

Harewood Nursery School and Pre-School



Behaviour Policy

HAREWOOD NURSERY SCHOOL and PRE - SCHOOL

Behaviour Policy

The named practitioner for behaviour management at Harewood is the headteacher, Becky Cook.

Every adult who works with children in school will support the development of positive behaviour.

Early Years Foundation Stage: Personal, Social and Emotional Development

Children must be provided with experiences and support which will help them to develop

a positive sense of themselves and of others;
respect for others;
social skills;
and a positive disposition to learn.

PSED: Managing feelings and behaviour

Ref. Development Matters in the EYFS, pages 12,13,14.

We aim through the EYFS for children to:

- understand that their own actions affect other people.
- be aware of the boundaries set, and of behavioural expectations in the setting.
- beginning to be able to negotiate and solve problems without aggression.

Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Positive Ethos

Our school is a happy, friendly, welcoming place. Our positive behaviour policy is very much about caring relationships and rewarding good work, manners and behaviour.

The ethos in nursery is very positive and created by caring relationships and in the way all concerned with school interact with one another. Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

We hope to foster a partnership with our parents and children in order to achieve the following aims:

We aim to teach patience, generosity and respect for people and property by example.

We aim to develop a child's self-esteem by promoting opportunities for successful achievements. We reinforce good behaviour by praise.

We aim to teach children to co-operate, share and take turns.

We aim to teach children to manage conflicts appropriately, thus in an incident:-

- a) we try to establish what has happened
- b) we try to help the children to see the others point of view by talking in a calm manner with them
- c) we try to help them understand when their behaviour is unacceptable

Rewards and Achievements

In our school **Every Child Matters**. Every effort is made to make the school environment as welcoming both to children and parents as is possible. All staff recognise that children need to be well-motivated in order to function at their best.

In order to promote well-motivated children staff use the following strategies:

- a) the use of praise is well established in the form of smiles or words from all staff
- b) children can share work at story time as well as in session time
- c) children are encouraged to share their work with other members of staff in other areas during session time
- d) children's work is valued and displayed for everyone to enjoy

- e) photographs are taken of work and put into the children's 'special learning files' or displayed around nursery
- f) certificates for completing events are awarded (e.g. sponsored events, Jolly Phonics achievements).
- g) stickers used as appropriate for birthdays or good work
- h) each child receives a birthday card and a Christmas card with a Christmas present
- i) home/school links via 'Marvellous Me' box, Focus Child work and our school library
- j) advice from support agencies on individual reward systems for children with SEND will be followed
- k) Share interests from home
- l) Star of the Week
- m) the use of SEAD (Social and Emotional Aspects of Development) and SEADLINGS programmes, to support young childrens PSED (Personal, Social and Emotional Development) in the EYFS (Early Years Foundation Stage).

Actions/Strategies

Staff need to use their discretion according to the needs of individual cases e.g. if a child hurts someone or behaves unsociably they may be asked to play elsewhere.

In extreme cases, the Behaviour Support Service and/or Team Teach Service may become involved in supporting the school develop appropriate strategies.

There are times when we need to use behaviour management strategies such as sticker or individual smiley face books. Parents are always kept informed when such strategies are used so that they can give their support.

Role of Governing Body

The governors play a key role in influencing the ethos of the school. This influence carries with it a responsibility to support the headteacher and her staff in maintaining high standards of behaviour within the school.

The Governors will review the school behaviour policy every 2 years, or earlier if changes are required or recommended.

Role of Headteacher

- To encourage good behaviour, care and respect within the school setting.
- To discuss and produce the school behaviour policy in conjunction with Governors and staff and to let that policy be known in school.
- To ensure parents are aware of the school behaviour policy. Parents are given a school booklet containing the behaviour policy, upon their child's admission into school.
- To ensure that the policy is consistently and fairly applied throughout the school setting.

Role of Teacher

- To put the policy on behaviour into practice, and apply fairly and consistently.
- To be available to discuss behaviour issues and concerns amongst children, staff and parents.
- To make children aware of why good behaviour is beneficial to themselves and to others.
- To plan and deliver the SEAD and SEADLINGS programme to help young children develop social and emotional skills.

Bullying

We do not feel that bullying is a common problem in our school.

However, bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one child by another, or a group of others, and usually forms a pattern of behaviour rather than an isolated incident. Bullying or other forms of harassment can make a child's life unhappy and can hinder progress.

If staff feel action is appropriate they must

- talk to child/children involved
- discuss with whole staff
- agree course of action
- speak with parents
- produce written action/behaviour plan

The LA behaviour management support team may become involved.

Racial Harassment

All incidents must be taken seriously and, as with bullying, it must be made clear that such practices are unacceptable and will not be tolerated.

All incidents of racial harassment must be reported to the headteacher, and logged.

Completed 2nd October 2017

Signed:..... HEADTEACHER Date:.....

Signed:..... CHAIR OF GOVERNORS Date:.....

To be reviewed – September 2019