



Ysgol Feithrin Fairoak

Behaviour Policy

MANAGEMENT OF BEHAVIOUR

"Good behaviour is a necessary condition for effective teaching and learning to take place".
D.E.S. 1987

This policy applies equally to all children and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have Individual Learning Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour through using strategies such as Assertive Discipline/Positive Nurturing and to provide a safe and secure learning environment for all children.

Assertive Discipline is a positive and supportive strategy for encouraging responsible behaviour from children, while at the same time clearly and assertively putting limits on disruptive and inappropriate behaviour. Nursery reinforces positive behaviour through SEAL activities [Social and Emotional Aspects of Learning] using puppets to act out stories to help children manage their emotions to bring about emotional literacy.

It involves:-

- Giving clear directions.
- Using positive repetition
- Continuous positive recognition, praise and prompts to remind of kind behaviour
- Individual and whole group rewards
- Monitoring via scanning behaviour and intervening when necessary
- Circulating using positive encouragement when appropriate behaviour is seen
- Dealing with incidents by encouraging children to resolve issues of unkindness

The Teaching of Responsible Behaviour

Part of the process of managing good behaviour in activities involves the teaching of responsible behaviour.

Staff behaviour targets establish three fundamental needs or rights.

- **the right of staff to teach**
- **the children's right to learn**
- **the right to be and feel safe, both emotionally and physically in the nursery.**

Staff work together with the Headteacher and governors to develop rules that define acceptable behaviour. The policy promotes methods that motivate pupils to follow these rules, and a system for setting limits on unacceptable behaviour ensures that children have a clear idea of staff expectations. Fairoak Nursery School behaviour policy helps to ensure that all stakeholders promote appropriate behaviour of all who enter the nursery environment, irrespective of ethnicity, attainment, age, disability, gender or background.

Nursery 'Golden' Rules

Key-workers have agreed rules common to all groups:-

1. We walk inside
2. We listen to others & to the chosen speaker
3. We use kind hands, feet and words
4. We share and take turns

Supportive Feedback in the Nursery

Members of staff support children who follow directions.

This takes the form of:

- Non-verbal feedback: e.g. a smile, an approving nod
- Verbal feedback, e.g. "These children all have coats on ready to go out. Well done!"
- Incentives: this involves providing 'feedback' e.g. rewards: e.g. tally chart of stars etc.

Corrective Feedback in the Nursery

In the event of children not following the direction, the key-workers may give corrective feedback.

This takes the form of:

- Prompt action acknowledging the behaviour using non-verbal or verbal disincentives.
- Redirecting the child to the correct behaviour using positive comments
- Giving praise as soon as the child is back on task.

Code of Conduct

Away from the nursery environment, there are five "Golden Rules" which apply in other areas

- Follow directions
- Shut each door/gate quietly when you've gone through
- Handle equipment carefully
- Listen to the chosen speaker
- Remember 'walking legs inside, running legs outside'

Nursery Rewards

"Golden Leaves" or 'Thinking Fruit' to hang on tree-awarded each week in recognition of good behaviour, kindness and thoughtfulness for others

Children's successes to be highlighted during snack time every Friday

Children's successes to be highlighted and shared with parents

Nursery rewards including:-

Merit Stars / Certificates / Stamps / Merit Stickers – awarded by staff and through children evaluating others within their key-worker groups

Praise from Headteacher, nursery teacher and key-workers.

Consequences

Keyworkers follow an agreed approach:-

1. Look (Non-verbal action)
2. Two verbal warnings [with a reminder on the second that it is the second time of asking and the consequences if there is a third time]
3. Removal from a group to a specified point.
4. Isolate for a short set period during activities to reflect on their behaviour

Usually this is enough for the behaviour to be modified however it is sometimes necessary for staff to speak to the Headteacher about the behaviour when all strategies have been used and no change is noted. The Headteacher / AENco, will keep a log of the behaviour giving cause for concern and parents are informed when all strategies appear not to be working so that a joint approach with home and nursery may be put in place.

- Expert advice may be sought in cases where no progress is made-this may involve contacting the Educational Psychology Service or Child Protection Officer.
- Strategies such as 'Positive Handling' may be used by staff if a child's behaviour becomes particularly challenging. Staff are trained in the techniques and may use these, often working together in pairs [as instructed during the training] to prevent injury to themselves or to a child.

Nursery Routines

It is important to have established routines throughout the nursery:

Key-workers usually go in the cloakroom, corridors and nursery areas at the start of each session if groups of children are moving around the rooms and garden, to ensure a smooth and orderly transition from garden to nursery areas.

All staff are to be in the garden room by 9.10 a.m./12.40pm. All staff are to be ready to receive children when gate is opened by 9.10am/12.40pm. Children arrive in nursery at 9.10a.m. so that activities may begin promptly at 9.15am. Children arrive in nursery at 12.40pm for activities to begin promptly at 12.45pm

In the event of uncertainty regarding outside play because of really bad weather, key-workers will make the decision and inform other staff. If at all possible, it is advisable for the children to go out but ensure they are wearing their wet-weather clothing. If staff decide to keep the children inside, the supervision of the children is the responsibility of the key-workers. No child is to remain in any area unsupervised.

