



St. Helens Council

RAINHILL COMMUNITY NURSERY SCHOOL



Policy for Behaviour and Discipline
(Including statement of behaviour principles)
September 2015

Rationale

Rainhill Community Nursery is committed to fostering among children, parents and staff, attitudes of tolerance, Patience and the highest standards of behaviour and consideration for others at all times. The establishment of clear behaviour expectations in terms which are understandable and relevant to the age and stage of development of the children will help to ensure a safe and consistent framework within which children can work securely. Nonetheless it is accepted that there will, from time to time, be occasions when children will need to be reminded of the behaviour expectations in nursery. This is to be expected as they learn to interact with each other, and to develop personally, socially and emotionally. They will need support from sensitive, skilled adults if they are to understand what is and isn't acceptable, and to be able to assert their own views and emotional needs in appropriate ways.

The purpose of this document is to provide information and guidance, which will enable all staff to deal with issues of behaviour that may arise within the school. The guidance is also designed to help parents and carers understand the philosophy of the nursery in relation to behaviour, and to ensure the development of supportive relationships between home and school.

It is a priority of the nursery, its staff and Governing Body to provide:

- A positive, safe and stimulating environment
- An atmosphere which encourages children and adults alike to feel valued regardless of race, culture, gender, background or disability
- Opportunities for success rather than failure
- An environment which encourages respect for others, honesty, fairness, tolerance, compassion, self respect and self discipline.

Aims of Policy for Behaviour and Discipline

To provide information for all staff, children and parents about the acceptable forms of behaviour in our school

- To provide a reference document for new staff, parents and students
- To provide suggestions for ways to deal with behavior problems
- To ensure a consistent approach to behaviour management throughout the nursery
- To outline strategies to help children to develop a clear view of right and wrong
- To provide a framework for ensuring that all children feel safe in their work and play, within the nursery environment and that they are not at risk from bullying or intimidation.

Involving the Children

At Rainhill Community Nursery it is believed that the children should be involved to as great an extent as possible in the development and agreement of behaviour guidelines and expectations.

In particular they will need to:-

- Understand what is and is not acceptable;
- Understand the reasons behind these expectations;
- Be able to reflect on their behaviour and its consequences for others.

To this end, the children will be involved each year in the establishment of agreed behaviours, supported by their Key Workers using a family of teddy bears, known as "Good Bears", as a starting point. Throughout the year, the children will have the opportunity to take home one of the bears for the weekend, and to talk about their experiences the following week. The agreed behaviour guidelines will be known as "The Good Bears' Guide". The nursery uses the "SEAL" curriculum (Social and Emotional Aspects of Learning) and the SEAD (Social and Emotional aspects of Development) guidance, to build opportunities for the children to consider and reflect upon aspects of behaviour and experience throughout the year.

Involving parents and carers

Rainhill Community Nursery is committed to developing very close partnerships with parents and carers, and recognizes the unique expertise they have as their child's most important educator. The nursery aims to work closely with them to establish the very highest standards of behavior, and to foster attitudes of tolerance and patience among the whole school community. In particular the nursery welcomes parents and carers in sharing in their child's nursery experiences in a range of ways, for example:-

- Regular newsletters or "diary sheets" to inform them of the week's activities;
- Inviting their contributions of observations for children's progress profiles;
- Taking part in book-borrowing and resource-borrowing schemes;

- Inviting their comments on the nursery's provision;
- Keeping them informed of their children's progress, including where they might need extra support for particular aspects of development or behaviour.

The relationship between home and school is a two-way process, and it is expected that parents and carers will support their child's personal, social and emotional development by:-

- Supporting the nursery's efforts in establishing clear behavior boundaries for children;
- Recognising their own key role in providing good models of behavior for their children' particularly in relation to tolerance for others, the use of appropriate language, and a clear and consistent approach to behavior;
- Upholding the nursery's philosophy that hitting others is unacceptable, including "hitting back" if someone else hit first;
- Encouraging a positive attitude to school and to the staff working there;
- Speaking to the nursery's staff as they would wish to be spoken to themselves, even when they are unhappy or displeased;
- Playing a full part in sharing in their child's education at nursery, by exchanging information with staff, attending parents' and carers' meetings, showing their child that they are pleased with their achievements, and keeping the nursery informed of anything which might affect their child emotionally or in their learning and development.

