



Behaviour Policy

Vision statement

To work together in partnership to make a real and lasting difference to the lives, learning and opportunities of all young children and their families.

Purpose

The purpose of this policy is to demonstrate our ethos and aims for promoting high standards of behaviour. We want every child who attends Whitegate to have a positive experience and to feel safe and valued so that they can learn and develop and reach their potential.

At Whitegate every person is valued for who they are, and differences are appreciated. We aim to make everyone feel included and understood, whatever their personality, abilities, ethnic backgrounds or culture. This policy is also intrinsically linked to Fundamental British Values as our holistic practice supports the development of Democracy, Individual Liberty, Rule of Law and Mutual Respect and Tolerance. We are an Attachment and Trauma Sensitive School (Bronze) and recognise the importance of knowing and understanding the context of every child and their family.

We aim to give all children the best opportunities to succeed. Where children are supported to understand and begin to control their emotions they develop positive self-regulation mechanisms which in turn support the development of a range of tools that can enable positive interactions in different social situations.

Leadership and Management

It is the responsibility of all staff to know, understand and follow our behaviour management systems. Every member of staff is expected to conduct themselves as a role model to children, through their own behaviour and interactions with other adults and children.

Role of the Practitioner

Our adult's will consistently:

- Provide emotional warmth, attachment and responsiveness
- Sensitively support play, exploration and thinking
- Model positive language and talk
- Communicate through positive and encouraging language
- Provide challenge
- Encourage thinking and talking together
- Create positive environments where children have time and space to explore and make choices in both thinking and doing.

- Use 'time in' approaches
- We will celebrate and share desirable actions.
- When we praise it will always be specific, have meaning and be related to an action not a person.
- We will listen to children's voices (verbal and non-verbal) and respect opinions. Attention and time is given to positive actions. Negative actions should not be rewarded with attention.

Our adult's will not:

- Shout in anger at children or other adults
- Use sarcasm or belittle children
- Single children out
- We will not condone blaming and shaming
- Use punishments such as 'time out' or 'naughty step/ chair'
- Force children to say 'sorry'

'As children learn to be together in a group, they will inevitably experience conflict with another child....when adults are thoughtful and skilled in their approach to this conflict, children benefit. Conflict resolution is an important foundation for future growth and learning.'

Finch and Wirtmen.

Role of the teacher

The teacher is responsible for monitoring the behaviour within their class. The teacher will support their practitioners to use conflict resolution strategies to support children's behaviour. The teacher will lead the culture of behaviour in the class, ensuring that all staff are working with consistency to follow the policy.

The teacher will identify children who may need additional support with their behaviour and may develop a behaviour plan which is shared with the staff team and family. The teacher will invite parents into school to discuss the plan and any issues or struggles they are experiencing at home. The teacher may signpost to the Family Support Worker.

Role of the Family Support Worker

Our Family Support Worker works part-time to offer additional support to children and families. This includes supporting individual families with parenting advice and strategies to support behaviour at home and offering Parenting Groups. The Family Support Worker also works within classes to advise practitioners with practical strategies to support children's individual needs.

Role of the SENCo

The SENCo can be consulted when behaviour could potentially be linked to a Special Educational Need or Disability. The SENCo will advise on targets and can refer into

other services to gain further support if needed (for example Inclusion team, Educational Psychologist, Children and Family Wellbeing).

Role of the Headteacher

The Headteacher is highly visible and accessible to families. We aim to build a trusting relationship with every family so that we can work together to build and maintain a culture which supports positive behaviour and an environment where everyone feels safe and supported.

The Headteacher is responsible for monitoring behaviour across the school. The Headteacher leads 'behaviour' discussions within the Senior Leader Team Meeting on a weekly basis; this provides an opportunity for teachers to gain advice from experienced colleagues and the SENCo. Through monitoring the Headteacher will ensure that all staff are following the school's policy. Training and development needs will be addressed through appraisal and supervision.

In a few cases the class teacher may not have been able to resolve issues regarding a child's behaviour and the teacher or the family may request input from the Headteacher. The Headteacher will meet with the family and the class teacher and consider the issues and any further action which may support the child with their behaviour.

Role of the Governors

School Governors play an important role in supporting this ethos; Governors regularly review the Behaviour Policy and are invited into the school to see it in action. The PSED Link Governor has further insight into the policy in action through monitoring of the PSED curriculum.

