

The Early Years Nursery School Alliance

HELEN GIBSON AND CLERVAUX NURSERY SCHOOL AND KIDS CLUBS

Behaviour and Discipline Policy

Oct 25

We are proud of the high standard of behaviour of all children who attend the Early Years Nursery School Alliance. It has attracted favourable comments from Ofsted, visitors to the Nursery, members of the public and destination schools. We believe that for each child to grow and prosper both socially and intellectually, they need the support of a warm, friendly environment where adults make them feel secure, appreciated and respected, and where they can try out various ways of acting and interacting without fear of humiliation, blame or neglect.

The staff and children achieve and maintain these high standards by:

- Having a shared vision of what is and what is not acceptable behaviour, and why.
- Involving each child in the development of this vision.
- Understanding that different circumstances call for different kinds of behaviour.
- Understanding that some children are not able, through immaturity, disability or special educational needs, to reach the highest standards, but they are expected to try their best.
- Understanding that good behaviour is based on respect for other people and the environment.
- Understanding that they, too, should be treated with respect, whether it is child to child, child to adult, adult to child, or adult to adult.
- Insisting on good manners.
- Expecting all adults who come into the nursery to be role models for acceptable behaviour.

To this end, staff will:

- Help raise each child's self-esteem through valuing them as an individual.
- Acknowledge good behaviour and state what makes it good.
- Treat each child with honesty, fairness, and politeness.
- Help each child understand why some individuals seem to behave differently from them.
- Have shared, clear, consistent expectations and reactions.
- Have agreed strategies for teaching each child how to control their behaviour, how to reinforce the message, and how to respond positively to improvements.
- Create a supportive environment where helpfulness, courtesy, caring, comforting, sharing, and turn-taking are the norm, and children learn to be good friends.
- As part of our key principles, we will ensure each child becomes resilient and a problem solver of their own behaviours and situations that may result in negative behaviours being displayed.

The following strategies will be undertaken to manage children's behaviour:

- We will adopt a problem-solving approach to behaviour management. This approach will be explained to staff during the induction process, and to parents/carers when the child attends the Nursery – this approach is called The 6 Steps to Conflict Resolution
- We believe that each child will flourish in a calm, caring environment, so we will ensure that all children are treated with respect, and all communication will be guiding and supportive, not directive or controlling
- We believe that all children need a structure within which they can be free to choose and experiment, so we will negotiate boundaries for children and maintain them consistently
- We believe that all children appreciate explanations and suggestions of other ways to act, so we will always offer a reason for saying 'no' and offer an alternative
- We believe that each child needs their energy for trying out new behaviour, not for worrying about past inappropriate behaviour. So we will deal with difficult situations as they arise, instead of ignoring them and waiting for a more uneventful moment. We believe children learn best from understanding the situation in the moment instead of attempting to reflect on a behaviour that has happened some time before. Therefore, we will also encourage parents/carers to do the same, encouraging them not to pry on behaviours and incidents that have happened within our setting, as these have already been addressed at the time.
- We believe that each child will begin to realise that adults mean what they say, and if they request that the child's behaviour change is ignored, then previously identified actions will be followed up on.
- We believe that a shared approach to dealing with behavioural difficulties is essential, so we will always involve parents/carers in developing and implementing appropriate plans for dealing with difficult behaviour
- We believe that parents/carers should be informed on the day of any significant incidents relating to their child's behaviour

Reporting and recording:

- Serious incidents, particularly if they involve racism or can be construed as bullying, should be recorded on Cpoms.
- Injuries should be reported on the appropriate accident forms and parents informed.
- Key workers will keep notes through the "STAR chart" recording system of persistent inappropriate behaviour so that individual plans and strategies can be devised.
- During daily reflections, behaviour problems will be discussed so that consistent strategies or changes in routine can be agreed.
- Where behaviour is persistently inappropriate, or where it has suddenly deteriorated, and always when an injury or major damage has occurred, the key worker and/or Executive Head Teacher will speak to the parents. This may result in a meeting with the parents/carers to look at how different strategies can be implemented both at home and at school. (6 weeks of monitoring and trying a range of techniques to support)

Additional Support

In some instances, staff and families will have tried to deal with difficult behaviour without much success. Where this happens, the following procedure will be followed

- Parents will be invited into Nursery to discuss the behaviour and the impact that it is having at home, at school and on others
- A plan of action will be implemented, with the agreement of parents/carers and school staff, along with an appropriate time scale
- Everyone will meet once again after the agreed time scale and discuss what improvements have been made. If good improvement has been made, staff may continue to monitor and provide feedback to parents/carers on an informal basis
- If the group feels that little or no improvements have been noticed in the child's behaviour, then other professionals may be invited to observe the child and offer additional support strategies. For example, the local authority SENCo or the Educational Psychologist. Parents will sign an agreement form for the professional to come into the Nursery to observe their child
- A further meeting will be held to discuss progress and plans made depending on the outcomes. Parents should be made aware that strategies implemented in school must be followed at home to provide consistency, in order for progress to be made

Please note that if a parent disagrees, further discussions will take place with the Head Teacher

The Role of Governors

The Governors have the responsibility of upholding these general guidelines on standards of behaviour and safety, and of reviewing their effectiveness. The Governors support the Executive Head Teacher in adhering to these guidelines.

The Executive Head Teacher has the day-to-day authority to implement the school's policy on behaviour and safety. Still, Governors may provide advice to the Executive Head Teacher on specific disciplinary issues. The Executive Head Teacher must take this into account when making decisions about matters of behaviour.

Monitoring and Review

The Executive Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Staff at Clervaux Nursery and Helen Gibson Nursery will never use physical punishment or the threat of it. We will not use or threaten any form of humiliating punishment.

Signed: _____ Chair of Governors

Signed: _____ Executive Head Teacher

Date: _____