



Goodway Nursery School

Behaviour Policy

Date policy adopted:

Signed:

Chair of Governing Body

Our school values

- Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity
- Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments
- Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued
- Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone
- Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration
- Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

We are a Unicef Rights Respecting School

This policy links to the UN Convention on the Rights of the child:

- Article 2: Non-discrimination** *The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.*
- Article 3: The best interests of the child** *The best interests of the child must be a top priority in all things that affect children.*
- Article 12: Respect for the views of the child** *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.*
- Article 13: Freedom of expression** *Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.*
- Article 19: Protection from violence, abuse and neglect** *Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.*
- Article 23: Children with a disability** *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.*
- Article 28: Right to education** *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*
- Article 30: Culture** *Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.*
- Article 31: Leisure, play and culture** *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

Behaviour Policy

(See Anti-Bullying Policy)

Introduction

We recognise that children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important learning experience for young children.

We recognise that when young children get into conflicts with others, they do not aim to be mean or hurtful. They are simply goal oriented. For example, they may want to play with a toy or sit next to the teacher while she reads a story. Their actions are focused on getting what they want without regard for the effect of their behaviour on others. Children may also be imitating aggressive behaviour they see elsewhere (at home or in the media) without having learned that violence or verbal abuse is not an acceptable way of dealing with social problems.

Aims

- To use relationship-based approaches that develop connection, belonging and teaches effective conflict resolution skills.
- To understand that behaviour is communication and challenging or distressed behaviour is often communication of an unmet need (e.g. the need to feel safe)
- To understand that children's behaviour cannot be fully understood in isolation, without considering their individual influences.
- To deal quickly, clearly and sensitively with bullying.

Behaviour Coordinator Role

The Behaviour Coordinator is Lorraine Jones (AHT Senco & Pastoral)

Her role is to support staff around behavioural issues, through formal and informal advice as well as implementing Individual Behaviour Plans where necessary (See Appendix 2). She will attend training related to behaviour management and cascade this training to staff.

Expectations

We encourage positive behaviour through setting clear expectations, appropriate to each child's stage of development.

Staff model positive behaviour and promote sharing, negotiation and cooperation through a Conflict Resolution approach.

We set boundaries that are few in number and involve parents and carers in reinforcing these boundaries. We reward children with verbal praise, acknowledging their efforts as well as their achievements.

We agree a 'Behaviour Charter' with the children, setting out expectations for children and adults, and promoting respect for children's rights. (See Appendix 1)

- Walk when I am inside
- Be kind to my friends using kind hands and feet
- Say 'Stop! You're not respecting me' if someone hurts me
- Tell an adult if I am feeling worried, sad or hurt

- Share my feelings with adults and my friends
- Respect my friends' feelings
- Tidy away when I have finished playing
- Care for our environment and pick up litter

We also agree charters for other areas to help children understand how their rights are met and how they can help others to access their rights. They include charters for Behaviour; Block Play; Forest School; Group Time; Keeping Safe; Leadership; Lunchtime; Mark Making; Outdoor Play; Painting; Putting on our Coats; Reading; Snack Time; Using the Toilet; Water Play. We also have a Parents Charter, which sets out some of the rights and how staff and parents as duty bearers uphold these rights.

Curriculum

Learning opportunities are planned to engage children, with a balance of small group activities and opportunities to develop independence through freely chosen activities.

We ensure that learning opportunities are appropriate and challenging but within the capability of the child/group (Zone of Proximal Development).

Adults model the vocabulary of a range of emotions to teach children to recognise and name their emotions.

Environment

We aim to provide a calm and purposeful learning environment with accessible resources. Children are able to be active and to access indoor and outdoor learning opportunities throughout the session.

We provide a Well-Being corner, where children can be quiet and share books about managing emotions.

