



Behaviour Policy

Rationale

Ronald Tree Nursery School recognises that children's social and emotional development is the starting point for children becoming thoughtful and reflective learners. As such, we want all members of the school community to show mutual respect and recognition of the rights and responsibilities of others. The member of staff responsible for the behaviour and overall management of the children is the Head Teacher, Karen Sharman.

Purposes and Objectives

All members of the Nursery School have the right to be treated with respect and to be part of a welcoming, supportive, stimulating, calm, clean and safe environment.

We aim to concentrate on positive behaviour for all.

We strive for an environment that is inclusive of everyone, valuing and appreciating everyone as a unique individual with individual needs whilst working towards a common ethos.

Strategies that involve shouting, humiliating children or punishment are not used at Ronald Tree Nursery. We recognise the importance of supporting and working with our children to understand the boundaries in the nursery, at home and the wider world in order to build successful and positive relationships. It is important to us that children understand why a boundary is in place and why certain behaviours are not acceptable.

We aim to create an environment that promotes appropriate behaviour through the following key objectives:

- Allowing a child time to adapt to a new environment
- Enabling children to develop key relationships with both peers and adults
- Challenge and inspiring learning
- Fostering a positive disposition to learning and social interaction
- Providing a learning environment that is calm and purposeful
- Promoting independence with a clear sense of responsibility

Broad Guidelines

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. We acknowledge that children in the nursery are at different stages of development and understanding. 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 all its forms: 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 person whether adult or child (this can also include 'cyber-bullying' via the internet or mobile phone). 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 are able to listen to their 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 give reassurance (and attention) to 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 make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice 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 helped to adopt more acceptable ways of behaving;
- where necessary incidents of bullying behaviour will be reported to the local authority.

Restraining a child should only be used as a last resort, where the child is in immediate danger or the wellbeing of others is being severely compromised.

- The Head Teacher needs to be informed immediately after this has happened, parents informed by Head/Deputy Head Teacher.
- Parents will be informed and where necessary as determined by the Leadership Team, parents may be requested to come and collect their child.
- Any dangerous behaviour towards members of staff must be reported to the Head Teacher. Staff should seek support from colleagues. It may well be necessary that the child is provided with some time out. Once Head Teacher is informed a strategy will be put in place in partnership with the parent concerned.

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 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 well-being 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. A date 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.

The importance of high Self Esteem

Self-esteem is the feeling of value or worth. We believe every child needs good self-esteem in order to fulfil their potential. Self-esteem is linked with academic performance. Children with low self-esteem feel inside that they cannot do things. If you believe you can do something you are more likely to succeed.

Self-esteem is learned from past and present experiences and from relationships with other people. Children learn about their value to the outside world by being told about it. If they often hear negative things about themselves, they will feel negative about themselves. If they often hear positive comments about themselves they will grow in confidence and try harder to achieve more. It is important that we take every opportunity to praise children's good behaviour.

Children with low self-esteem may appear:-

- Fearful
- Anxious for approval
- Self-conscious
- Isolated
- Reluctant to join in
- Under-achieving
- Never satisfied with their efforts
- Over-sensitive to criticism
- Disruptive

What we at Ronald Tree Nursery School do to build children's self-esteem:-

- We utilise children's interests and strengths in our curriculum delivery.
- We treat children as individuals and utilising a key working system to establish relationships without children. A Keyworker is a special person who develops a secure relationship with a specific group of children.
- We respect and support our colleagues, parents and other adults. A clear model of mutual support and respect is a very powerful influence on children.
- Children must not do anything that might hurt themselves, hurt other children or living things or cause unnecessary damage to equipment. Our focus is on promoting what we want children to do e.g. 'Please walk inside, as you might bump into someone'. We encourage children to listen to each other, negotiate and reach mutually agreeable solutions. We will also model language and strategies to support this. We also support children in developing empathy towards each other, 'I noticed you saw your friend was lonely and you asked her/him if she/he would like to play with you, which was very kind'.
- We are approachable, we listen to children, show interest in them, value what they say, and respect them.
- As far as possible we encourage children to be independent and make their own decisions. We respect their ideas and initiatives. This makes them feel trusted, which increases their self-esteem.
- We try to establish positive links between home and school, particularly by reporting a child's successes to their parent/carer this is done through informal chats at the end of day, through Tapestry (online learning journey) and through termly meetings with parents/carers.
- When children's behaviour is unacceptable,
 - We point out that it is the behaviour we don't like, not the child e.g. "I know you're not an unkind boy but you've hurt". It is alright to be angry but we do not hurt others".

- Unless you saw it happen, assume positive intent, e.g. “Did you do that by accident? How can we clear it up?”
- It is a good idea to itemise our response, saying one or two positive things before the negative e.g. “You tidied up really well just now, but what you’re doing now is not helping”.
- Identifying the behaviour and its consequences often helps. There are three parts to this:-
 - Identifying the behaviour
 - Describing its effects
 - Explaining your feelings

e.g. “Please don’t call out during story, its disturbing the other children, spoiling the story and that is making me sad”.
- If bad behaviour is still persistent we might ask them to sit by themselves for a short time. If they still do not respond, they may be brought to the Head teacher’s office to sit and reflect.
- We encourage children to talk positively about themselves and their work. Talking positively will help them to think positively about their own skills.
- Encouragement is important. Sometimes when a child says “I can’t do it”, the appropriate answer is “Yes you can try”. Another time, it might be appropriate to say, “No you can’t do it yet, but maybe we can help each other”.
- We praise and celebrate children’s achievements as much as possible – all children in all situations. We praise:-
 - On a one to one basis.
 - In front of other children.
 - To the parent/carer.
 - To other staff.
 - We use the child as a model e.g. “Look how is doing it. It’s wonderful. See if you can do it too”.
 - Non-verbally e.g. smiling, patting, clapping.
- To encourage a child to persevere an adult may use themselves as an example eg “I didn’t do that very well, never mind, I am going to try again”.

Monitoring of policy

The implementation of the policy will be monitored through the following strategies:

- Head Teacher’s monitoring walks
- Observations of staff
- Governor visits

Summary

In summary; the school has high expectations of its children, staff, parents and visitors as a means to ensuring all children are best placed to learn within a calm and purposeful environment.

Reviewed July 2017

To be reviewed July 2019