

Garretts Green Nursery School



Behaviour Management Policy Safeguarding Statement

At Garretts Green Nursery School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Garretts Green Nursery School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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) is ongoing 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.

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 Harris.

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.

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, they 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 e.g. kind hands, kind feet, kind words.

Bullying

Children should be aware that any form of bullying such as cyber bullying, prejudice based discriminatory bullying or simple name calling will not be tolerated. Staff work hard throughout the year during PHSE sessions looking at emotions, feelings and empathy. Any specific incidents would be dealt with immediately and parents would be informed. All groups would address the issue through a specific PHSE session at the time.

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 the incident book.

Rewards

- Positive behaviour will be verbally praised by all staff whenever and wherever possible.
- Rewards for good 'work' or positive behaviour are given frequently by staff in the form of a sticker or Wow! Certificates which are sent home and noted in their learning journey.
- 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. At this point the child will be reminded why the action was inappropriate and asked what they should do now.
3. If inappropriate behaviour continues, the child should be given time out away from the other children.
4. If the inappropriate behaviour continues on a regular basis parents will be informed.
5. The same rules apply outdoors with the exception the child will hold an adult's hand for two minutes as their time out.

See Appendix 1 – Time out strategies

For children with limited understanding and/or SEND such as ASC (Autistic Spectrum Condition) the above sequence may differ. For example if a child has limited communication skills particularly understanding language, speech should be simple, clear and the consequence immediate and short. The use of widgeo symbols, pictures and sand timers are used to support understanding. We might not expect the child to explain their behaviour or insist on an apology if we do not think it would be appropriate. Social stories are used frequently to re-inforce good behaviour, become familiar with new routines and when learning a new skill. They can also be used to support the understanding of feelings and emotions and how to express them appropriately.

Reviewed: September 2021

Next Review: September 2022

Signature of Chair of Governing Body: