Behaviour Policy

Aims:

We aim to provide a happy, secure and stimulating learning environment for all, promoting an ethos that encourages sharing, caring, concern and mutual respect. The school uses positive strategies to promote good behaviour and self-management of behaviour. We nurture the 'well-being' of individuals, fostering positive self- image and self-esteem. We celebrate diversity and difference aiming to develop the interpersonal and life skills of everyone.

Objectives:

Ensuring all stakeholders are clear about their rights and responsibilities in knowing what behaviour is appropriate and the consequences of inappropriate behaviour.

Recognising good behaviour in an on-going way and giving children praise.

Dealing with inappropriate behaviour in a calm and consistent manner.

Knowing it is always the behaviour that is criticised not the child.

Planning activities which are interesting, stimulating and interactive, which reflect the diverse nature of the setting.

By providing opportunities for children to work in different groupings, this will help children to learn appropriate behaviour responses in different settings.

Monitoring the learning environment and its impact on children's behaviour.

Roles and Responsibilities

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

Pupils:- will be encouraged to

- Take responsibility for their own pieces of work and be positive about other peoples work
- Take responsibility for their personal belongings
- Take care of school resources and equipment
- Respond in a positive manner to other children
- Respond positively to adults
- Think through and resolve problems for themselves.

Staff:- will be responsible for

- Implementing the school behaviour policy consistently
- Communicating with each other over issues when implementing a team approach to behaviour management
- Working with parents/carers to promote positive behaviour management including individual consultations and workshop support
- Providing a positive role model, demonstrating desirable behaviours and attitudes
- Providing clear guidance on required behaviour and appropriate rewards and sanctions
- Recording any incidents when necessary
- Using questions to support children in resolving behaviour issues; is that a safe thing to do? Is that kind? Is that helpful?
- Considering the range of behaviours and an appropriate response. Is the behaviour associated with; childish irresponsibility, child development or is it a challenging behaviour?
- Identifying any training needs to support behaviour management.

Learning Mentor will be responsible for:-

- Supporting the school community to implement the school's Behaviour Policy.
- Monitoring and reviewing the Behaviour Policy.
- Developing individual behaviour plans where necessary, in liaison with staff and parents.
- Informing Headteacher of any concerns
- Providing relevant resources to support behaviour management, including maintaining well-being, understanding emotions and raising self esteem.
- Raising staff awareness on current issues or training to support behaviour management and Happier parenting.

Senior Managers have responsibility to:-

- Support staff over issues of particularly challenging behaviour by any member of the school community.
- Inform and seek advice from the LEA advisory or management services where appropriate.

Families/Carers are asked to be responsible for:-

- Communicating regularly with their child's keyworker,
- Working in partnership with staff to encourage appropriate behaviour.
- Listen to and value what their child says about school life and to 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 while 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.

We do not allow:

- Bullying behaviour
- Verbal abuse
- Physical aggression
- Disability, race, sex discrimination
- Inappropriate responses towards adults in the nursery or family members/ carers.
- Unkind/uncaring attitudes or responses

We promote positive attitudes, approaches and images. We respect different cultures, customs and individual differences.

Consequences of Inappropriate Behaviour

1. Reminder to behave appropriately. Reminding children of the questions we ask; is it kind, safe and helpful?

2. Identify and discuss undesirable behaviour. Give further advice on desirable behaviour

3. Withdraw from area/person causing difficulty repeat desirable behaviour.

4. Withdraw to office/hall/a quiet safe area visible to other staff with a Senior Manager to consider actions and appropriate behaviour

5. Discussion with Parents about behaviour and responses.

6. Parents maybe requested to withdraw their child from nursery for an agreed period of time following discussions about appropriate behaviour strategies.

Recording Responses to Behaviour Management

The following methods can be used as part of managing individual behaviour programmes:

With the Pupils:-

- Happy/sad symbols

- Happy/sad faces

- Behaviour management charts using stickers or photos

- Use of sand timers or kitchen timers

With Parent/Carers

- Behaviour management charts

- Recording sheets such as *ABC* charts

- Home diary

With Staff and Other Agencies

- Frequency Charts

- ABC charts

- Pupil's individual records.

With Senior Managers /LEA

- Incident Report Forms

- Child Protection Report Form if appropriate

Working with Other Agencies

Other agencies are called upon for support with parental agreement for support if behavioural difficulties continue. It is important that neither the child, parent/carer nor member of staff feels a failure because outside help is sort. We support a "NO BLAME" culture for Intervention, seeking to support desirable behaviours..

The following agencies may provide support:-

- Health Visitor
- Educational Psychologist
- Community Paediatrician
- Child Development Centres
- Family Psychiatric Service
- Social Worker
- Child Advisory and Social Work Service
- NCH
- Specialist Support Service

School Routines and Attendance

Daily routines establish and promote a sense of security for children. The nursery school provides routines that enhance personal behaviour stability and safety.

Regular attendance is the core element to promote good behaviour management. Staff work with families to foster a positive attitude and response to school attendance. Children whose attendance is inconsistent will find it difficult to relate to the staff and peers. They may also find it difficult to feel familiar and secure. This may result in distressed or challenging behaviour. The importance of regular attendance is highlighted at the school induction meeting and is detailed in the school prospectus.

Community Links

The school makes links within the community it serves and beyond. Through curriculum opportunities staff and families can promote positive behaviour in school and in the wider community. This is particularly valuable during school educational visits.

Bullying   What is bullying?

Bullying is any behaviour that is deliberately intended to **hurt, threaten or frighten another person or group of people**. It is usually **unprovoked, persistent and can continue for long periods of time**. It is always a reflects an abuse of power.

What is bullying behaviour?

- Physical aggression, such as **hitting, kicking, taking or damaging possessions.**
- Verbal aggression, such as **name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or text messages or making nuisance calls.**
- Indirect social exclusion, such as **deliberately leaving somebody out, ignoring somebody, spreading rumours about somebody or about their family**

Bullying using behaviour directed at someone's cultural, ethnic, gender or sexuality is a racial, sexual or homophobic form of bullying.

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults.

Extracts taken from " Together we can stop bullying" Birmingham City Council Guidance for Schools 2000

Bullying will not be condoned in the nursery school and will be dealt with appropriately and immediately. A range of strategies and teaching materials are available to promote an anti-bullying environment.

Promoting an Anti-Bullying Environment

Pupil Strategies
- Always tell a teacher or parents of an incident
- Say "Stop" loudly and position the hand in a stop position
- Find a friend — to go with you to tell an adult

Staff Strategies
- Record incidents of bulling in the behaviour management file.
- Report bullying incidents to the Head teacher and Parents/Carers
- Highlight to other children the incident is being dealt with and then withdraw the victim and the perpetrator to give guidance
- Informing children that unkindness/bullying is not tolerated and they must inform the staff of any unkindness.
- Where appropriate encourage the children to inform staff of unkindness involving other pupils.
- Discuss with pupils what they consider to be an appropriate response to unkindness
- Where necessary break up groups or pairs of pupils who are behaving inappropriately and reposition them in group or area

Parent Strategies
- Discuss difficulties with the child's key worker/Head teacher
- Discuss issues with the child allowing him/her to vent feelings
- Keep a record of bullying incidents reported by the child
- Help the child develop strategies e.g. Holding out his/her hand in a STOP position.
- Work together with school staff to develop individual strategies to help the child/children

Behaviour Policy

Behaviour Policy has been adopted by the Governing Body of Washwood Heath Nursery School