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The child is the first resource for the future

Bushbury
Nursery School

Behaviour Policy

Date adopted by the Board of Governors:	**July 2019**
Date for review:	**July 2020**

Bushbury Nursery School

BEHAVIOUR MANAGEMENT POLICY

BUSHBURY NURSERY SCHOOL

1. Policy Statement

Young children are naturally ego-centric; aware of their own needs and desires. On entering Nursery, they are thrust into a wider community and have to learn how to behave towards other people in that community. Some children cope with this change in their stride, while others find it difficult to modify their behaviour in the changed circumstances. The children are given support and encouragement to develop the necessary social and emotional skills and attitudes.

Bushbury Nursery School aims to:-

- provide a secure, caring environment in which self-confidence, self-esteem, self-expression, independence and self-discipline can be fostered
- encourage positive attitudes and values and tolerance of 'differences'
- promote respect for other people and their property
- encourage children to empathise with others, and be aware of their needs

Through the implementation of Assertive Discipline Plan we aim to:-

- teach simple rules for the welfare and safety of all in the nursery
- teach children to understand the difference between acceptable and unacceptable behaviour in school and in the wider community
- work in partnership with parents to provide a consistent approach towards behaviour both at school and at home, and to offer support and guidance when necessary
- to act immediately to curb intimidating behaviour

GUIDELINES FOR BEHAVIOUR MANAGEMENT

2.1 School rules

These are short and simple:

Children must:

1. Do what the teacher asks
2. Walk in the nursery
3. Be kind

2.2. Positive strategies

Praise and Rewards

Praise is to be used whenever possible to reinforce and celebrate appropriate behaviour. Tell the child what the behaviour is e.g. 'Good boy/girl, you remembered to walk in the carpet area'. Rewards can be used to encourage positive behaviour, but use in moderation. Praise and encouragement are rewards in themselves, others include: stickers, star charts, special responsibilities etc.

Building up Self Esteem

Every opportunity is to be taken to build up a child's self-esteem. Very often it is children with low self-esteem who are unable to respect others.
Strategies include;

- praise, especially at group time
- Valuing a child's work, praising and displaying
- giving opportunities to choose, making simple decisions
- giving a child responsibility for carrying out a simple task each day
- respecting each child as an individual with individual strengths and needs

Calmness, confidence and conviction

The way staff use their voice is important.

- Speak calmly but with conviction, confident that the children will carry out your instructions.
- Speak quietly, reserving a stern tone of voice for inappropriate behaviour so that children can hear the difference.
- Give positive rather than negative instructions whenever possible e.g. 'sit on your chair until you have finished your milk' rather than 'don't keep getting off your chair at milk time'
- 'Tell' rather than 'ask' when giving instructions. Starting a sentence with "will you please put the bricks in the box," invites a refusal. "Put the bricks in the box" is a positive instruction.

Consistency

Staff need to be consistent in their explanations. When giving an instruction, or enforcing a rule, see that it is followed through. It is time well spent. Children become confused when behaviour is acceptable one day and unacceptable the next. Staff need to be clear about strategies and consistent in their approach to children's behaviour.

2.3 Procedures, Consequences

When a child behaves inappropriately the following procedures are to be followed:

- speak firmly but quietly - try to find out what happened - if little response, then
- re-direct to another activity - if behaviour persists,
- re-direct to a supervised activity, or
- time-out for a few minutes, to allow child a cooling-off period and time to think. (no more than 5 mins). In the case of a serious incident, or persistently bad behaviour,
- withdraw child to Head's room.

Pretend Weapons

When children make and play with pretend weapons, staff response is in line with our philosophy, which is to interact with the child by talking about the play, discussing the consequences of using real weapons, how even pretend weapons can hurt others when pointing at them.

A reminder is given to keep our rule about being kind to other children and encouragement given to play in a way which will not hurt anyone else. A positive, problem solving approach is used, while accepting that children are role playing what they see on television or video.

Monitoring Behaviour

Where staff need to intervene in a more structured way, carrying out a specific behaviour modification programme, a behaviour plan will be completed with the SENCO, this will be discussed with the parents/carers. The SENCO will monitor and If behaviour problems persist then referral is made to outside agencies e.g. Educational Psychologist. Appropriate forms are to be completed at each stage.

Working with Parents

There is a strong emphasis on parents and staff working closely together. The children respond much better when the same positive message is being given by both.

Parents are kept informed of their children's progress through daily contact at the beginning and end of a session and through parent conferences. Parents are also closely involved when children have a behaviour plan

3. Monitoring and Evaluation of Policy

The policy will be monitored and evaluated annually or as and when necessary if there is a change in circumstances.

MANAGING CHILDRENS BEHAVIOUR

PRACTICAL STRATEGIES FOR PARENTS

1. Don't give in to temper tantrums - ignore them as much as possible - don't reward them by paying attention to them.

2. Praise the child as soon as they start doing what you want them to - tell them what you are praising them for.

3. As much as you can, avoid situations where you know your child will throw a temper tantrum or misbehave. Introduce them to these difficult situations gradually when you think they are ready for them. Plan for success for your child and yourself.

4. When you tell a child to stop doing something, give them an alternative activity to keep them interested.

5. Make sure your child understands the difference between a command and a question by your tone of voice - if you want them to do something, tell them, don't ask them.

6. Learn to control your own feelings by practising relaxation techniques - this will help you to stay calm and ignore the inappropriate behaviour.

