

# Castle Vale Nursery School & Children's Centre

Head Teacher: Sally Leese

Making a difference. All of our children, all of the time.



## Castle Vale Nursery School and Children's Centre

### Behaviour Management Policy

Adopted by the Governing Body on 22<sup>nd</sup> June 2017

**Review Date (3 years): June 2020**

It is the aim of the Governing Body of Castle Vale Nursery School and Children's Centre to support the implementation of policies and procedures which support the vision of: Making a difference. All of our children, all of the time.

We are a Unicef Rights Respecting School. This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Article 3 (best interests of the child), Article 12 (respect for the views of the child), Article 13 (freedom of expression), Article 16 (right to privacy), Article 19 (protection from violence, abuse and neglect), Article 23 (children with a disability)

Equal opportunities for all - 'An entitlement to learning must be an entitlement for all pupils'. Our school uses the Equality Act 2010: To treat everyone Equally and Fairly regardless of: Age, Disability, Gender, Gender Identity, Race and Nationality, Religion or belief, Pregnancy, Marriage, Sexual Orientation. Our children are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

Our school and centre is committed to fostering and developing responsible, thoughtful behaviour where children make the right choice.

We aim to build on children's independence skills by offering autonomy and choice where appropriate to create an effective and positive learning environment. We recognise that creating the best possible learning environment can contribute to encouraging positive behaviour. The behaviour, environment and any personal, social and emotional aspects should be the first focus for intervention rather than the individual child.

The school uses positive strategies to foster and promote good behaviour. The whole staff team aim to encourage and develop in our pupils, self-discipline, self-esteem and respect for people and property. These aims are achieved and supported through partnership with the parents. The children in our school are organised into 'family groups'. This offers

each child and carer a key person that they can relate to. This provides continuity and security.

## 1. GENERAL PRINCIPLES

1.1 Children's behaviour is central to the learning process & is an intrinsic element of education.

1.2 Problems with behaviour in school are usually a product of a complex interaction between child, school, family & community.

1.3 Social interaction should be based on mutual respect as this is recognised as a fundamental basis for an educational environment.

## 2. SPECIFIC PRINCIPLES

2.1 Equal Opportunity & Maximum Inclusion Policy & practice should actively promote mutual respect for parents, staff & children. Our school uses the Equality Act 2010: To treat everyone Equally and Fairly regardless of: Age, Disability, Gender, Gender Identity, Race and Nationality, Religion or belief, Sexual Orientation.

A non-labelling approach: - as a child's difficulties and needs can vary over time - it is very important that as a staff we do not label children.

All children should have full access to the curriculum.

Children have the right to have difficulties in behaviour addressed without prejudice. All dealings with children and families should be anti-discriminatory and be in-line with the school equal opportunities policy. Parents & families have a right to have their views & feelings taken into account at all times.

### 2.2 Positive approaches to Behaviour:

In all circumstances, positive approaches to behaviour are preferred.

Most children are able to learn that they are responsible for their own behaviour & the consequences that follow. All children should receive positive reinforcement of appropriate behaviour by all staff. All children are expected to be kind, friendly, sensible, helpful and careful. Positive reinforcement should reflect this. Staff should avoid "empty praise" e.g. you are good/lovely/ fantastic. Instead always ensure that children are aware of their behaviour e.g. that was sensible J.... you waited for N..... to go first: you were kind when L.... fell over and hurt herself, or good and the behaviour you liked – good walking, good sharing

Interventions in response to unwanted behaviour should be the least intrusive and the least necessary. Staff should have a calm, patient but firm approach. Staff who have been trained in physical restraint will use the least restraint possible if necessary for the safety of a child or others.

Both the room layout and the timetable can have a considerable impact on behaviour and should be looked at by the whole team when difficulties arise. The environment

should be evaluated at the starting point of all interventions and actions to improve the context should always be accorded high priority.

### 2.3 Consistency of Approach

All staff should recognise the importance of having shared values & beliefs underpinning expected standards of behaviour and the quality of relationships.

All stakeholders should be involved in deciding & reviewing values and beliefs (See Behaviour Written Principle)

All staff should use consistent boundaries and consistent praise.

### 2.4 Working with Carers, Families and other Agencies:

Working with behavioural difficulties is done in partnership with families.

Provision for emotional & behavioural difficulties will, in most cases, be made in co-operation with the parents and the SEN coordinator/ head teacher/ deputy head teacher.

When it is necessary to make a referral to other agencies, this must be done in co-operation with the main carer / family e.g. Family Support Team, Health Visitor, Educational Psychologist.

## 3. Behaviour Expectations

All children are expected to be –

**Kind and Friendly:** Children should be kind to one another, both in speech and action, caring and sharing with each other. Children are encouraged to value themselves and others and to respect the efforts of others.

**Sensible and Helpful:** The children should respect equipment and resources in the whole learning environment. Children are encouraged to care for the whole school environment.

**Careful and Safe:** Children should develop a responsibility towards the safety of themselves & others. Children are encouraged to make the right choice.

The following behaviour is not considered to be acceptable:

Children are discouraged from role playing in an aggressive manner.  
Deliberate and consistent failure to comply with the reasonable request of staff.  
Physically hurting other children and adults – biting, pulling, pinching etc.  
Hurting themselves e.g. when having a tantrum  
Spitting/Swearing - especially when used in an offensive manner  
Intimidation / name calling  
Sexually inappropriate or provocative behaviour  
Throwing or damaging equipment

## Response to inappropriate behaviours.

- Talk calmly and quietly but firmly to the child about the particular action or behaviour using a suitably sad facial expression and language suitable to child's age and ability.
- Try to distract child or move to another activity for a short time with an adult.
- Where possible, behaviour should be ignored, when appropriate e.g. making noises to seek attention.
- Staff should listen to children and respect what they feel, both the victim and the perpetrator.
- Subtle intervention by an adult to model the appropriate behaviour or use of resource at an activity could sometimes be sufficient to improve some group behaviour issues.
- A child does not have to be 'dealt with' by their own key worker, as all adults in the setting should be consistent in how concerns or problems are handled. The person witnessing the behaviour should deal with it and then feedback to key staff as necessary. It is important that staff discuss particular behaviours or children causing concern at staff meetings so that consistent strategies are shared and carried out by everyone and a positive intervention approach can be initiated.
- Using circle time as an opportunity to promote positive behaviour and revisit/approach behaviour issues with the whole group. This is also a good way of discussing feelings and encouraging empathy among the children.
- Give the children a clear understanding of the future consequences of negative actions i.e move to another area, not able to use a particular toy, time out etc.
- Asking a child to be "good" is not useful in helping them understand that their actions have consequences. Instead, staff should ask children to make the choice between being kind / friendly / sensible / helpful / careful / safe or having a sanction applied (see above) using the language to make the right choice.
- Look at the environment with regards to behaviour before focusing on individual children.

All interventions to deal with undesired behaviour should be immediate and discreet, be fair, appropriate and commensurate with the cause. They should be applied consistently, but take into account individual circumstances.

Continuing concerns about behaviour which are not improved or modified by the above actions would lead to the staff member speaking to a member of SLT/ SEN coordinator for support and guidance. It may be necessary to make referrals to other agencies e.g educational psychologist

We aim to work in partnership with parents.

#### Procedure for persistent, extreme and challenging behaviour

1. The head teacher or a member of the senior leadership team will meet with the parent/s to discuss behaviour and the procedures that will follow. All staff will be made aware of appropriate strategies to follow in each individual case to support the child. Parents will be kept up to date and regularly informed of their child's progress. Information gathering forms will be used by all staff.