School systems and social norms

The school uses conflict resolution strategies. This is a positive approach to behaviour management. Conflict resolution is:

- Having **high expectations** of behaviour
- Offering children clear **boundaries & expectations**
- **Consistent** – each adult will give the same response to a given situation.
- **Respectful** – children will make mistakes and wrong choices with their behaviour. We allow them to make **better choices** without shaming them.
- **A long term investment in the wellbeing of children**

Conflict Resolution

This involves working through a problem or conflict in a way that does not physically, emotionally or socially hurt anyone involved. Working in this way provides children with opportunities to feel competent in handling situations and relationships. It fosters feelings of respect for the self and other people as well as respect for new ideas.

The adult will:

- **Anticipate** that conflict will occur

Knowing each individual child enables calm adults to use differentiated responses with children involved.

Ensure children know and understand boundaries, routines and rhythms of the day

Children (depending on stage of development) will be involved in agreeing classroom rules (*kind hands...kind feet...kind words*).

- **Respond** to children as conflict occurs naturally in the classroom environments – indoors and out.

Assess the situation.

Sportscast – model language and comment on what they can see happening

Make judgements between not stepping in too soon and stepping in quickly to stop dangerous behaviours

- **Support** all children in conflict with the intent to support positive emotional growth
Adults provide the framework to help children know where and how to begin to resolve conflict. This gives children a voice.

Where children are hurt then the adult will always give positive attention to the hurt or injured party, empathizing with how they are feeling and apologizing on behalf of the perpetrator ('Anna, I'm sorry you were hurt').

Adults name feelings and assist children to understand their feelings ('I can see you are angry but I won't let you hit').

They model language and encourage talking and respectfully listening to each other often reinstating and summarizing what they see and hear. Facilitating conversation and problem solving ('Seth has the car.. I can see you want a turn but he hasn't finished... I wonder if you'd like a turn with the truck whilst you wait').

(See appendices for supporting materials)

Promoting positive behaviour management.

We see children as role models and good citizens and use opportunities to reinforce positive behaviour within school. We use our photographic code to promote good behaviour both in the school and at home – '*Kind hands...kind feet...kind words*'

We always label actions or feelings rather than the child. We take opportunities to talk to families about positive behaviour and offer support. We ask families to support us too and promote conflict resolution strategies that they can try at home.

Intrinsic versus extrinsic motivation

Children enjoy and are motivated by the feeling of achieving or learning something new. When children automatically feel good about their achievements this should be celebrated and where possible adults can reinforce this through their conversations and talk. Adults can also support children to enjoy their individual successes and achievements by offering positive support during the process or talking about the process at the end.

We use extrinsic motivation techniques to promote behaviour we want, for example 'good sitting...good looking....good listening'. We identify positive role models of this and draw attention to them. Adults will always aim to praise action and process rather than linking it to a person or end product (eg 'good sitting' not 'good girl').

Sanctions / consequences

Some behaviour may involve sanctions but these are always developmentally appropriate to age/ stage of development. With an explanation and after three warnings, a practitioner may ask a child to leave an area or activity and play elsewhere. The practitioner will go with the child either taking them to another adult with a brief explanation or remaining with them and asking the other adult to swap roles.

Where children deliberately damage or break equipment, practitioners will explain the consequences of their actions. Children are always given the opportunity to correct their behaviour (for example cleaning the pen off, cellotaping the book)

Where children are struggling with self-regulation and behaviour

We support children who more regularly struggle to manage their behaviour by:

- Using trauma informed practices such as safe spaces, emotional literacy and resources, key adults, sensory circuits, the 3 R's – regulate – relate - reason
- Using ABC (antecedent-behaviour-consequence) records. This can help us to identify patterns of behaviour.
- Meeting with the family to look at strategies to share with the family to manage the individual child's difficulties with behaviours.
- Liaising with the SENCo
- Regular family meetings to discuss progress and any further concerns
- Use of a behaviour plan
- A Targeted Learning Plan may be agreed and implemented if appropriate.

In situations where children continue to struggle with behaviour or where behaviour becomes extreme this will be discussed with the family and interventions agreed.

- 1) If behaviours are likely to cause damage or harm others, adults should calmly and quickly move other children away and should move objects out of the way that may injure the child or cause damage. Once the child is calm, talk to the child about the actions and consequences.

