- The class teacher will review the actions after an appropriate period of time.



- If a child's behaviour is still cause for concern, the child's parents/carers will be included in consultations and the child will have set targets using an Individual Behaviour Plan.
- After approximately 6 weeks these plans will be reviewed. If there is still cause for concern the Educational Psychologist or other appropriate agencies will become involved to liaise with the child's keyworker/class teacher/SENCO and parents/carers.

## **Rewards**

- Knowing children well reveals individual opportunities to reward positive behaviours.
- Daily practice aims to use regular positive feedback such as "Well done for sharing the toy", accompanied by signing 'well done!'
- We avoid more tangible rewards as these are difficult to monitor and distribute fairly. However for particular children with a specific need e.g. toileting, we may choose to use discreet charts/stickers.
- We celebrate positive behaviour within our peer groups and with parents/carers on a regular basis.
- All staff are trained in Conflict Resolution strategies; Conflict Resolution is a problem solving approach. Children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important learning experience for young children.

## **Consequences of Inappropriate Behaviour**

The child may need time to calm down before being able to talk about the conflict and how to resolve it; in order to help with this staff take the following steps:

- Hold the child's hand while walking to Thinking Time.
- Sit down near the child, wherever Thinking Time is taking place (inside or outside).
- Talk to the child about how people feel and appropriate behaviour at nursery.
- Adult to judge the appropriate duration of Thinking Time.
- If the child does not want to comply with Thinking Time, return to the child later to discuss how people feel and appropriate behaviour.
- Last resort – remove the child from the area.
- Withdraw to the office with a member of SLT to consider actions and appropriate behavior management next steps.



- Discussion with parents about behaviour and responses.

## **Roles and Responsibilities**

All members of the school community have roles to fulfill and responsibilities to consistently ensure effective and successful positive behaviour management.

### ***All Children***

- ❖ Children will be encouraged to acknowledge clear limits and rules
- ❖ Keep their hands and feet to themselves
- ❖ Say kind words
- ❖ Try hard to listen to each other
- ❖ Walk in school
- ❖ Look after each other and our belongings.

### ***All Staff***

- Implement the school behaviour policy consistently.
- Regularly highlight and celebrate positive behaviours for all children.
- Do not discuss issues of concern whilst the child is present.
- Communicate with each other over issues when implementing a team approach to behaviour management.
- Work with parents/carers to promote positive behaviour management including individual consultations and workshop support.
- Provide a positive role model, demonstrating desirable behaviours and attitudes.
- Support children in assessing behaviour and boundaries for themselves, using the following questions; Is it kind? Is it safe? Is it helpful?
- Record any incidents when necessary.
- Report concerns to their line-manager.

### ***Senior Leadership Team / Head Teacher***

- Provide guidance for staff, adults, and parents/carers to implement the policy. Liaise with parent/carers and other agencies at the appropriate level.
- Inform the Head teacher of any concerns.
- Monitor and review the Behaviour Policy.
- Provide relevant resources.
- Support staff over issues of particularly challenging behaviour by any member of the school community.
- Inform and seek advice from the LA services where appropriate.



### ***Families/Carers***

- Communicate regularly with their child's key person.
- Work in partnership with staff to encourage appropriate behaviour.
- Listen to and value what their child says about nursery and give them lots of praise and encouragement.
- Be aware of their child's emotional response to nursery and communicate these to the staff.
- Encourage their child to be secure and confident in managing their own responses in different situations.
- Be discreet when discussing issues of concern whilst the child is present.
- Have a positive attitude to Nursery and share this with the child.
- Attend Behaviour Management Workshops to promote positive approaches to behaviour management.

### **Parent Support**

Parents or carers experiencing behaviour management difficulties at home will be offered;

- Opportunities to discuss concerns with the child's key person or the class teacher.
- An opportunity to meet with the school's SENCO, if appropriate.
- Referrals to Behaviour Management workshops/support from Children's Centre.

### **Supporting Children to Succeed**

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. A decision to exclude a pupil is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some serious situations exclusion may be necessary, if all other strategies have been exhausted.

Exclusion may be the result of persistently poor behaviour or a serious single incident. If the Head Teacher decides to exclude a pupil they will do so only when there is sufficient recorded evidence to support the decision and following the guidance for exclusions produced by The Department for Education (DfE).