

Oxclose Community Nursery School Behaviour Policy

Aim of the Policy

We aim to have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and well being of others. We are committed to establishing a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect.

Roles and Responsibilities.

It is the responsibility of the governing body to support the school in maintaining high standards of desired behaviour of children and staff. To ensure that there is no differential of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the children, parents and staff are listened to and appropriately addressed.

The Governing Body in consultation with the head teacher and staff will produce a written policy which outlines procedures and guidelines that all staff including students and volunteers should follow to manage children's behaviour. They will aim to review the policy yearly or in the event of a significant concern.

The Headteacher (Julie Heron) is responsible for the implementation and day to day management of the policy and procedures and is the named person in the school and concerns for behaviour should be reported to her.

All staff, including teachers, support staff and volunteers are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

It is the responsibility of the staff with support from the headteacher to create a high quality learning environment which supports behaviour for learning appropriate to the children's development and level of understanding.

It is the responsibility of the Headteacher and Senior Leadership Team to ensure that all staff have training in behaviour management which supports the procedures set out in this policy.

It is the responsibility of the headteacher to ensure that all 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, others or serious damage to property. Any event of this nature must be reported to the headteacher who will report the incident to the parents on the same day.

It is the responsibility of the Headteacher that all staff, students and volunteers have a copy of the policy and procedures.

Procedures

We organise the indoor and outdoor learning environment to promote a positive impact on behaviour in terms of space, access and choice of activities:

- Resources are stored to promote independence.
- Quantity of resources satisfies children's needs at any given time.
- Adults support children's learning appropriately.
- Enough space is provided in each learning area to allow access.
- Lay out is created to support effective learning and support positive behaviour.
- Curriculum supports and scaffolds learning through planning, observation, assessment and evaluation.
- We establish clear routines appropriate to the children's age and stage of development.

We establish clear expectations and boundaries for behaviour appropriate to the children's level of understanding and take a positive and consistent approach to managing behaviour. Positive behaviour strategies we use are:

- We use praise specifically related to the child's actions or behaviours. This can be comments, or rewards with stickers and notes from the Headteacher.
- We support children's self esteem by enabling them to be successful in play experiences.
- If appropriate we refocus the child's attention on another activity.
- We focus on activities and routines to encourage sharing, negotiation and co-operation.
- We encourage responsibility in caring for others and the environment (helping with tidying/ watering plants/ setting out activities/ handing out drinks, snacks etc, special helper and looking after equipment).
- We encourage positive behaviour through play and learning activities, (circle time/ stories/role play puppets)
- We model appropriate behaviours in different contexts.
- Each group are consulted to establish rules for behaviour specific to their key group and this is displayed and the children are encouraged to use the rules.
- We involve parents in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if their behaviour is unacceptable by talking about the behaviour and why we do not like it.
- We help children to understand the consequences and effects of their behaviour on others.
- We encourage children to express their feelings/ likes and dislikes.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.

We encourage appropriate behaviour in all interaction with the children and staff and show that good behaviour is valued.

We identify and deal with negative behaviour at the earliest opportunity. Behaviours we have agreed are unacceptable in our school are:

- Bullying
- Harassment
- Name calling
- Violent
- Selfish
- Racist

We deal with such behaviours through:

- Challenge undesirable behaviours. (use positive behaviour strategies)
- Support parents in developing positive behaviour strategies.
- Discuss specific incidents as a whole staff team to develop an agreed behaviour plan that all staff adhere to.
- Report and document any racist incident/ bullying to governors and local authority.

We work with parents and communicate strategies for positive behaviour:

- At initial home visit when the children start nursery.
- Report any incidents as and when they happen.
- Praise desired behaviour daily at end of session.
- Parent review interviews.
- Children end of year report.
- Family nurture sessions.

Occasionally children display behaviour patterns that are outside the normal patterns of development. When this occurs the Senco will work with the parents to identify outside professionals who can offer advice. Parents are informed through each stage of the process of involving other professionals to help in identifying and supporting their child's behaviour / SEND need.

Links to Other Policies

Health and safety
 SEND & Inclusion Policy
 Equality, Diversity and Community Cohesion Policy
 Teaching and Learning Policy
 Curriculum Policy
 Child Protection Policy
 PREVENT Action plan

Reference to OFSTED Standard 11

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