7. Make sure the child knows it's the behaviour you disapprove of and not them.

8. Catch them being good - try to praise your child for doing the things you want them to do as frequently as possible.

9. Use 'Time-out' carefully - use it for short periods and don't use their bedroom - they will learn to associate their bedroom with punishment and be reluctant to go to bed.

10. Remember to encourage the behaviour you want by praising it quickly and frequently - discourage the behaviour you don't want by paying as little attention to it as possible.

11. Be consistent and don't give up - the behaviour will probably get worse before it gets better, but you will achieve success in the end.

12. The best way to reduce a behaviour you don't want is to encourage a more acceptable behaviour that will replace it.

WHOLE SCHOOL ANTI-BULLYING POLICY

Bullying is intimidation of others, either physically or mentally. It is unacceptable behaviour at any stage and must be dealt with at once. Bullying is often a result of learnt behaviour or lack of social skills. At Nursery level 'bullying' is not a word we use very often, however incidents of intimidation and anti-social behaviour do occur. These take the form of:-

- persistent physical aggression towards others
- disruptive, attention-seeking behaviour
- deliberate destruction of own or other children's toys or posessions
- extreme reaction when denied own way, with tantrums and physical aggression towards others.

Our policy at Bushbury Nursery School is to work in co-operation with parents and other agencies to:-

- act immediately to curb the intimidating behaviour
- promote attitudes of respect and care for other people and their property
- work to build-up the child's self esteem

ACTION BY STAFF

When incidents of intimidation are seen, staff must:,

a) intervene immediately to prevent a child hurting others
b) speak firmly but quietly to establish cause of incident
c) make the 'aggressor' aware of the feelings of those who are hurt
d) discuss ways in which the child can restore the situation and the feelings of others
e) condemn the behaviour, not the child
f) not humiliate a child or 'bully the bully'
g) in extreme cases remove the child from the situation
h) report intimidating behaviour to the headteacher
i) USE PRAISE to encourage socially acceptable behaviour whenever possible
j) find opportunities to improve child's self-image.

ACTION BY PARENTS

Parents have a key role to play in any anti-bullying strategies. If your child feels intimidated in any way you can help by:-

a) listening carefully and calmly to your child

b) speaking to the headteacher or other members of staff about the situation so that action can be taken

c) NEVER advocating the 'hit-back' response, this will only generate more aggression.

d) CHILDREN ARE NOT ALLOWED TO HURT OTHERS IN NURSERY

e) encouraging your child to tell a member of staff when she/he feels hurt or frightened

f) encouraging an aggressive child to share with others and take turns;to cre for other people and their property

g) respecting your child as an important individual with rights of his/her own

h) praising good behaviour at every opportunity.

Aggressive and intimidating behaviour can be modified at nursery age if school and home work in partnership, giving the same message, setting good examples for the child to imitate, encouraging respect and care for others.

Regular opportunities are made available for parents and staff to meet together in school to discuss behaviour management with the Educational Psychologist.

Bushbury Nursery School
BEHAVIOUR POLICY
GOVERNORS' STATEMENT OF PRINCIPLES

Purpose
This document contains the Governors' statement of principles for behaviour.
It is used to guide the Headteacher in drawing up the school behaviour policy.
The actual production and implementation of the behaviour policy is the responsibility of the Headteacher, with the support of the governors.

The Governors of Bushbury Nursery School believe that good behaviour is essential to allow all our children to achieve their full potential. Young children are naturally ego-centric; aware of their own needs and desires. On entering Nursery, they are thrust into a wider community and have to learn how to behave towards other people in that community. Some children cope with this change in their stride, while others find it difficult to modify their behaviour in the changed circumstances. We believe that the children need to be given support and encouragement to develop the necessary social and emotional skills and attitudes.

The Governing Body guides that the Behaviour policy must aim to:

- provide a secure, caring environment in which self-confidence, self-esteem, self-expression, independence and self-discipline can be fostered
- encourage positive attitudes and values and tolerance of 'differences'
- promote respect for other people and their property
- encourage children to empathise with others, and be aware of their needs

Bushbury Nursery School is fully committed to maintaining a safe, happy and inclusive environment that is conducive to effective teaching and learning. Our children are the citizens of tomorrow and we recognise that we hold an important position in the wider community. Therefore, it is of the upmost importance that Bushbury Nursery School takes a proactive role to shape our children into fully developed and valuable citizens.

Roles and responsibilities
Headteacher
The Headteacher is responsible for ensuring the Policy is effectively implemented and adhered to on a day-to-day basis. They are also responsible for reporting the impact of the Policy to the Governing Body in order to ensure its effectiveness and allow any necessary changes to take place.

She will ensure staff members receive appropriate training regarding their statutory powers and that they feel supported in their use those powers in relation to discipline.

Finally, the responsibility for excluding children, once all other avenues have been explored, ultimately belongs to the Headteacher.

Teaching staff
It is essential that all teachers and support staff understand and promote the principles contained both here and in the Behaviour Policy. They are expected to:

- teach simple rules for the welfare and safety of all in the nursery
- teach children to understand the difference between acceptable and unacceptable behaviour in school and in the wider community
- work in partnership with parents to provide a consistent approach towards behaviour both at school and at home, and to offer support and guidance when necessary
- to act immediately to curb intimidating behaviour

This policy will be reviewed every two years. The next formal review date is: February 2017