

THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY SCHOOLS

Allens Croft Nursery School

Kings Norton Nursery School

Lillian De Lissa Nursery School

Adderley Nursery School

Jakeman Nursery School

Selly Oak Nursery School

St Thomas Centre Nursery School

Gracelands Nursery School

Shenley Fields Nursery School

Weoley Castle Nursery School

Newtown Nursery School

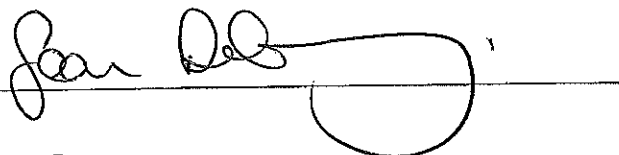
Highfield Nursery School

Gracelands Nursery School Behaviour Statement Behaviour Policy

The Birmingham Federation of Maintained Nursery Schools follows the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership (BSCP) which includes the Government's Prevent Strategy.

DATE 21 September 2020

SIGNED



Chair of Local Committee

Chair of Governors

PRINT NAME

S. DELANEY

This statement is about our behaviour policy

Children have a lot of freedom at Gacelands Nursery. For most of the day they can choose what to play with, who to play with, and whether they want to be in or outdoors. Children experience a stimulating environment full of things to do, to touch, to look at, to explore and to learn from. The environment is planned to be safe, yet also give children a chance to take some risks – like climbing, riding the bikes, exploring new and different experiences.

Staff work very hard to make and keep up positive relationships with each child.

Young children also feel frustration and anger; and they want to test things out. This policy is about how we set limits and help children to become self-disciplined and learn how to behave in a group.

If you are worried about your child's behaviour, or worried your child is being hurt or bullied by others, then please speak to your key person or to me.

Sharon Lewis – Executive Head Teacher

At Gracelands Nursery School we use the guidance set out in the Early Years Foundation Stage to support children in **managing their own behaviour** through the prime area of 'Personal, Social and Emotional Development'.

"Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities." Ref: 1.6 Statutory Framework for the Early Years Foundation Stage, 2012

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

- Article 3 - All interventions should be designed to achieve outcomes that are in the best interests of the child.
- Article 10 – Appropriate legislative, administrative, social and educational measures will protect children from all forms of physical violence
- Article 28 - School discipline is administered in a manner consistent with the child's human dignity, and is in line with the Convention
- Article 40 - Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Aim

At Gracelands Nursery School our aim is to create a 'stimulating, healthy, happy secure and inclusive environment, which will promote the independent learning process for all.

Our approach is to develop positive and appropriate behaviour within a framework of rights and responsibilities, which give clear guidance, about what behaviour is appropriate and the consequences of inappropriate behaviour.

Objectives

- Creating an environment where children can talk and be listened to.
- Providing activities which are interesting for children, keep their attention and challenge thinking.
- Developing positive self-image through monitoring and supporting children's levels of 'well-being'.
- Promoting empathy and respect for each other and our environment.
- Acknowledging and celebrating diversity and difference.
- Using positive strategies to promote good behaviour and encourage self-control.
- Using open-ended questions to support children in understanding behaviours and consequence.
- Identifying and developing the characteristics of learning for each child to encourage; children's persistence, self-acknowledgement and choice making.
- Ignoring attention seeking behaviours where possible, aiming to distract or redirect attention to a more positive outcome.
- Dealing with inappropriate behaviour in a calm and consistent manner.
- Criticising the behaviour not the child
- Intervening on different levels depending on the cause/s of concern.
- To identifying and minimising extremist behaviour by following the government's counter-terrorism strategy 'Prevent Strategy' June 2011 HM Government.

Types of behaviours and possible Interventions

We recognise that there are different kinds of undesirable behaviours and these can be categorised into **three main areas**;

- a) Childish Irresponsibility
- b) Behaviour linked to child development
- c) Challenge to an adult's authority

In brief the definitions of these are as follows;

Childish Irresponsibility – these behaviours are not done on purpose e.g. children may forget what they've been told, get themselves dirty or get into arguments over what appears to be unimportant.

Behaviour Linked To Child Development – consideration must be given to appropriate child development levels or potential delays in development linked to special educational needs.

Challenge To An Adult's Authority – A more serious aspect of behaviour (verbal or physical harm). In this situation the child is usually very aware of their behaviour and it is persistent.

