



# Alice Model Nursery School

## Behaviour Policy 2024

### AIMS

Our aim at Alice Model Nursery School is to help children towards self-discipline, where they can develop a sense of security and confidence in an atmosphere of mutual respect so that they can pursue their interests and learning. We incorporate the principles for appropriate behaviour in the Early Years Foundation Stage for school, home and in future life and these are expressed through 4 themes, underpinning effective practice in the care, development and learning of young children.

The Themes are:

**A Unique Child** states that every child is a competent learner from birth who can be resilient, capable, capable, confident and self-assured.

**Positive Relationships** states that children learn to be strong and independent from a base of loving and secure relationships with parents and /or key person.

**Enabling Environments** states that the environment plays a key role in supporting and extending children's development and learning.

**Learning and Development** states that children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The themes imply that children need to develop a mutual respect for others as they work alongside them with a strong emphasis on co-operation and sharing. Practitioners in the nursery work with children to develop these skills and in partnership with parents to develop a consistent approach in our expectations of appropriate and acceptable behaviour at home and school.

We are a UNICEF rights respecting school which respects British Values. We expect all staff, visitors and children to adhere to these values as well as the expectations laid out below:

1. We have a voice. Democracy.
2. We share and take turns. Rule of Law.
3. We have a choice. Individual Liberty.
4. We respect everyone and everything. Respect.

### OBJECTIVES

To consistently implement agreed codes of behaviour including rights and responsibilities within the Nursery.

## **STRATEGIES**

All pupils are expected to follow the "school charter" in class and at lunchtime.

### **Alice Model Nursery School Charter**

We have a right to:

Feel Safe

Learn Through Play

Be Listened To

We have a responsibility to:

Move carefully

Look after everybody and everything in the nursery.

Use quiet voices and listen to each other.

### **Lunchtime Charter**

We have a right to a lunchtime that is a time for eating, talking and listening to friends.

We have a responsibility to:

Eat a little of everything on our plate

Sit up at the table

Use our knives, forks and spoons

## **REWARDS**

Praise the children when positive and appropriate behaviour is happening.

Take home a rights respecting pet.

Parents are informed of positive behaviour.

## **SANCTIONS**

Depending on the situation and the needs of the child, a differentiated approach will be needed.

(It is important to remember that we are sanctioning the inappropriate behaviour and not the child).

*Refer to Behaviour Procedure sheet.*

## **EXPECTATIONS**

At Alice Model Nursery School we expect the children to:

- Walk in the Nursery building.

- Be polite to adults and each other.
- Care for the Nursery equipment.
- Sit when eating or drinking.
- Wear coats outside in cold weather.
- Wear aprons when playing in the water or when involved in creative activities.
- Ask an adult if they need help.
- Use appropriate language.
- Only to be playing or working in parts of the Nursery where there is adult supervision.
- We expect children to leave any toys in nursery and would ask parents to return any they find at home.
- Children are requested not to bring their own toys into nursery. If this happens they will be asked to leave their toys with their key person until home time.

We promote positive behaviour, high expectations, clear and consistent boundaries in partnership with parents and carers. As a school we recognise that young children are constantly learning and developing both their understanding and expectations of the world in which they live. It is in this context that the school does not accept the following behaviours but will address them within a context of learning:

- Aggressive behaviour whether physical or verbal, towards other children or adults, or equipment or property;
- Bullying in any form: i.e. physical, verbal and emotional intimidation;
- Physical behaviour that puts the child or others at risk;
- Discriminatory comments, behaviour, talk and prejudice;
- Retaliation as a way of resolving conflict.

## **BULLYING**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

If a child bullies another child or children:

- we show the children who have been bullied that we listen to the concerns and act upon them
- we intervene to stop the child who is bullying from harming the other child or children
- we explain to the child doing the bullying why her/his behaviour is not acceptable
- we reassure the child or children who have been bullied
- we help the child who has done the bullying to recognise the impact of their actions
- we ensure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour

- we do not label children who bully as 'bullies'
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being supported to adopt more acceptable ways of behaving

## **EXCLUSIONS**

*Refer to Behaviour Procedure sheet.*

Policy Reviewed: Autumn 2024

## Behaviour Procedure sheet.

### **STRATEGIES FOR PROMOTING GOOD BEHAVIOUR**

- Make children feel valued and wanted
- Encourage mutual respect
- Make it clear that it is the behaviour you do not like, not the child
- Have clear rules and not too many
- Emphasise the positive contributions the child makes and ignore inappropriate behaviour where possible
- Be fair and consistent
- Try to be as specific as possible in identifying behaviour, i.e. avoid general terms such as 'aggressive', 'unco-operative' Use descriptions of observable behaviour
- Talk to the child, are they aware of their problem? Involve parents
- Help the child to be aware of the consequences their behaviour can have
- Set realistic targets to allow for positive progress
- Choose main/priority behaviour to work on first, others can be added later
- Have clear agreed rules, thought out together. The child needs to understand clearly what is expected
- Provide the child with a way to put things right
- Try to diffuse situations: withdrawal of the child from the immediate situation
- Use and share knowledge of the children
- Regularly review and discuss pupils who are causing concern

### ***Factors which may interfere with managing behaviour***

- Target behaviour not clearly specified
- Child not fully involved in negotiating programme, so is not committed to changing
- Target behaviour too ambitious
- Inconsistent approach between home and school

If a child consistently displays poor behaviour and is not responding to behaviour management techniques discuss your concerns with the SENDCo. It may be necessary to involve an outside agency such as the Educational Psychologist.

## **WHEN CHILDREN BEHAVE IN UNDESIRABLE WAYS**

Children who misbehave will be given one-to-one adult support in talking about what was wrong, why and how to behave more appropriately. Staff will use a range of strategies to refocus children on activities but when appropriate this might be achieved by a period of 'time out' with an adult

In cases of serious misbehaviour such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame, and with subsequent parental involvement

Adults will not shout or raise their voices in a threatening way

Adults will make themselves aware of and respect a range of cultural expectations regarding interactions between people

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

## **UNACCEPTABLE BEHAVIOURS**

Any physical violence (even in play): hitting, kicking, biting

Racial, gender or disability abuse, and other name calling.

Staff will be supported by the Head and Deputy when children are persistently displaying unacceptable behaviour. Continuous unacceptable behaviour will be dealt with by the head teacher in conjunction with parents/carers so that there is continuity between home and school.

Any gender, race or disability abuse will be recorded by the head teacher and submitted to the local authority. This again will be discussed with parents/carers.

## **EXCLUDING CHILDREN**

In extreme situations where the wellbeing of a child or the wellbeing of other children or staff is severely threatened it may be necessary for a child to be sent home.

This will only be done in exceptional circumstances.

In such circumstances the Head Teacher will inform Governors, as part of the Head Teacher's Report to governors, as well as the parent.

The Head Teacher will meet with the parent to discuss the concerns and what actions are needed to ensure the child is safe or the wellbeing of others is protected.

Where exclusion takes place, a record will be kept in the Head Teacher's office and a copy sent to the Local Authority.

An agreed date as to when the child can return will be agreed along with expectations of behaviour with the parent.

Where necessary a staggered return will be planned in conjunction with the parent/child and school.