

Weoley Castle Nursery School

BEHAVIOUR POLICY

(including Anti-Bullying Statement)

This policy has been developed in response to the Education Act 2002, Section 175, which requires Governing Bodies to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. It acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs

The Department for Education guidance 'Behaviour and Discipline in Schools, Advice for Head Teachers and School Staff' (February 2014) states that "Head Teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions."

*This policy has been prepared for the support of all teaching and support staff who come into contact with children, and for volunteers working at **Weoley Castle Nursery School** to explain the arrangements for behaviour management. Its contents are available to parents and carers.*

*The standard of behaviour expected of all children attending **Weoley Castle Nursery School** is included in the home-school agreement which is presented to parents for signature following their child's admission to the setting.*

*This policy should be read in conjunction with other policies relating to interaction between adults and children within **Weoley Castle Nursery School**, in particular the Care and Control Policy.*

*A statement regarding **Weoley Castle Nursery School's** Behaviour Policy is made to parents and carers in the prospectus and on the website.*

Purpose of Policy

Weoley Castle Nursery School is committed to providing a learning environment that promotes positive behaviour and relationships where children treat themselves and each other with care and respect.

At **Weoley Castle Nursery School** we believe that the ethos of our settings will influence the behaviour of our children. First and foremost we set high standards in the way we work. We have a mission statement to which we adhere. As a team we realise that the models of behaviour we exhibit will have a major impact on the ethos of our settings. We must demonstrate effective relationships and respect for one another which, in turn, will create the kind of working environment which is so important.

We believe that children 'learn what they live'. Staff endeavour at all times to ensure firm but fair handling. Positive behaviour is highlighted and rewarded; negative behaviour is discussed and discouraged. Consistency in dealing with behaviour is a priority.

Weoley Castle Nursery School aims to use effective methods of practice to contribute to the quality of children's behaviour. These methods include:

- A consistent approach to behaviour management
- Strong leadership and management
- Management of the environment
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Support systems for children
- Liaison with parents and other agencies
- Managing transition
- Organisation and facilities.

Aims

Weoley Castle Nursery School works to ensure a well-educated, healthy, happy future for all by encouraging:

- Good listening
- Good sitting
- Co-operative play
- Consideration and care for each other
- Being polite at all times
- Respecting each other
- Caring for the learning environment.

Weoley Castle Nursery School works to enable children to achieve their full potential by:

- ACCEPTING all pupils, their contributions and valuing them sincerely and unconditionally
- Paying individual ATTENTION to all children
- APPRECIATING children for their efforts (individual praise, group rewards)
- AFFIRMING for children that their thoughts and contributions are worthwhile
- Showing AFFECTION for children at all times.

Expectations

By affirming the following expectations with all children, staff and visitors, **Weoley Castle Nursery School** encourages an environment of respect:

- This is our environment and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other.
- We treat others as we want them to treat us.
- We treat other peoples' property carefully.
- We accept responsibility for our own behaviour.

Objectives

Adults - teaching and non-teaching:

- To promote and reinforce the ethos of **Weoley Castle Nursery School** at all times
- To provide a positive role model
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to and deal with unacceptable behaviour in a firm and consistent manner
- To inform parents of, and involve them in, all aspects of this policy

Children:

- To understand that they are a valued part of the **Weoley Castle Nursery School's** community
- To understand their role within the setting and their peer group
- To discuss and share what constitutes acceptable behaviour
- To understand and know what is acceptable behaviour
- To be responsible for behaving in an appropriate manner

Procedures

In order to achieve good standards of behaviour and behaviour management.

OFSTED Standard 11 states that:

"Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development."

Weoley Castle Nursery School promotes this standard by observing the following:

- Sharing procedures for behaviour management with parents at induction.
- Identifying a named member of staff with responsibility for behaviour management issues. This person has the skills to support staff and liaise with other agencies for further advice and expertise.
- Ensuring that staff, including students and volunteers, do not use any form of physical punishment.
- Ensuring that staff, including students and volunteers, do not use any form of physical intervention, unless it is necessary to prevent a child from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day (refer to the 'Care and Control Policy').
- Ensuring that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational and care settings, and follow these guidelines.
- Ensuring that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- Clearly identifying unacceptable behaviour for staff, parents and children.
- Arranging appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- Actively promoting high expectations of children's behaviour within the setting.
- Taking a positive and consistent approach towards managing children's behaviour.
- Handling issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- Encouraging appropriate behaviour in all interactions with children and staff and showing that good behaviour is valued.
- Establishing clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- Recording all significant incidents relating to behaviour.
- Identifying and implementing strategies that encourage positive behaviour.
- Dealing with negative behaviour at the earliest opportunity.
- Using praise specifically related to the children's actions or behaviours.
- If appropriate, refocussing the child's attention on another activity.
- Encouraging responsibility in caring for others and the environment
- Encouraging positive behaviour through play and learning activities
- Modelling appropriate behaviours in different contexts.
- Involving parents in establishing rules for appropriate behaviour.
- Demonstrating that the child is still valued even if his/her behaviour is unacceptable.
- Discussing with children what is acceptable behaviour, in all areas of learning and experiences.
- Encouraging the children to express openly their feelings/likes and dislikes.