Challenging Behaviours and Levels of Intervention

Level 1

- Staff experiencing on-going difficulties with an individual or group will bring their concerns to a reflection team meeting with teaching and learning staff.
- Key person will share their concerns with parent/carer and try to identify any triggers for changes in behaviour.
- The team will examine the environment indoors and out and discuss how it could be adapted to support more positive behaviours.
- Key person will observe and note the antecedent of the behaviours on a behaviour record sheet.
- Key person will monitor the behaviour through daily discussions and weekly reflection.
- The class teacher will review the actions after an appropriate period of time.

Level 2

- If a child's behaviour is still cause for concern, the child's parents/carers will be included in consultations with the Headteacher. The child will have set targets using an Individual Behaviour Plan (Appendix 1)
- After about 6 weeks these plans will be reviewed. If there is still cause for concern Level 3 is implemented.

Level 3

- When a child moves to Level 3 the Educational Psychologist becomes involved to liaise with the Headteacher, SENCO, the child's key person and parents/carers.

Rewards

- Knowing children well reveals individual opportunities to reward positive behaviours.
- Daily practice aims to use regular positive feedback accompanied by signing 'well done!'
- We avoid more tangible rewards as these are difficult to monitor and distribute fairly. However for particular children with a specific need e.g. toileting, we may choose to use discreet charts / stickers.
- We celebrate positive behaviour within our peer groups and with parents / carers on a regular basis. Parents are asked to contribute to praise and rewards by sharing achievements they have noticed at home.

Consequences of Inappropriate Behaviour

- Reminder about clear limits and rules, using open-ended questions where appropriate.
- Identify and discuss undesirable behaviour and impact on others. Discuss the consequences of undesirable behaviours e.g. time out / loss of privilege.
- Withdraw from area/person causing difficulty repeat desirable behaviour and agreed boundaries. Time-out using sand timers as a visual clue.
- Withdraw to office with a Senior Manager to consider actions and appropriate behaviour.
- Discussion with Parents about behaviour and responses.

Roles and Responsibilities

All members of the school community have roles to fulfil and responsibilities to consistently ensure effective and successful positive behaviour management.

All Children

Children will be encouraged to acknowledge clear limits and rules.

- Keep their hands and feet to themselves
- Say kind words
- Try hard to listen to each other
- Walk in school
- Look after each other and our belongings.

All Staff

- Implementing the school behaviour policy consistently.
- Regularly highlighting and celebrating positive behaviours for all children.
- Not discussing issues of concern while the child is present.
- Communicating with each other over issues when implementing a team approach to behaviour management.
- Providing a positive role model, demonstrating desirable behaviours and attitudes.
- Supporting children in assessing behaviour and boundaries for themselves, using the following questions; Is it kind? Is it safe? Is it helpful?
- Making clear the consequences for undesirable behaviour and be consistent in their approach.
- Record any incidents when necessary.
- Working with parents/carers to promote positive behaviour management including individual consultations.
- Report concerns to their line-manager.

Senior Leadership

- Providing guidance for staff, adults, parents/cares, to implement the policy.
- Liaising with parent/carers and other agencies at the appropriate level.
- Provide workshop support for parents/carers to support challenging behaviour.
- Monitoring and reviewing the Behaviour Policy.
- Providing relevant resources.
- Support staff over issues of particularly challenging behaviour by any member of the school community.
- Inform and seek advice from the LEA services where appropriate.

Families / Carers

- Communicating regularly with their child's key person.
 - Work in partnership with staff to encourage appropriate behaviour.
 - Listen to and value what their child says about nursery and give them lots of praise and encouragement.
 - Be aware of their child's emotional response to nursery and communicate these to the staff.
 - Encourage their child to be secure and confident in managing their own responses in different situations.
-
- Be discreet when discussing issues of concern while the child is present.
 - Have a positive attitude to Nursery and share this with the child.
 - Attend Behaviour Management Workshops to promote positive approaches to behaviour management.

Parent Support

Parents or carers experiencing behaviour management difficulties at home will be offered;

- Opportunities to discuss concerns with the child's key person or the class teacher.
- An opportunity to meet with the school's parent link worker.
- Referrals to Behaviour Management workshops and Children's Centre support will be offered.

Working with External Agencies

When necessary, the school will seek assistance from external agencies to remove barriers.

These agencies will include the Child Development Centre, the Children's Centre and the Educational Psychologists.

Linked School Policies

- British Values Statement
- Care and Control Policy
- Dignity at Work Policy
- Equal Opportunities Policy
- Our Home School Agreement
- Peer Abuse Policy
- Safeguarding Policy
- SMSC policy
- Special Needs & Disabilities Policy
- EAL Policy

GLOSSARY

Antecedent – what was happening before the undesirable behaviour took place? This supports us in identifying any triggers for particular behaviour concerns.