Positive Strategies

1. Staff provide emotional security through the key person system, developing a close caring relationship between the child and their key person
2. Routine is consistent and predictable so that the children know expectations
3. Class Charters are agreed with children at the beginning of the academic year, setting out agreed behaviours and boundaries in a variety of situations (*See Appendix 3*)
4. Staff encourage children's language development and model language of emotions
5. Staff are warm and positive in conversations, praising positive behaviour regularly
6. Staff encourage learning about feelings during play, discussing and reading books about feelings
7. Staff play in partnership with children and engage in play on their terms
8. Staff get down on children's level, making eye contact
9. Staff get the child's attention before saying anything
10. Staff keep what they say focused and to the point

11. Staff speak calmly but firmly, and don't raise their voice
12. Staff state positively what they want to happen e.g. 'I need you to come down from there, it's dangerous.'
13. Staff are firm and clear and avoid a power struggle e.g. by saying 'I can wait one minute for you to give that to me' giving the child time to adjust to what is being asked
14. Staff don't repeat what they want e.g. 'I need you to come away now. I can wait one minute for you to come away, but then I will hold your hand and bring you away.' If the child does not respond 'I need to hold your hand and bring you away now.'
15. Staff are aware that sometimes both children have contributed to a problem and model a conflict resolution approach
16. If a child is in immediate danger staff may need to raise their voice. This should be very exceptional and it is important to be clear, not aggressive when this happens.

Conflict Resolution approach

We will use a Conflict Resolution approach and talk to children about the impact their actions have had on others, helping them to acknowledge their own and other's emotions and feelings.

Six steps in resolving conflicts:

1. Approach calmly, stopping any hurtful actions
 - o Place yourself between the children, on their level
 - o Use a calm voice and gentle touch
 - o Remain neutral rather than take sides
 - o Set limits if necessary
2. Acknowledge children's feelings
 - o "You look really upset"
 - o Let children know you need to hold any object in question
 - o Describe their actions
3. Gather information
 - o Ask for information from each child and listen carefully
4. Restate the problem
 - o "So the problem is..."
5. Ask for ideas for solutions and choose one together
 - o "What can we do to solve this problem?"
 - o Encourage children to think of a solution
 - o Help clarify the details
6. Be prepared to give follow-up support
 - o Describe how they solved the problem
 - o Give acknowledgment - "You solved the problem!"
 - o Stay near the children

Inappropriate behaviour

Sanctions can range from not smiling, or walking away from the child, to a short 'time away', where the child sits away from others to calm down. This will always be with an adult who supports the child to regulate their feelings, by tuning in to them, and then once the child is calm, talk to them about their behaviour, its impact and appropriate behaviour.

All incidents will be swiftly followed by a fresh start.

If a serious incident occurs this will be recorded in the Behaviour Log (See Appendix 2) and reported to parents.

Dealing with inappropriate behaviour:

1. First instance – The adult addresses the inappropriate behaviour with the child and identifies the appropriate behaviour.
2. Second instance – The adult reminds the child about the appropriate behaviour and states what will happen if the inappropriate behaviour continues (time away for 2-3 mins).
3. Follow through with a short 'time away', if the inappropriate behaviour continues, where the adult takes the child to a quiet space and supports them to regulate their emotions. The adult will use principles of emotion coaching, where necessary.

The adult will discuss strategies the child could use to manage their emotions in future.

Once they are calm, the adult will discuss the behaviour and its impact with the child and encourage them to think about appropriate behaviour.

4. After the 'time away' period is complete, the child returns to play. This is a fresh start for the child.

Persistent inappropriate behaviour may indicate an underlying problem, including attention seeking. We talk to parents and carers to ascertain the child's circumstances at home and endeavour to spend 1:1 time with the child, during the school day, with the aim of decreasing the child's need for attention seeking behaviour.

Serious behaviour incidents

If a child displays dangerous behaviour, they will be taken to a 'time away' space immediately. If the child is highly emotional, we will wait for a more appropriate time to discuss their behaviour with them.