Children misbehaving may be given a short period of reflection time. They may be sent to another key-worker if prior agreement has been reached.

If a parent has requested that a child needs to stay in, they may stay in another key-worker group as long as prior agreement has taken place. Failing that, it is the responsibility of the key-worker to ensure that they are not left unattended.

No child should be left unattended, or with any adult [including students or parent helpers] other than those who are officially working with them.

BREAKFAST TIME

This is the time when the children move around the nursery rooms to other areas so it is important that children move carefully and calmly from area to area. Staff should organise the room and children before the children come in and encourage children to eat politely and support those children who do not hold cutlery correctly etc. Behaviour at Breakfast time should be controlled and the noise level should be acceptable, bearing in mind the number of children there.

Children should not be kept waiting or sitting too long before or after their meal. This is when the noise level will increase. Breakfast club staff should feedback any issues to the nursery key-workers.

.At the end of each mealtime, all food and tables need to be cleared ready for the next group to use the room.

There may sometimes be one child whose behaviour at breakfast is unacceptable. In the highly unlikely event of all other sanctions failing, the parents will be informed and strategies put in place to help the child and parents.

BULLYING BEHAVIOUR [refer to Bullying Policy]

All staff should be aware that children can sometimes be unkind and it is something which we do not countenance.

It is the basic entitlement of all children in nursery that they receive their education free from humiliation, oppression and abuse. We should ensure that everyone in the nursery enjoys an atmosphere which is caring and protective.

Guiding Principles of Bullying Behaviour

- * Bullying is completely unacceptable
- * If someone is being unkind tell an adult
- * If you see unkind behaviour tell someone
- * Every reported incident will be investigated
- * Victims will be given full support
- * Children who have been unkind will be helped to modify their behaviour

Guidelines for Other Inappropriate Behaviour

- * Inform Headteacher
- * Use strategies already available
- * If necessary involve parents at an early stage
- * Attempt to recognise the difference between behaviour at home and school
- * If necessary involve outside agencies, e.g EPS, Child Protection Team, Social Services

WORKING WITH PARENTS

"Parents have a vital role to play in promoting good behaviour in schools. There is much that they could do using their own initiative, but they also need help and encouragement from schools".

The Elton Report 1989

All parents will be made aware of the nursery philosophy and invited to comment on the strategies we employ. We must ensure that positive comments are given constantly and parents are supported. If situations arise which cause concern parents should be involved at an early stage. The Headteacher must be consulted before contacting parents.

Parental involvement should be encouraged in the nursery. We make sure that the nursery plays an active part in the community to help foster good relationships.

ASKING FOR PARENTS' HELP AND SUPPORT

- We suggest that parents encourage their children to tell an adult and not fight back, if someone has been unkind either verbally or physically.
- We encourage parents to listen to and support their children if they complain of bullying - and reassure them that we will do the same in nursery.
- We encourage children to let parents know if someone has been unkind or behaved in an inappropriate way towards them so that they can deal with it.
- We discuss warning signs to look for.
- We encourage all parents to support all children and discuss strategies for home and school
- We explain that if children are unkind or shown inappropriate behaviour towards another

child then that child's parents may also be asked to meet with staff in school in order to have help and talk through strategies to support their child

- We expect parents to support the nursery if all strategies used do not modify the behaviour and expert help from NCC such as Educational Psychology Services, Health Visitors, GEMS, Child Protection Officer or Social Services may need to be asked for advice

WHEN AN INCIDENT OCCURS

If parents report a problem with their child, we offer immediate support and reassurance that the matter is being taken seriously.

We arrange dates for feedback - offer a partnership role and talk about ways to help together

We aim to involve parents of the child who is showing the inappropriate behaviour – to enlist their co-operation in a problem-solving approach to avoid making them feel threatened or defensive.

We may suggest that parents of the victim teach him / her strategies to deal with problems e.g saying with their hand up in front of them and saying firmly 'Stop, don't do that -I don't like it'

RECORDS

In Nursery

All staff should notify the Headteacher when they have incidents giving cause for concern [also celebrating with praise] when the behaviour has been changed. There should be clear evidence if a parent is to be called in.

Headteacher

A log will be kept by the Headteacher so that any good or particularly bad behaviour can be recorded; concerns reported by parents will be recorded.

Staff will ensure that if there have any concerns about a child's behaviour the Headteacher / class teacher / AENco is informed as soon as possible.

Evaluation

OHMCI Handbook for the inspection of schools: Page 13 states:

" Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem and self discipline and adhere to high standards of behaviour which contribute to effective learning".

"Where behaviour is unsatisfactory, teachers spend an undue amount of time seeking to establish and maintain order. Relationships may give cause for concern, and consideration for others and for the school environment is limited ".

Review

This policy will be reviewed annually.

Reviewed and updated – April 2010

Reviewed & Updated February 2012 and September 2013

Reviewed and updated September 2014

Reviewed and updated September 2015

Reviewed and updated September 2016

Headteacher

Date September 2016

Chair of Governors

Date September 2016