- Helping the children to understand the consequences and effects of their behaviour on others.
- Helping the children to develop assertive strategies to challenge bullying.
- Supporting the children to resolve conflicts with other children.
- Helping to support children's self-esteem by enabling them to be successful in play experiences and activities.

Behaviour within the setting

At **Weoley Castle Nursery School**, each year, staff work with the children to devise a set of rules which becomes the "code of conduct" for the year. All parents are given a copy and the rules are on display in each setting. If children need to be disciplined, the code can be referred to daily and the child reminded of acceptable behaviour.

Rewards for Good Behaviour and Effort:

Good behaviour is reinforce and rewarded. Examples of good behaviour are shared with other children throughout the setting.

Sanctions

At **Weoley Castle Nursery School** we aim to be positive with the child at all times. Shouting, criticism, comparison or labelling of the child is not acceptable.

At no time do we use any form of corporal punishment. Sanctions may include:

- Talking to the child
- Verbal reminders
- Time out e.g. in outdoor play the child may need to sit out and reflect on their behaviour

Parents /carers are informed in order to support the child at home. Serious incidents are always referred to the SENCO/Head Teacher.

If a child's behaviour becomes increasingly unacceptable, the following procedures will be followed:

- Ignore for a short while and observe – as long as the child is of no danger to themselves or others.
- 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

Staff at **Weoley Castle Nursery School** take responsibility for all children in the setting and not just those in their direct charge. Staff are confident to intervene in any behaviour issues that arise and share the relevant information with colleagues as necessary to ensure a consistent approach to behaviour management.

- If unacceptable behaviour continues, the child is then referred to the SENCo and then to the Head Teacher. Parents/carers are informed at this stage.
- Information is recorded by the SENCo for possible future referral if the child's behaviour consistently falls below the acceptable level. This is shared with the child's key worker at the first opportunity and staff work collaboratively to ensure consistency of approach. Strategies are then set up so that consistent handling can take place between home and school. The SENCo and/or key worker communicates regularly with the parent/carers regarding progress and improvements as well as problems.

- Liaison with parents/carers is considered vital at all times. Care is taken to be sympathetic with parents/carers, and ensure their support as far as possible.
- If there is continued cause for concern, advice from outside agencies is sought. Detailed records outlining behavioural problems are maintained to assist in any diagnosis – an Individual Behaviour Plan (IBP) (see Appendix 1) may be appropriate at this stage.
- If a child's behaviour has a serious effect on the safety of staff or other children it may be necessary to exclude the child from school whilst discussions regarding a positive solution take place.
- The Head Teacher has the power to exclude pupils either permanently or for a fixed period for persistent or serious misbehaviour. Parents/carers will be informed in writing of any decision that is made to exclude their child including the relevant procedures, their right to representation etc. (refer to DfE document 'Exclusion from maintained schools, Academies and pupil referral units in England' and exclusions sample letters).

Bullying

Anti-Bullying Statement:

Weoley Castle Nursery School will not tolerate any form of bullying. All behavioural problems are dealt with as a whole setting.

Bullying can be physical and mental. It can take many forms such as:-

Teasing, name calling, thumping, pushing, tripping, kicking, ignoring, hair pulling, threatening, biting, any other form of behaviour designed to make someone frightened or upset.

Usually, parents/carers inform staff if their child is worried or frightened of someone. A child may tell a member of staff or a member of staff may witness an incident. Any incidents of bullying reported to staff will be fully investigated.

All staff are made aware of problems or reported incidents/concerns. Detailed observations are taken and all staff are requested to monitor the particular child/children involved. Mediation between the children involved may be considered at this stage.

APPENDICES

Individual Behaviour Plan

Name:

Year Group:

D.O.B:

Class teacher:

Setting:

Lead Professional:

Medical Conditions:

Strengths/Praise points/bridge builders:

Topography of behaviour (what the child does?):

Trigger behaviours (when is such behaviour likely to occur?):

Supportive and intervention strategies

Verbal advice and support	<input type="checkbox"/>	Distraction (keywords, objects, likes)	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
Environmental changes	<input type="checkbox"/>	Time out	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Withdrawal	<input type="checkbox"/>
Consequences	<input type="checkbox"/>	Time out to calm	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>
		Preferred handling (see PHP)	<input type="checkbox"/>
		Rewards/incentives	<input type="checkbox"/>

Details of interventions:

Debriefing process following incident:

Recording (behaviour log//incident report/ communication with parents):

Date IBP completed:

Review Date (half termly):