



Kingsdown Nursery School

Behaviour Policy

Aims

It is a primary aim of our school that every member of the nursery community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for each individual. The nursery behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We aim to promote an environment where everyone feels happy, safe and secure.

The teaching of personal, social and emotional development (PSED) is essential to developing thoughtful and respectful behaviour.

Developing personal, social and emotional skills

During a child's time at Nursery, we aim to provide opportunities for the children to:

- Get to know each other and make friends
- Learn to share the equipment
- Learn to take turns with the equipment
- Learn to negotiate and listen to each other
- Learn to assert themselves appropriately
- Learn to respect the boundaries and behavioural expectations of the nursery

In providing these opportunities we are hoping that pupils will begin to

- Value friendship and co-operation and develop respect for other people and cultures
- Share and to work together
- Develop appropriate language so that they can negotiate with other children
- Develop a sense of pride and respect for our nursery

Children will be taught that it is okay to feel uncomfortable emotions (for example anger, frustration or annoyance) and coached to express these feelings in appropriate ways that don't hurt others.

Children with reoccurring negative behaviours will be monitored and observed closely. Specific reoccurring behaviours may be recorded as part of the monitoring process e.g. biting. Staff will then discuss perceived reasons, trigger points, commonalities and next steps. All of this information will be discussed so that approaches and support for individuals is consistent. Where appropriate the perceptions of the child's peer group will also be monitored to reduce 'scapegoating' and fixed avoidance mindsets.

The role of staff in developing good behaviour

- To have high expectations of behaviour and model positive behaviours at all times
- To praise positive behaviour
- Where a child behaves inappropriately staff will talk to them and explain what was unacceptable
- To coach, model and support children to resolve conflict between peers
- To share effective strategies for individual children and adopt a consistent approach

- To identify children that may need additional support and put in place appropriate intervention

Working with parents/carers

- If parents/carers raise concerns over their child's behaviour this will be dealt with sensitively. They will be invited to discuss issues with their key person and/or class teacher and/or Special Educational Needs Coordinator (SENCO)
- If a child's on-going behaviour is giving cause for concern, the staff will discuss the concern with colleagues, and we will develop strategies to improve the behaviour. If the concerns continue, we will involve the parents/carers and the SENCO in discussions. If the strategies that we have put in place do not have the desired effect of improving the behaviour, then an Individual Plan will be introduced so that all the adults involved with the child can work together to overcome the concerns. The plan will be reviewed regularly. If strategies are proving unsuccessful, advice from outside professionals may be sought with the consent of parents.

Rewards and Sanctions

We remind children to behave appropriately by using phrases such as "remember to use your kind hands." We focus on the positive behaviours, and we praise the actions we have observed e.g. "good sharing" or "great turn taking." The range of rewards we use include:

- Specific verbal praise- this is most commonly used both individually and in front of peer group.
- A special role may be given e.g. "You sat so nicely today you can lead the line"
- Use of tangible rewards such as stickers and certificates

The sanctions we use will be developmentally appropriate for each child such as:

- Withdrawal of attention - it may be appropriate in some cases to ignore the child's behaviour if they are not harming anyone else
- Moving the child away from the area of conflict
- Setting a clear time warning
- If other methods are not working- "time out" away from the other children

Physical Intervention

This should be used always as a last resort and only if there are grounds to believe that a child may be putting him/herself or others at risk. Any restraint used will involve the minimum amount of handling necessary and for the minimum time necessary. If physical restraint is necessary staff will remain calm, confident and reassure the child as appropriate and staff will ask for assistance when necessary. If physical restraint has been necessary, this will be recorded on Arbor and shared with and signed by parents/carers. If a pupil is causing persistent behavioural concerns, it is essential that an appropriate behaviour support plan be put into place and shared with all staff so that they can support and manage the child in the best possible way

Racist and homophobic remarks

All staff are expected to deal with these promptly. The incident should be recorded on Arbor and reported to the Head of School. If incidents are repeated the matter should be discussed with the parents.

Exclusions

In extreme cases and after consultation with the Governors we may suspend a child or withdraw a child's place at our school as a last resort. This would be done in conjunction with Lincolnshire County Council's exclusion from school policy.

Anti-Bullying -Statement of intent

We aim to provide a safe, caring and friendly environment for all our children to allow them opportunities to learn effectively, improve life chances and help them maximise their potential. We will strive to ensure that children feel safe including consideration of other issues relating to safety, such as bullying. We will help pupils to feel confident in seeking support should they feel unsafe for any reason.

What is bullying?

Bullying is not always easy to define but it can involve:

- Physical - pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal - name calling, sarcasm, spreading rumours, persistent teasing
- Emotional - excluding, tormenting, ridicule or humiliation
- Racist - Racial taunts, graffiti or gestures
- Social - unwanted physical contact or abusive comments
- Homophobic - any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above.

All of the above forms of bullying can be on a personal, face to face basis, but also by using existing and new technology, known as cyber bullying.

We define bullying as actions taken by one or more people with the deliberate and repeated intention of hurting another person (in any of the above ways).

This policy is designed to support the nursery behaviour policy, equal opportunities and anti-discrimination policies.

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through, and occurs generally in children 5 years and over.

Aims and Objectives

- Bullying is wrong and is damaging to individual people. We aim to prevent this, by developing a Nursery in which bullying is regarded as unacceptable.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all stakeholders aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our nursery.
- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved.

Rough and Tumble Play

The Pre-School Learning Alliance has acknowledged and highlighted the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through their play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive

- Use opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately
- Where a child does something that is inappropriate staff will talk to them and explain what was found to be unacceptable.
- Coach, model and support children to resolve conflict between peers.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

Anti - Bullying Procedure

- It is the responsibility of the Head of School to implement the Nursery anti-bullying strategy and to ensure that all staff are aware of the policy and know how to deal with incidents of bullying.
- The behaviour policy encourages positive praise and modelling of good behaviours, so making bullying less likely. When people feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.
- Staff in the nursery take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the nursery and these are shared with the Head of School and Executive Head Teacher.
- If staff witnesses an act of bullying they do all they can to support the person or persons who are being bullied as well as working with the child who was the bully and supporting them in behaviour choices.
- If bullying is sustained, the nursery will work with both parties and their families to help and support the children.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should discuss this with their child's key worker, class teacher or Head of School.
- Parents have a responsibility to support the nursery's anti bullying policy and actively encourage their child to be a positive member of the nursery.
- Parents are expected to help develop their child's social skills at all times, in support of the nursery ethos.

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Statement of Behaviour Principals Safeguarding Statement

At Kingsdown Nursery School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our children so they can play and learn, in a relaxed and secure atmosphere.

We believe every child should be able to participate in all nursery activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at the Nursery. We recognise our responsibility to safeguard all those who access school and we promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Governors' Written Statement of Behaviour Principles

Under Section 89 of the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline and taking account of the needs of all pupils. The purpose of this statement is to give guidance to the Head of School in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed.

The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

This statement will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review. The behaviour policy will be reviewed on a two-yearly basis.

We, the Governing body, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and friendly environment.

We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying and recognise the need to actively teach the skills needed for children to behave in a manner that will support the above values.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that these pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. Given the importance of the safety of the pupil body, the Governing body support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, safeguarding, behaviour, anti-bullying and exclusions) applies to all pupils when in school.