Role of the Governing Body

The Governing Body has a responsibility to support the Headteacher and the staff in maintaining high standards of behavior. Although the Headteacher is responsible for the day-to-day behaviour management in school, the Governing Body has a general responsibility for directing the conduct of the school and the Headteacher should have regard to any guidance they may offer in relation to particular issues.

Statement of basic principles for behaviour and discipline

- The establishment of good relationships between staff, children and parents is paramount.
- All staff should have high expectations of the children in both their achievements and behaviour, bearing in mind their age and stage of development.

- There should be a code of conduct agreed by children, staff and parents. At Rainhill Community Nursery, this is known as the "Good Bears Guide" and is devised by the children and their Key Workers together. This is reviewed regularly to establish a consistent approach.
- Emphasis should be on praise and rewards rather than sanctions and punishments.
- All parents, carers, staff and Governors should aim to be good models of behaviour - they must co-operate and support one another, and to treat children and each other with respect and courtesy.
- The feelings, safety and belongings of others must be respected;
- Bullying in any form, aggressive behaviour and abusive language are all unacceptable whether between children, adults or both.

Role of the staff in supporting behaviour and discipline

- To understand the development, emotional and cognitive needs of young children, and to be aware of what is 'normal' behaviour;
- To ensure that children receive a broad, balanced curriculum with activities matched to their needs;
- To have high expectations of the children in both their achievements and behaviour;
- To provide an attractive, stimulating learning environment, which is well organised, enables children to demonstrate good behaviour, and encourages children to take responsibility for resources and equipment;
- To provide challenging, motivating activities which encourage children to develop as confident, independent learners and which encourage the development of self esteem;
- To follow the school's policy for behaviour and discipline when dealing with children's behaviour;
- To liaise with parents and keep them informed of children's achievements and progress, as well as where they need support with learning or behaviour;
- To seek support and advice from the headteacher and other colleagues, when necessary;
- To ensure that children understand clearly what is expected of them;
- To know the children as individuals, i.e. know their names, friends, family members, interests, etc;
- To be flexible in order to take advantage of unexpected events;

- To monitor continuously the behaviour of the whole group, even when working with an individual/small group;
- To model the standards of courtesy to others that they expect from children;
- To emphasise the positive among children and colleagues, including praise for good behaviour as well as good work;
- To make sparing and consistent use of reprimands, taking care to be firm but kind, to listen in order to establish the facts;
- To show a willingness to recognize their own mistakes, and make amends where appropriate;
- To make it clear at all times that it is the behaviour of which they disapprove, rather than the child.

Areas / times in school where inappropriate behaviour may be more likely to occur

Whilst it is accepted that inappropriate behaviour may occur anywhere in the nursery, staff should be aware of those areas in which it may be more likely to occur, for example:-

(a) during outdoor play

(b) in the cloakroom area (verandah), where space is limited

Staff should be aware that when children are in these situations or areas, there could be more possibility of inappropriate behaviour.

Dealing with Behaviour Problems

At Rainhill Community Nursery our behaviour management strategy is based on the positive reinforcement of appropriate behaviour. Emphasis is placed in recognizing and rewarding good role models. Acceptable behaviour is commented on regularly, and staff will draw attention to positive behaviour as a means of detracting from undesirable behaviour where possible, for example, by saying "Look how sensibly Peter is filling the bucket", rather than saying, "Don't throw sand".

We constantly stress the virtues of concern for others, self discipline, self-respect, honesty and fairness. This is reinforced through teaching across the curriculum, for example through the "SEAL" programme, and through the constant presentation of good role models from the adults towards children and each other in school. As a matter of good practice, staff should help children resolve issues themselves in an acceptable and appropriate way, by:-

- supporting children to use talk to resolve their difficulties, and to help a child to express their feelings to each other appropriately
- Teaching children strategies to deal confidently with others who try to hurt them or take things from them, for example, by saying firmly, "Stop! I don't like that!"

