

# Garretts Green Nursery School

## Behaviour Policy

### Rationale

At Garretts Green Nursery we are confident that there is a consistent approach to supporting pupils in maintaining standards of appropriate behaviour. The children in our care are well-behaved and our expectations are high. The staff share a common belief that children will respond positively to those expectations.

This policy is to ensure that all members of staff, parents, governors and other stakeholders share our approach to promoting excellent behaviour.

### Aims

- To provide a consistent approach to promoting high expectations of pupil behaviour
- To share consistent rewards systems with staff, parents and with the children themselves
- To ensure that sanctions are in place, and that they are understood, should they be required

### Our Values

- Our ethos in Nursery ensures that children are treated with respect and are aware that they need to treat others with equal respect. Adults in Nursery act as excellent role models.
- Children and adults are expected to use each others' chosen names.
- Tolerance is valued most highly and diversity and equality celebrated.
- Staff ensure that children understand that it is a behaviour that may not be liked, not the child.

### Framework for Intervention

The Framework for Intervention has been adopted by Nursery and the Behaviour Environment Checklist (BEC) must be completed as an integral part of our behaviour management systems. This should be done by all staff and a behavioural environment plan (BEP) written with clear targets and any changes made before the stated review date. This should also be reviewed in light of any specific incidents that cause concern. (See Appendix)

### Expectations

- We, as a Nursery, expect pupils and adults to treat each other as we would wish to be treated ourselves, with kindness, tolerance and compassion.
- Children should be aware of the need for good manners and are encouraged to say 'please' and 'thank you' from the start of the year through songs and reminders at snack times.
- Children should understand the need for shared rules to ensure that there is a common understanding of what is acceptable.
- If an apology is required, we would expect a child to comply and offer an apology.

### Procedures

- In the Autumn term, as part of the PSED curriculum, rules are agreed in groups, shared, agreed and displayed using our children's own pictures, both indoors and outdoors.
- Attention is drawn to the rules frequently and children are encouraged to respond appropriately.
- Rules are kept simple and few, are positively phrased and, though the wording may change as the rules come from the children, the main focus is on kindness, but also on areas highlighted by children:

-kind hands

-kind feet

-kind words

All incidents should be explored thoroughly by adults and staff should take care to ensure fairness at all times. All incidents should also be documented in a child behaviour incident book.

### Rewards

- Positive behaviour will be verbally praised by all staff whenever and wherever possible.
- Every week one child from each group will be chosen as Star of the Week and will have a certificate and badge presented on a Friday. Postcards will be posted home to share the news with parents.
- Rewards for good 'work' or positive behaviour are given frequently by staff in the form of Wow! Certificates put into Learning Journeys and a copy sent home with the children to share with parents.
- Sticker charts may be used for individual children and done in conjunction with parents to address a specific issue.

### Sanctions

When a child displays unacceptable behaviour there must be a sequence of consequences that the child understands. It must be stressed that this refers to a repetition of the same action. Where behaviour is generally unacceptable and concerns a variety of behaviours it will be essential to remove the child from the situation and talk calmly about why the behaviour should cease.

The following sequence is preferred:

1. The action will be stopped through an initial request.
2. The child will be asked again and told that this is the second warning and that a third warning will mean...
3. A third warning = time out in the classroom, sitting separately to the children to consider what is appropriate. At this point the child will be reminded why the action was inappropriate and asked what they should do now and why.
4. If inappropriate behaviour continues, the child should be given time out away from the other children.
5. If the inappropriate behaviour continues on a regular basis parents will be informed.
6. The same rules apply outdoors with the exception the child will hold an adult's hand for two minutes as their time out.

Individual Behaviour Plans should only be used as a last resort and only after following the guidelines in The Framework for Intervention and in consultation with our BeCo. Gaynor Shaw.

Approved by Govenors on:

Signed:

Policy to be reviewed on: