



## Oxhill Nursery School

### BEHAVIOUR POLICY AND GUIDELINES

#### PRINCIPLES

1. The Behaviour Policy applies to everyone who comes into the buildings – children including parents, carers, staff and visitors.
2. Everyone has the right to:
  - \* feel safe and a responsibility to ensure the safety of others
  - \* feel respected and a responsibility to show respect for others.
  - \* to be supported both in their learning and everyday life and a responsibility to assist and support others.
  - \* be treated fairly and to treat others fairly.
  - \* move freely and safely, subject to rules.
  - \* have property kept safe and a responsibility to care for the property of others.
3. We believe that a positive approach to behaviour has more effect than a negative reaction to it. Good behaviour is best encouraged by positive example, by recognising and rewarding good behaviour, and by the modelling of good behaviour.
4. Children have a right to be treated as individuals and their developmental needs taken into consideration. Children should be involved in formulating some of the rules they are expected to understand and follow.
5. A consistent approach is adopted towards behaviour management. Strategies include: all policies, a welcoming environment, curriculum development, staff training, induction and appropriate resourcing.
6. A clear evaluation is made of policies and practice using facts to inform future development.
7. Parents, carers and Governors are given reports on children's behaviour and general progress as appropriate.

## **AIMS**

We aim to promote the understanding of what constitutes good behaviour, to celebrate and encourage good behaviour, courtesy and politeness, to manage unacceptable behaviour in a clear consistent way.

## **SAFETY**

Safety is a priority. The use of physical force is not acceptable in nursery. The LA policy on restraint, allows for the most minimal level of force to be used to prevent harm - to other children or serious damage to self or property.

Children should be taught strategies to deal with unwanted contact, e.g. calling on an adult for help. Similarly, bullying and threatening behaviour is unacceptable and will be addressed using a system of sanctions.

## **RESPECT**

Some forms of unacceptable behaviour take the form of verbal attacks, gestures, and looks. No one should be subjected to ridicule or personal insult about their family, race, culture, belief, gender or appearance or indeed about anything. We are required by the LA to monitor and record instances of racist behaviour and to take action to prevent its recurrence. Members of staff have a responsibility to provide good role models to all pupils by demonstrating respectful behaviour. Children have a right to be taught in a respectful manner.

## **ACCESS**

Children have access to all curriculum areas to develop free choice and independence, both indoors and outdoors, under qualified supervision. Children will be actively encouraged to walk inside at all times, for safety.

## **PROPERTY**

All property must be respected, whether it is that of the setting, staff, child or other adult. The setting does not accept responsibility for children's property brought into school.

## ***HOW WILL WE ENCOURAGE GOOD BEHAVIOUR?***

Positive intervention can promote good behaviour in the following ways:

### **SELF ESTEEM**

There is a high correlation between low self-esteem and poor behaviour. Children need to experience success to grow self esteem. All efforts and achievements at the children's level should be celebrated. Encouragement and reinforcement are essential but children must know that the adult is being honest in their praise. Each child should be valued as an individual and achievements valued equally.

We have high expectations of our children – celebrating their successes and being supportive of their efforts. Displays of children's work, public acknowledgment of success and appropriate praise are tools to support children's behaviour.

### **EQUAL OPPORTUNITES**

Prejudice in our society, whether it is about race, class or gender, will directly affect all children.

Prejudice can lead to children having low self- esteem, we will tackle this through positive intervention and imagery.

The fundamental right to respect, is directly connected to equal opportunities considerations. As part of our curriculum we recognise the importance of celebrating the cultures of the home and community, to enable children to express and be proud of their experiences. Through a rich and diverse curriculum we aim to encourage children to respect and value themselves and each other. We also seek to equip our children so that they can challenge negative misconceptions about themselves and others.

### **INDEPENDENCE**

There are many ways of encouraging independence; reflective questioning, problem solving and setting up situations where children have choices to make.

By asking children what they think, and how they feel we show them that their views, and feelings are important and stimulate the development of reflective thinking. Giving children well – informed choices, with knowledge of the consequences, enables them to take the responsibility for their own behaviour.

### **SOCIAL SKILLS**

Children rely on adults to model good social skills, which they will need to develop their relationships with others. Practice of these new skills both formally and informally is vital to embed good social behaviour patterns. In

an atmosphere of mutual respect, good social skills are expected of both adult and child.

**“EVERYONE” IS EXPECTED TO BEHAVE IN A RESPONSIBLE MANNER, BOTH TO THEMSELVES AND OTHERS, SHOWING CONSIDERATION AND RESPECT AT ALL TIMES.**

## **ROLE MODELS**

Children model good and bad behaviour from significant adults in their lives. The relationship between adults and children in nursery is friendly and supportive. The behaviour of the adult is a positive role model for the children at all times.

Adults should be aware of their own language both verbal and non-verbal. A calm, quiet approach is preferable in addressing children. Sarcasm, humiliation and yelling are totally unacceptable. Adults should be aware of their own body language and ensure it gives positive messages to children. When addressing challenging behaviour situations, staff will encourage children to reflect on their own behaviour and acknowledge the feelings and needs of others.

If there is a need to reprimand a child it should be done in an assertive, not aggressive way. It is important that children are listened to respectfully and reasons given for the reprimand.

Staff should ensure the support of other team members when handling challenging situations.

Even adults can be wrong sometimes – don't be afraid to apologise. Children will also watch and model our interactions with colleagues.

Finally, the most important point to bear in mind is that the children must know that it is their unacceptable behaviour we are rejecting not the children themselves.

## **WORKING WITH PARENTS AND CARERS**

Effective partnership with parents and carers is essential for success in managing children's behaviour. By being welcoming and accessible, we aim to develop a good relationship with parents and carers, as this can be significant in reducing difficult behaviour through shared understandings and support strategies.

We try to avoid giving parents only bad news, whilst recognising that they have the right to be concerned about their child's progress in nursery.

When children's behaviour is of particular concern, we will involve outside agencies to develop strategies and in some cases IEP's.

## HOW DO WE DISCOURAGE UNACCEPTABLE BEHAVIOUR?

In the first instance an explanation will be sought and any triggers discovered. Explanations as to the why the behaviour is unacceptable will be given and children will be asked to apologise for behaving in a way which is not part of the agreed code of conduct.

A child may show that they are sorry in a non verbal manner. Staff will use their professional judgement and experience to inform their handling of individual situations sensitively.

In some cases it may be appropriate to take the child away from the activity for a short while so they can be moved from the cause of conflict and give him/her an opportunity to think about his/her behaviour.

Time –out should be for a few minutes only (maximum five). Thinking spots can be used to encourage children to reflect.

At all times, it is the behaviour, which is to be challenged and moderated rather than the child being blamed. Adults should take every opportunity to praise good behaviour.

Staff will encourage children to reflect on their own behaviour and acknowledge the feeling and needs of others.

## BULLYING

All staff will be pro-active in promoting an equitable ethos where the balance of power is maintained and incidents of power abuse are dealt with according to this behaviour policy and guidelines.

## EXCLUSIONS

In extreme cases of unacceptable behaviour, where no progress has been made by following the above guidance, staff will work with parents and other support agencies, to develop strategies.

If behaviour is still deemed to be “unsafe” for other children the Head Teacher and Governors will follow the procedures of “Durham Local Authority” for exclusion of the child. Parents will be kept fully informed of developments throughout this process.

**Date reviewed**

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September 2022

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**Signed on behalf of the governing body**

**Name of signatory**

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Sarah Golightly

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**Role of signatory**

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Chair of governors

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