



## Edith Kerrison Nursery School and Children's Centre

### Behaviour Policy

#### Rationale

It is important to create an environment where everyone can co-operate with each other in safety and harmony. However, it is inevitable that there will be times of conflict and even aggression. Disputes are natural but children need to develop strategies for dealing with these in a non-aggressive way. Children must be encouraged to think through problems and make good choices. Adults must act as role models and this policy is, therefore, equally applicable to all staff, parents and visitors.

#### Purposes

- To provide a consistent approach to Behaviour Management throughout the nursery and children's centre
- To offer positive and enjoyable experiences, based on children's previous knowledge, irrespective of gender, cultural background and ability
- To enable children to learn positive strategies and develop a positive attitude towards social interaction by working alone, alongside peers and with adults who are sensitive to individual needs for support and guidance
- We want an environment that enables children to adapt to new situations and larger communities and to realise their role within those new setting
- To offer equal access to a curriculum which enables children to develop a respect for difference, to become aware of the varieties of culture, ethnicity, gender, ability, belief and language in our society
- To enable children to develop self-care, positive attitudes towards learning and independent decision making abilities
- We want to empower children to respect themselves and develop a strong self-esteem and confidence
- We want parents to encourage their children to show respect for the setting and community and work in partnership by supporting our behaviour strategies.

At Edith Kerrison Nursery School and Children's Centre we have five **Golden Rules**

#### Golden Rules

- Walking feet
- We are all friends
- Tidy up
- Hang your coat up
- Listening time.

#### Parent Rules

There are also additional golden rules for parents

- Mobile phones must be switched off and put away.
- Wearable technology including headphones should be switched off with headphones removed from ears
- No open hot liquids

#### The role of the adults

- Be consistent and fair in how behaviour is managed and the use of awards, rewards and sanctions.
- Provide a positive role model.
- Provide games / activities and resources which promote co-operative skills.

- Provide opportunities to channel less desirable behaviour.
- Listen to all parties in a dispute.
- Challenge verbal abuse such as name-calling, insults and offensive remarks.
- Talk through conflict situations.
- Help children understand that we do not accept aggressive behaviour but we still value them as individuals.
- Acknowledge good behaviour.
- Define boundaries in which the children will operate.
- Encourage children to tell an adult about a problem.
- Involve parents in any behaviour programmes.

### **Behaviour Strategies to Consider**

- Is the behaviour a form of attention seeking?
- Give children responsibility.
- Give time warnings before changes.
- Distract / redirect children.
- Develop positive self image.
- Encourage co-operation.
- Involve child in making amends.
- Break down behaviour into achievable goals.

### **Thinking Time**

When children behave in a way that means adult intervention is required, these are the steps that will be followed.

1. Tell the child using words and sign language to stop. Say the positive behaviour you want e.g. we share/we are friends, we walk.
2. Child leads on resolution with the support of a distraction technique – tell child to choose somewhere else to play; choose a different toy/friend.
3. Adult leads on resolution with the removal of the child from the situation – direct child to different play area, direct child to complete a task (one they can achieve);
4. Direct child to thinking time. The preferred approach is holding the adult's hand – letting them go when they have calmed down, and saying- well done you have been sitting/holding my hand well, you can go and play now. **Or** for children who don't like physical contact they can sit quietly ( for no longer than three minutes) – releasing the child with similar words.

### **Bullying**

Bullying may be considered to be deliberate hurt, physical or verbal, that may be attempted over a period of time that is difficult for a child to defend themselves against. It may involve physical hurt, taking possessions, verbal taunts, insults or remarks, or the spreading of stories, malicious rumours or exclusion from social groups.

We

- Listen to the child's concern
- Investigate what other children involved have to say
- ensure that children concerned feel able to approach someone;
- ensure staff respond quickly to concerns;
- want children to feel safe and secure.

Children should tell a member of staff of the problem in the first instance. The member of staff will use their judgement to decide the seriousness of the incident.

**Strategies to prevent bullying and empower victims may be:**

- use of group time to talk about behaviours;
- praise and rewards for positive behaviour eg carrying equipment to help others;
- opportunities in the curriculum to discuss bullying eg through special stories or Golden Rules ;
- use listening time to address the problem;
- staff training and awareness;
- school focus;
- Use Dossie, Kwame or other puppets.

All staff must deal with these instances promptly either with support from other staff or by following the thinking time policy.

**Sharing information with parents**

Parents are informed about persistent or challenging behaviour that is unacceptable taking into consideration the child's developmental level. Behaviour that hurts others (children or staff), or is having a detrimental effect on the child's well-being, learning or that of others will be shared with parents. Referral is made to the SENCO and when deemed helpful an Individual Education Plan will set up.

**Radicalisation, Racist, Bullying, Gender or any Abusive Incidents**

In accordance with Local Authority procedures all incidents should be reported to the Head Teacher or a member of SLT in her absence. This includes verbal and physical insults related to race, radicalisation, religion, and gender. When deemed appropriate they are reported to the Local Authority.