Strategies for dealing with behaviour problems

Where a child's or children's behaviour is causing concern, staff should act straight away rather than referring to behaviour later which may have been forgotten. The following strategies should be used:-

- Adopt a calm approach with a quiet voice, "containing" the incident rather than drawing attention to it;
- Position oneself at the child's/children's eye level, rather than standing above the child/children;
- Ask the child/children involved to explain what has happened if they are able, ensuring that all parties receive a fair hearing - listening may avoid the risk of jumping to conclusions;
- Support an "aggrieved" child or children in expressing their unhappiness with words, by modeling vocabulary and ensuring they have time to formulate what they are saying;
- Encourage children to listen carefully to each other;
- Support them to find a solution to the problem themselves, by, for example, asking them to suggest ways of moving forward or making amends;
- Praise children for listening to each other, and for the suggestions they make;
- Speak firmly to the child whose behaviour is causing concern, and explain why the behaviour is unacceptable and reminding them of what is acceptable behaviour in these circumstances;
- Ensure children know that it is child's behaviour which is causing disapproval, rather than the child;
- Leave children with an expectation of good behaviour in the future.

It is expected that most situations will be resolved in this way. However it is recognized that occasionally unacceptable behaviour will continue or become more persistent. In these circumstances, it is important to bring the matter to the attention of the parents or carers in order to ensure that the child is supported in understanding expectations at home and at school. During the nursery session, if the unacceptable behaviour continues:

- Consider separating the child for a short period of time - explain to the child firmly but kindly the reason for the separation, and ensure that the child is kept with an adult who will engage them in a purposeful, supported activity;
- Explain to the child that she or he will be able to return to her or his friends when the activity is finished
- At the end of the period of separation, leave the child with the expectation of good behaviour in the future;
- Discuss the matter with the parent/carer, and ask for their support in ensuring that the child understands that the repeated behaviour is unacceptable;

It may be necessary to monitor the situation in the nursery, through regular observations, in order to gain a clear picture of the circumstances of the inappropriate behaviour and to understand why it might be occurring. Parents or carers should be advised of this, as well as of the period of time for which monitoring will take place. At the end of the monitoring period the outcomes will be discussed with parents or carers. And, if necessary, a clear plan devised to support the child in improving their behaviour. Such a plan should be drawn up by the nursery's class teacher (SENCO) together with the parent or care and, if appropriate, the child. The plan should set out clearly the desired improvement in the child's behaviour, together with what the child can expect if they make an effort to improve for example, a "special time" each day with a favourite toy. The plan should have a specified date for review by the nursery and parent or carer. It may be necessary in certain circumstances to consult the advice of other professionals and, if so, to seek the agreement of the parent or carer. At the same time, the nursery will signpost parents or carers to other services which may be available to them, for example, through Children's Centres, should they require support in managing behaviour at home.

Rewards and praise

We believe that children will learn better in an atmosphere of positive encouragement and in one which develops self-esteem. Equally, children are to be encouraged to recognize that good behaviour is the norm, and is expected. The aim of the nursery is to teach children to set high expectations of themselves, rather than to seek reward for what they do. For this reason, stickers or other short-term "gratifications" will not be used in nursery. Rather, children's behaviour will be encouraged through:-

- verbal praise from an adult
- praise from peers or parents
- smiles, facial expressions and positive body language
- positive feedback about work/behaviour
- the encouragement of children to praise each other.

Guidelines for using praise to reinforce positive behaviour:

- praise - given immediately after the good behaviour
- praise should be genuine, rather than "empty" or valueless
- reasons should be given for the praise
- praise should be given when rules are adhered to, rather than admonition when they are not
- attention of parents/carers drawn to the good behaviour where possible

The policy will be reviewed September 2016