All instances of extreme or unusual behaviour should be discussed with the Headteacher so that further strategies can be agreed and recorded. Family should be informed and each incident should be logged on the CPOMS system.

- 2) CARE AND CONTROL: it is extremely unusual for children within Nursery school to exhibit behaviours that require care and control strategies. If the situation arises, the Headteacher should be called upon to manage the situation.

Staff induction, development and support

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Policy date: April 2023

Review: April 2024

During their induction all new staff are asked to read the Behaviour Policy. They are then given protected time to observe the policy in action within classrooms. Their observations form discussions with their induction mentor.

Adherence to the policy is a school priority and all staff are supported to develop their skills through supervision and appraisal processes. Monitoring of teaching includes monitoring all staff skills as we strive for a consistent approach across all staff.

There is regular training for staff to update and consolidate their understanding and implementation of the policy. Behaviour and pupil wellbeing is considered annually within the school development plan.

Pupil transition

Transition into school

Information about our behaviour policy is openly shared with prospective and new parents. During 'show arounds', home visits and stay and play sessions we explain to families our approach to behaviour and why we follow this approach. This can be very new/ different to a families established beliefs and in these cases we offer family information or training sessions to share the research behind our practice and the impact on children (why we do what we do). Children who are new to our setting may require intensive support for the first term.

Transition between classes

Detailed information is shared between class teachers and the daycare management. This includes information about any challenging behaviour. Any targets are also shared. Families are invited into their new class for an induction meeting and are invited to share any concerns or worries and also strategies which are successful at home.

Transition to Primary school

Information is shared with the new school in a variety of ways; written report which includes detailed information on a child's dispositional learning (the characteristics of learning), information shared with the new teacher on visits or via telephone, for some children a more focused transition meeting is needed and the classteacher, SENCo and/or Pastoral Lead will be invited to a meeting to discuss strategies which have been effective and behaviour plans we have used. Key staff are sometimes invited to work with the child in nursery prior to the transition to gain hands on experience of these strategies in action.

Pupil support

Support with behaviour is provided for all children. Learning about appropriate behaviour, resolving conflict in appropriate ways and negotiation are skills for life and a high priority for our teaching. Children are learning and our setting provides a safe place for children to learn without fear.

Additional support may be offered to children who continue to experience challenges or display more extreme behaviour through:

- behaviour plans
- targeted learning plans (when linked to a Special Educational Need or Disability)
- Early Help Plans which also offer support to the family through parenting support
- Request for Involvement from the SEND Inclusion Team
- Referral to Educational Psychologist
- Request for Education Health and Care Plan
- Referral to Paediatric Learning Disabilities team

Child-on-child abuse

Child-on-child sexual violence or sexual harassment is never acceptable. Due to the age and stage of development of our children, we use the Brook's traffic light tool for sexual behaviours age 0-5. We do not 'normalise' sexually abusive language or behaviour and would correct sexualised language sensitively. The behaviour/ language is always discussed with the family regardless of whether it falls into green, amber or red, although we would ensure that a family understood if behaviours are identified as 'green' (for example comparing genitals, stripping clothes). Due to the ratios of adults within our setting children are highly supervised. Any incidents of child-on-child abuse must be reported to the Designated Safeguarding Lead – Catherine Tasker and investigated quickly and thoroughly.

Banned items

At Whitegate we discuss with families during their child's induction certain items which we ask they do not bring to nursery and explain our reasons for this. Whitegate is a well-resourced nursery and we provide everything that a child needs to play and learn in safety and comfort. All our resources are described as 'nursery resources' with the children and we support children from the youngest age to 'take turns'. We model the language of turn taking eg 'it's Seth's turn now and he hasn't finished... when Seth has finished Anna would you like a turn?' We have multiple resources and adults are trained to support the development of this social behaviour.

We ask our families not to allow children to bring toys from home, unless it is a comforter or transitional object which offers comfort during separation from parents.

We supply drinks throughout the day, so children should not bring bottles of water or juice.

Children should not bring electronic toys or devices in their bags.

Children must not have medicines or creams in their bags. These must be handed to a member of staff in accordance with the 'Managing Medicines Policy'.

Mobile phones must not be used within the nursery classrooms and corridors (Mobile Phone Policy).