



ASHMORE PARK

AND

PHOENIX NURSERY SCHOOLS
FEDERATION

BEHAVIOUR
POLICY

Senior Leadership Team/Compliance Governor(s) Review Date	07.11.2018
Governing Board Approved/Adopted	15.11.2018
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	07.11.2020

PRINCIPLES

At Ashmore Park and Phoenix Nursery Schools Federation we are committed to ensuring that children are safe and feel safe; a key aspect of this is to promote good behaviour.

Through a positive approach to promoting good behaviour, co-operation and a caring attitude, we hope to ensure that children will develop a strong sense of esteem, empathy and respect for themselves and other people.

High quality, ongoing staff development cultivates the essential understanding of child development which guides our expectations of children's behaviour.

Behaviour is also about developing emotional literacy so that children are able to explore and acknowledge their own feelings and find appropriate ways to express them.

Appropriate behaviour enables individuals to become good citizens and good learners. Good behaviour is the responsibility of everyone including staff, children, parents/carers, families and visitors. We are all expected to be:

- courteous and respectful to others
- caring of the nursery environment and each other's work
- to value everyone regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, or gender.

At Ashmore Park and Phoenix Nursery Schools Federation we are committed to:

- ensuring the whole school community is informed about the principles of their school's behaviour policy
- working in partnership with parents/carers to support their child's positive behaviour and ensuring that they are aware of the behaviours needed for learning
- having high expectations of children and adults in showing respect and consideration towards each other, and towards the nursery environment and its resources
- improving outcomes for all children and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity (see Equal Opportunities statement below), the welfare of children and good relations across the whole school community
- taking all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports, and complaints about bullying
- ensuring parents/carers who may have a complaint about their child being bullied are taken seriously by the Leadership Team and it is investigated/resolved as necessary

- ensuring good order in Nursery where adults and children are respectful towards each other creating an environment in which learning can take place
- ensuring staff model good behaviour and never denigrate children or colleagues,
- promoting positive behaviour through active development of children's social, emotional and behavioural skills
- focussing on and praising good behaviour and applying sanctions fairly and consistently, taking account of SEN, disability and the needs of vulnerable children offering support as appropriate. Praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded
- working with other agencies to promote community cohesion and safety.

This policy applies to everyone. Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status and whatever their gender.

Governors will:

- review and monitor the policy on an annual basis
- support the Headteacher and staff in maintaining high standards of behaviour
- support children and parents by ensuring that the Headteacher discharges her statutory and contractual functions regarding behaviour in a fair and professional manner.

EQUAL OPPORTUNITIES

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. It is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

STRATEGIES

- nursery rules are limited and cover broad headings e.g. Be Kind and Be a Good Listener. These rules apply to both the indoors and outdoors, and have been created by the adults, and shared with the children. Parents are informed about our rules and positive behaviour approach during induction and parent meetings. Differences of opinions that arise between children e.g. over sharing a toy etc. are resolved by the process of negotiation facilitated by a member of staff with the children involved.
- the use of a 'Thinking Stool' is used so that children can reflect on their behaviour if their behaviour is considered not to be acceptable after being given two chances to alter their behaviour. The Nursery uses timers as a fair system of allocating time for the children to reflect upon their own behaviour.

- across the Federation we encourage behaviours that create an environment conducive to learning. Promoting opportunities for learning to take place is at the heart of everything that we do. Below are some behaviours which may be a barrier to learning and an indication of the strategies that may be used by the adults to support a context for learning.
- persistent talking during a listening time - the staff would indicate a positive role model within the group and comment positively on their behaviour. A symbol would be used alongside the verbal comment to help with understanding. The adult would give prompts and praise if a change in behaviour occurred. The next step then is the child would be sat next to an adult and be given a chance to alter their behaviour.
- persistent 'not hearing' of requests when working inside/outside - Child would be given two chances throughout the session to alter their behaviour before sitting on the 'Thinking Stool' to reflect upon their behaviour. If after this strategy was implemented there was no improvement in the behaviour, staff would then redirect the children either indoors or outdoors in order to focus their attention/energy in an alternative positive direction.
- outburst of uncontrollable emotion, distracting the other learners in the group - Child would be removed to a quiet area and an adult will stay with the child until they become calm.
- outburst of uncontrollable emotion where the child and others could be at risk - Child would be removed to a safe area to reduce likelihood of child hurting themselves or others. An adult will stay with the child until they become calm. Physical intervention may be needed in order to prevent them hurting themselves or others. The use, however, of physical intervention is very rare and is, wherever possible avoided. Please refer to the Health and Safety Policy for what action would be taken if a need arose.

Behaviour rules can be negotiated with children for new learning and play experiences.

The ethos of the Federation is based on consideration for others and positive reinforcement of good and acceptable behaviour. It is made clear to children that a rejection of bad behaviour is not a rejection of the child him/herself.