

Brearley Nursery School and Children's Centre



Mission Statement

"A safe place to hope, learn, play, enjoy and grow".

At Brearley Nursery we value all of our children and families. As a setting we follow Birmingham City Council's safeguarding procedure and we uphold British values whilst celebrating the diversity in our communities. We also promote mutual respect and we are an inclusive setting.

Our ethos and curriculum enables children to be independent learners who make choices and building strong relationships, particularly with their peers. This promotes an exciting learning journey that engages learners

We are a Rights Respecting School where we help our children to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our children also learn about the importance of respecting the rights of others.

All of these principles create the firm foundations needed to encourage democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs. Staff members are also trained on the 'Prevent Strategy', this is utilised in the delivery of the curriculum and within our professional practice.



Brearley Nursery School

BEHAVIOUR POLICY

The school aims to provide a caring, emotionally secure, environment in which both adults and children are expected to promote an ethos in which every individual is valued and respected.

In order to achieve this, staff must be consistent; consistency ensures that we will be effective and successful when dealing with a child's behaviour.

A belief is shared that good quality relationships are fundamental in promoting good behaviour.

Staff set a good example, treating children with respect at all times and with the same consideration and courtesy with which they should treat adults.

We offer a broad and rich curriculum based on the individual needs of the children. The children learn, develop and explore together supported by a team of well qualified staff, in a learning environment that encourages positive behaviour.

We recognise and value what each child brings to the setting and work closely with parents/carers, other professionals and local communities, to ensure a consistent approach.

We aim for our children to become happy, secure, confident, independent and self motivated learners.

Children are encouraged to take increasing responsibility for themselves. They are given reasons for constraints and they are helped to develop an understanding of the consequences of their actions.

We have high expectations of children's behaviour. These expectations are positively and explicitly stated. We talk about " You Can Do It!"

Behaviour we wish to encourage

- Kindness
- Friendship
- Helpfulness to others
- Sharing and taking turns
- Politeness
- Respect for self, others and the environment
- Co-operation
- Negotiation
- Concentration, organisation and perseverance
- Moving safely around the setting

Strategies to encourage good behaviour

- Adopt a positive approach by actively looking for opportunities to praise good behaviour, hard work, kindness and helpfulness.
- Praising good behaviour and stating clearly what it is that is good
- Parents carers and staff acting as good role models. This is now an integral part of the Safeguarding Policy(refer to Safeguarding Policy). If behaviour is inappropriate it will be managed through either the Safeguarding Policy or the

Schools Code of Conduct Policy(refer to Schools Code of Conduct Policy).

- Planning an environment that promotes good behaviour e.g. ensuring that space is well organised and that there are sufficient, high quality resources. (environmental checklist carried out yearly).
- Ensuring daily routines are well established and consistent
- Staff deployment e.g. ensuring that there are sufficient staff to support child initiated play and help resolve disputes successfully
- Promoting good behaviour through circle time, stories, role play, use of persona dolls, peer massage (positive touch)
- Developing emotional literacy through using the box of feeling, puppets, persona dolls etc.
- Using good sitting, good looking, good listening signs and Lola the listening Leopard activities
- Giving rewards for good behaviour e.g. personalised stickers (I liked the way you.....) as well as commercially produced ones
- Routinely talk to parents/carers about individual child's achievements
- Encourage children to acknowledge and value each others contributions and achievement

Behaviour we wish to discourage

- Physical aggression
- Verbal Aggression
- Unkindness
- Bullying
- Damaging property and the environment
- Hiding or running away
- Unsafe behaviour indoors and/or outdoors

Strategies to manage negative behaviour or bullying (a continuum of responses from less serious incidences to more serious)

- Pointing out and praising good behaviour (I like the way is sitting on the carpet)
- Ignoring negative behaviour and praising good behaviour
- Repeating an activity e.g. "Shall we sing that song again using our singing voices" "Well done I really enjoyed that song"
- Explaining to a child that they have made you sad and why
- Give a child one more chance to change and explain the consequences if they do not conform
- Dangerous incidents should be treated in a more serious manner showing child/children, through your body language and voice that this behaviour will not be tolerated e.g. damaging property
- Reprimand (focus on the behaviour, so the child knows what is acceptable and not acceptable)
- Time out (Thinking time) in a designated area in the classroom
- In exceptional circumstances it may be necessary to have time out, out of the classroom
- Complete a Behaviour Environmental checklist
- Talk to the parents/carers
- Refer to the BECO to discuss frame work for intervention Strategies/process
- Use strategies in the 'Positive behaviour Journey Booklet'.
- Use Team Teach strategies to support positive handling of children.

When dealing with inappropriate behaviour we try when ever possible to highlight the inappropriate action and not the child e.g. "Shannon you have pushed Luke off the slide and that was an

unkind thing to do you have hurt him" not "Shannon you are naughty." we avoid the word "naughty" as it is seen as labelling the child and not helping children to see what it is about the behaviour you don't like e.g. the pushing off the slide.

We try and avoid giving attention to poor behaviour but use the situation as a learning opportunity for the child. Often minor misbehaviours are ignored in favour of praising good behaviour. The reason for ignoring negative behaviour and praising good behaviour is that children will respond to attention, even negative attention. Therefore, it is important that attention is given for positive reasons not negative.

In the unlikely event that physical restraint needs to be used for example to remove a child from a situation where they are likely to cause harm to themselves or others. Staff members will use team teach methods at such times.

If this has happened before, a risk assessment will be carried out
If a member of staff needs to use physical restraint the incidence will be recorded and the parents/carers informed.

"A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable." (EYFS Statutory Framework, page 27)

We seek to manage children's behaviour in ways that will not undermine their self esteem and well being. Therefore reprimands are used fairly and consistently.

We work with parents to support positive behaviour at home. Through parenting courses e.g. Promoting Happier Parenting and Incredible Years.

We are a Thrive school and as such we support our children's learning by assessing their emotional development. Once we are clear where they are developmentally we use Thrive techniques to focus in on areas where their learning has been interrupted and use a range of strategies, to meet their individual needs.