Serious behaviour incidents or persistent inappropriate behaviour will be recorded on the Behaviour Log (See Appendix 2). Parents will be informed if their child is involved in a serious behaviour incident or is beginning to display persistent inappropriate behaviour, and that the inappropriate behaviour will be recorded.

In some cases of persistent inappropriate behaviour, an Individual Behaviour Plan (See Appendix 3) may be put in place. This will be discussed with parents first.

Bullying

Bullying is not tolerated, including homophobic and cyber bullying. Any incidents, including children or staff, should be dealt with immediately, recorded and strategies discussed with parents of children involved.

Strategies to prevent bullying:

1. Ensure that the class charters for behaviour are shared with the children.
2. Reinforce the UN Convention of the Rights of the Child, with particular reference to: Article 3 (The best interests of the child) Article 12 (Respect for the views of the child), Article 19

(Protection from violence, abuse and neglect), Article 28 (Right to education) and Article 31 (Leisure, play and culture)

3. Support children in engaging in problem solving every day and avoid labelling children
4. Recognise all the important skills children are mastering through problem solving, and encourage them to be patiently persistent
5. Help children learn how to be friends through supporting social interactions and encouraging turn taking.
6. Balance limit-setting interactions (ie stop, no, don't do that) by engaging with the child in three or four positive interactions
7. Set limits clearly and positively using Behaviour Charter
8. Be a positive role model
9. Keep your voice calm
10. Read and discuss books about problem solving, feelings and emotions, using puppets to support this

Racist behaviour

Racist behaviour is not tolerated. Any incidents, including children or staff, should be dealt with immediately and recorded and discussed with parents of children involved.

Extremism

We aim to ensure that children are protected from extremism in any form. Where this is observed it is logged and immediately referred to the Security Partnership Officer and CASS.

Partnership with parents

We involve parents as partners, sharing concerns about children in order to best support the child and family. Where possible, we will work closely alongside parents to suggest strategies and ideas that can also be used at home so that the child is receiving a consistent approach from all adults.

We share a Parents Charter with new parents, outlining expectations for the school, parent and child. Parents are also provided with a positive behaviour leaflet encouraging them to use positive behaviour strategies with their child within the home.

Partnership with other agencies

We refer children to the Family Support team when necessary, supporting families through individual support as well as parenting courses. We welcome the support and advice of other agencies, where we feel that it is in the child's best interest that they become involved.



Charter for Behaviour



Article 15

We have the right to meet with friends and join groups

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Children will:

- Walk when I am inside
- Be kind to my friends using kind hands and feet
- Say 'Stop! You're not respecting me' if someone hurts me
- Tell an adult if I am feeling worried, sad or hurt
- Share my feelings with adults and my friends
- Respect my friends' feelings
- Tidy away when I have finished playing
- Care for our environment and pick up litter

Adults, as duty, bearers will:

- Praise positive behaviour
- Get down to child's level, use the child's name and ensure you have the child's attention, maintaining eye contact before giving an instruction
- Ask the child 'Are you making the right choice?'
- Model positive behaviour such as turn taking and sharing
- Use a Conflict Resolution approach to help children resolve their disagreements:
 - Approach calmly, stopping any hurtful actions
 - Acknowledge children's feelings
 - Gather information
 - Restate the problem
 - Ask for solutions and choose one together
 - Be prepared to give follow up support

Parents and carers, as duty bearers, can:

- Praise positive behaviour
- Get down to child's level, use the child's name and ensure you have the child's attention, maintaining eye contact before giving an instruction
- Ask the child 'Are you making the right choice?'
- Model positive behaviour such as turn taking and sharing
- Make time for one to one time
- Ensure your child gets enough sleep

Appendix 2

Behaviour Log

Name of child:

Date	Incident	Trigger (if known)	Action	Staff Initials

Appendix 3

Individual Behaviour Support Plan

Child's name:		Date of plan:	Review date:
Behaviour to reduce:			
Triggers	Prevention Staff will:	If an incident occurs Staff will:	
Parents views / comments:		Date agreed:	
		Signed - Parent/carer:	
		Signed Behaviour Coordinator	

Appendix 4

Charters for Rights

Charters to be created with children to help them understand how their rights are met and how they can help others to access their rights.

