

# Harewood Nursery School



## Behavior Policy

# HAREWOOD NURSERY SCHOOL

## Behaviour Policy

The leader of behaviour management at Harewood Nursery School 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 share work with staff and receive positive feedback
- c) children are rewarded for their efforts and resilience
- d) children's work is valued and displayed for everyone to enjoy
- e) photographs are taken of work and put into the children's EEXAT file or displayed around nursery
- f) certificates for completing events are awarded
- 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, EEXAT and our school library

- j) advice from support agencies on individual reward systems for children with SEND will be followed and shared with parents/carers
- 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 charts. 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 welcome pack 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.

Signed: *R. Cook* HEADTEACHER Date: 25.01.2021

Signed: *S. Conway* CHAIR OF GOVERNORS Date: 04.02.2021

Policy Date: January 2021	Review Date: January 2023
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## Appendix: 1

Coronavirus: Addition to school behavior policy.

Additions to our expectations of the children whilst in school during the Covid -19 pandemic 2020.

- Following the altered routines for arrival and departure. Leaving parent / carer at the gate and coming in to school with a familiar member of staff and being taken to the gate at the end of the session.
- Following school instructions on hygiene, such as handwashing and sanitizing.
- Following instructions to not touching each other's faces / kiss / lick each other.
- Expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes.
- Pupils telling an adult if they are experiencing symptoms of coronavirus; feeling poorly
- Follow rules about not sharing cups or milk cartons and not eating each other's food.
- Reminding and supporting children with the correct routine when using the toilet.
- Clear rules about coughing or spitting at or towards any other person.
- Children will be praised by adults who notice them exhibiting expected procedures to reinforce the behaviours and expectations.

Adults will bear in mind their training regarding Trauma Informed Practice. Some children may have experienced abuse during lockdown. We will be mindful of how this can impact on their behaviour. We will continue to assess each situation individually and deal with it calmly and always consider 'What could be behind this behaviour?' "What is the child communicating?".

We will take into account the understandable anxiety for everyone at this time. Adults will model calm behaviour as anxious children will look for guidance on how to react.

Examples of changes to a behaviour policy

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

Posters to reinforce new behaviour expectations

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-c-posters>

Signed:  HEADTEACHER Date: 22.05.2020

Signed:  CHAIR OF GOVERNORS Date: 01.06.2020

<b>Policy Date: June 2020</b>	<b>Review Date: As required</b>
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