Levels of Well-Being – Staff observe how children express their feelings. They look for signals to indicate; enjoyment, relaxation, inner peace, energy and how comfortable they are in their environment. Levels are 1 -5, with 1 being the lowest.

Appendix 1

Child's Name:		DoB:
Setting:		Key person:
Date:		
Plan completed by:		
What are the specific behaviours causing concern?		
When and where do these behaviours occur and who with?		
How often do these behaviours occur?	Are there any times when the behaviour is less frequent, less severe or does not occur?	
Have any triggers been identified for these behaviours?		
Strengths to build upon (e.g. what does s/he like, favourite toys/activities, key relationships or places and what is s/he good at?)		
In order to identify the best way to help it is useful to take the approach that behind every challenging behaviour is an unsolved problem or skills that have not yet been learned (or both). It is, therefore, worth trying to answer the question what do we think is the problem that his/her behaviour is an attempt to solve or the legitimate need that s/he is trying to get met (e.g. need for attention or need to have some control)?		
Children are often trying to solve problems without having yet learned the skills to do so effectively. What social and emotional skills need to be introduced or developed to help him/her to solve these problems better in the future? (refer to EYFS and summative assessment)		
How will these new skills be taught (ideally through practice at school and home)?		
Action:	By whom?	By when?

<ul style="list-style-type: none"> • • 		
Rewards for positive behaviours at school:	Rewards for positive behaviours at home:	
Hierarchy of consequences for challenging behaviours at school: <ul style="list-style-type: none"> • • • • NB: Used calmly, with reminders, language of choice and take up time.	Hierarchy of consequences for challenging behaviours at home: <ul style="list-style-type: none"> • • • • NB: Used calmly, with reminders, language of choice and take up time.	
How are we going to communicate effectively between home and school (especially re target behaviour(s))?		
Are there any changes to the environment or routines that will support changes in behaviour or that need to be in place whilst the new skills are being learned?		
Is there any additional assessment needed regarding his/her skills?		
Summary of agreed actions: Action: <ul style="list-style-type: none"> • • • • 	By whom?	By when?
Date for review meeting: Is there anyone else we should invite to the review meeting?		
Signatures Parent /Carer:	Setting:	

Review

Child's Name: Setting: Date: Review completed by:	DoB: Key person: Date of planning meeting or last review:															
Reminder of the situation at the last meeting and the actions that were agreed.																
What has the impact of these actions been (in particular have the behaviours causing concern increased or decreased in both frequency and severity, have the target behaviours been achieved and have the new skills been learned)?																
What successes have there been to build upon and what actions do we think had the biggest impact on achieving these?																
What are the next priorities regarding both behaviour and new skills to be learned? New target(s): New skills to be learned:																
Which parts of the plan do we need to keep doing and which parts do we need to change?																
Summary of agreed actions: <table style="width: 100%; border: none;"><thead><tr><th style="width: 60%; border: none;">Action:</th><th style="width: 20%; border: none;">By whom?</th><th style="width: 20%; border: none;">By when?</th></tr></thead><tbody><tr><td style="border: none;">•</td><td style="border: none;"></td><td style="border: none;"></td></tr><tr><td style="border: none;">•</td><td style="border: none;"></td><td style="border: none;"></td></tr><tr><td style="border: none;">•</td><td style="border: none;"></td><td style="border: none;"></td></tr><tr><td style="border: none;">•</td><td style="border: none;"></td><td style="border: none;"></td></tr></tbody></table>		Action:	By whom?	By when?	•			•			•			•		
Action:	By whom?	By when?														
•																
•																
•																
•																
Date for the next review meeting: Is there anyone else we should invite to the next review meeting?																

Gracelands Nursery School Charter

2013—2014 Cohort 'A Gift for our Nursery'

What rules do we need in place to ensure everyone is treated with fairness and respect?

Our 'School Rules' have been determined through conversations with our children, our staff, our governors and our parents.

2013—2014 Cohort 'A Gift for our Nursery'

What rules do we need in place to ensure everyone is treated with fairness and respect?

Our 'School Rules' have been determined through conversations with our children, our staff, our governors and our parents.

Walk inside run outside.

[Article 24 - The right to be Safe.](#)

Talk quietly inside loudly outside.

[Article 13 - The right to Speak .](#)

Try hard to listen to others.

[Article 12 - The right to be heard.](#)

Take care of our friends and our belongings.

[Article 29 - The right to respect.](#)

Have kind hands and say kind words.

[Article 19 - The right to protection.](#)