- Behaviour
- Block Play
- Forest School
- Group Time
- Keeping Safe
- Leadership
- Lunchtime
- Mark Making
- Outdoor Play
- Painting
- Putting on our Coats
- Reading
- Snack Time
- Using the Toilet
- Water Play
- Water Station
- Well-being Corner

Parent Charter

We are a Rights Respecting School, teaching children about their rights under the UN Convention on the Rights of the Child and helping them to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our children also learn about the importance of respecting the rights of others.

Our School Values

Respect - respecting children's rights, treating each other with dignity and valuing each person's individual identity

Security - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

Relationships - encouraging kindness and developing relationships where children and families are listened to and feel valued

Inclusion - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

Learning - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

Empowerment - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

Children's rights:

Staff as duty bearers respect children's rights by:

Parents & carers as duty bearers respect children's rights by:

We have the **RIGHT** to an identity (*Article 8*)

- Valuing each child as an individual

- Sharing about your child's family history with your child's key person

We have the **RIGHT** to be listened to and taken seriously (*Article 12*)

- Listening to children
- Reflection & planning learning together
- Teaching children vocabulary of emotions
- Giving children Leadership roles
- Voting for summer trip etc

- Offering children choices
- Encouraging decision making eg what to wear, choosing stories etc
- Giving children responsibilities eg putting away their

We have the **RIGHT** to be protected from being hurt or badly treated (*Article 19*)

- Encouraging self-esteem & assertiveness
- Developing children's ability to identify & take managed risks eg Forest School
- Recognising signs and symptoms of abuse
- Using NSPCC PANTS and internet safety resources with the children

- Talk to children about what they need to do to keep safe eg holding hands to cross the road
- Inform staff of any concerns about your child
- Inform nursery promptly of any reasons for absence

If we have a disability, we have the **RIGHT** to special care and education (*Article 23*)

- Using Makaton to support language development
- Accessing appropriate support to enable each child to reach their full potential

- Attending Support Plan meetings
- Ensuring your child attends appointments with outside agencies

We have the **RIGHT** to good quality health care, to clean water and good food (*Article 24*)

- Providing fruit and milk for healthy snacks
- Teaching children about food & cooking
- Encouraging children to wash hands
- Supporting children's toilet training

- Providing water in your child's drinks bottle
- Providing healthy lunchboxes
- No sweets shared for birthdays
- Working with nursery staff to toilet train your child

We have the **RIGHT** to a proper house, food and clothing (*Article 27*)

- Access to support from Children's Centre services
- Teaching children about Food Bank collections
- Teaching children about charity work

- Inform staff of any concerns about your child
- Donate to our Food Bank collections for local families
- Support for charity work
-

We have the **RIGHT** to an education (*Article 28*)

- Planning learning opportunities to ensure every child makes the best possible progress in their learning and development

- Being punctual when bringing and collecting your child
- Ensuring your child attends nursery every day
- Attending parent workshops

We have the **RIGHT** to an education which develops our personalities, respect for others' rights and the environment (*Article 29*)

- Planning exciting opportunities that enable children to explore, investigate and experiment
- Teaching children about recycling and caring for our environment

- Choosing a library book each week and read to your child every day
- Attend nursery trips and visits with your child

We have the **RIGHT** to speak our own languages and follow our families' ways of life (*Article 30*)

- Encouraging children to use their first language
- Celebrating festivals and family events

- Encouraging children to use their first language
- Sharing festivals and celebrations
- Attending nursery trips, visits and celebrations with your child