

# Blagdon Nursery School



## Behaviour Policy

Signed by:

Headteacher: J. Budge

Date: 15.10.16

Chair of Governors: E. Jackson

Date: October, 2016

Next review: October 2018

## Statement of Intent

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point to inform all those involved with Blagdon Nursery School .

The policy will only be effective when all practitioners use consistent and fair methods.

The Governors expect that practitioners, children, parents and visitors will behave appropriately and with respect for each other at all times.

### Aims of the policy

In the Early Years Foundation Stage, children are still learning about boundaries and what is acceptable in terms of behaviour. We teach tolerance and patience to help our pupils develop into kind and well behaved members of society. We aim:

- To promote positive behaviour
- To provide a harmonious, fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To help children feel good about themselves and achieve
- To encourage self-discipline and help children to make positive choices and develop an understanding of the impact of their behaviour on others

The aims of the policy will be achieved through:

- A clear understanding by all of what is acceptable behaviour and how it is maintained
- Staff modelling positive behaviour
- A consistent whole setting approach to reinforce and maintain high standards of behaviour
- Liaison with parents and carers
- The curriculum for personal, social and emotional development

## 1. Responsibilities

- The Governing Body has overall responsibility for the implementation of the Early Years Behaviour Policy of Blagdon Nursery School .
- The Governing Body has overall responsibility for ensuring that the physical Early Years Behaviour Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the Blagdon Nursery School complaints policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Behaviour Policy of Blagdon Nursery School .
- Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Behaviour Policy.

## 2. At Blagdon Nursery School we believe:

- Every child is a unique, competent learner and they deserve to be respected and treated positively.
- Children develop in individual ways and at varying rates and they will have different personalities, however, every pupil should follow the principles of good behaviour.
- Children's attitudes are fluid and can be influenced by others and so as teachers, we should use our influence carefully to ensure that pupils grow to be tolerant and happy individuals.
- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike. Pupils will respond to behaviour that they are exposed to and so all pupils should be treated with kindness and respect.
- Teachers and other staff members should try as much as possible to be positive, directing pupils towards correct behaviour, rather than using negative language to prohibit undesirable behaviour.
- The learning and play environments are vital for supporting and extending a child's development and within the rules are guidelines for respecting the environment and equipment inside the classroom and in the outdoor environment.
- Blagdon Nursery School is organised in a way that encourages children to explore and learn safely. Good behaviour in the learning environment is important for the safe running of the setting and some types of behaviour could be dangerous for other children.

3. All children will be encouraged and supported to enable them to:

- Follow adult directions
- Move around the setting safely and appropriately
- Respect themselves, other people and the setting environment
- Make informed choices developing an understanding of their impact on others
- Keep hands and feet to themselves and do not hurt others.
- Speak kindly to others.
- Do not run inside.
- Look after the equipment in the classroom and outside.
- Share and take turns.
- Use the toilets as they are meant to be used.

#### **Strategies to meet the aims of the policy**

- Positive reinforcement through body language, (thumbs up, a smile etc.)
- Spoken praise which is specific to the child and the situation
- Positive and constructive feedback to parents
- There is also a place for tangible awards like certificates and stickers, but these should be as well as the above, not instead of.

#### **Strategies to improve behaviour**

It is expected that a practitioner will intervene when behaviour is displayed which is unacceptable. In most cases a look or quiet word, or distraction will have the desired effect. At times it may be appropriate to ignore the behaviour, but the practitioner should observe to ensure that the situation improves.

#### **Willows**

In addition to the above gradual response strategy, encouragement of 'good choices' is reinforced by the staff and 'bad choices' discouraged.

#### **Behaviours which are not acceptable in the setting:**

- Persistent disruption
- Refusal/ non compliance
- Violence of any kind (pushing, hitting, kicking, spitting, biting)
- Racial or verbal abuse (name calling, teasing)
- Damage to property
- Stealing
- Telling lies, blaming others

4. Persistent unacceptable behaviour

- If the unacceptable behaviour persists, then the following gradual response strategy should be used:
- Discipline operates through reward and praise in the first instance to promote confidence and discourage bad behaviour.
- Minor matters will be dealt with by the adult in charge with an expression of disapproval that the behaviour is inappropriate and should stop after which the pupil will be reminded of the rules.
- Warning that if the behaviour does not cease then the child will be removed from the situation.
- Pupils may be asked to sit in “time-out” to think about what they have done. The timescales for this type of action are dependent on the child’s age. While the child is having time out, the practitioner will observe, but ignore the child unless the behaviour continues to deteriorate
- Removal from the classroom environment.
- Pupils will always be asked to apologise to the person they have wronged.

#### 5. Extreme or serious behaviour incidents

- If there is a case of serious or extreme behaviour, such as bad language or physical violence, teaching staff will record the incident and the pupil will be disciplined using a “time out”.
- In the case of persistent extreme behaviour, the pupil will be reported to the SENCO who will advise on the setting up of an Individual behaviour programme if appropriate.
- AN Individual behaviour programme will be agreed with parents giving clear aims and strategies to be used. This will be regularly reviewed by the class teacher with parents. This will be discussed at staff meetings to ensure a consistent approach across the setting.

Considerations of Individual needs should be taken into account when applying this policy, particularly those children with;

- Children with special education needs
- Children with disabilities