

Flagg Nursery School

Behaviour and Discipline Policy

Our aim is to encourage the children to care and share, listen to each other, be a friend to everyone, touch gently, speak kindly, look after and help each other.

Our aim is to use the 'Personal, Social and Emotional Development' section of the Early Years' Foundation Stage to underpin our behaviour and discipline policy.

Our aim is to create an ethos that emphasises the positive, values every person and raises every child's self-esteem.

At Flagg Nursery we understand that children's behaviours are their way of communicating and there is often a reason for the behaviour. We always take this into consideration and base our strategies on this as a starting point.

Encouraging acceptable behaviour.

To encourage and achieve acceptable behavior, we use the following strategies:

- Acceptable behaviour is praised.
- Acceptable behaviour is modelled.
- We chat about and make children aware of boundaries.
- We discuss acceptable behaviour and give reasons and explanations for it.
- We focus on acceptable behaviours in the P.S.E.D. aspect of our curriculum through the use of role play, books, storybooks, puppets, real life examples and discussions.
- If needed we remind children at the start of the session about how we behave in Nursery.
- We take time to explain about sharing by explaining that all toys belong to Nursery and that everyone is allowed a turn. We model what children could say when they are asking for resources eg "can I have a turn in a minute?"
- We ensure 'fair' turns by sometimes using a sand-timer and by having lists to ensure coverage and equality of access.
- We often give the children notice of a change of activity so they have time to readjust.
- We try to give a choice, even within a definite instruction.
- We understand that learning to behave acceptably in Nursery is an important part of the ongoing curriculum. Therefore we deploy staff in the role of 'scaffolder' to intervene appropriately and spend time using the strategies explained in this policy.
- We use a sympathetic and understanding manner when applying these strategies, taking into account the needs and developmental stage of the children
- Children are targeted for support, and some may have a School Support Plan
- We have clear expectations of behaviour, which we share with parents in our handbook and on an ongoing basis, as needed.
- Children are involved in writing the rules themselves every year
- Children are introduced to Nursery life gradually. We encourage home visits by staff, visits to nursery with their parent/carer followed by 'taster' sessions. The child is given support by staff, introducing them to Nursery routines and expectations.

In order to promote positive behaviour staff meet at least once a month to discuss the well-being and engagement in continuous provision of every child. If these are found to be low, we discuss

strategies to support each child and try to understand the reasons behind low levels of well-being. We recognize that unless a child is happy and secure then behavior and learning will not be optimal.

On transition to Primary school, we aim to encourage positive attitudes to moving on by inviting the reception teachers to visit Nursery, and whenever possible to encourage visits to Primary schools.

Dealing with unacceptable behaviour.

Single Incident.

On the first incidence of an example of unacceptable behavior, we would:

- Talk to the child, state the acceptable behaviour and give an explanation as to why we do not do something,
- Give the benefit of the doubt e.g. Have you forgotten that we walk in Nursery?
- Give the child the opportunity to tell us what the acceptable thing to do is eg can you remember what we do with the books when we've finished reading our stories?
- Involve other children eg 'can anyone remember why we walk down the steps at nursery school?' 'Toby, can you show Jenny where we put our aprons when we've finished painting?'
- Offer a choice eg 'would you like to come and sit on a cushion by me or can you sit on the bench without kicking?'
- Remember to go back after a short time and praise acceptable behaviour.
- Divert or distract onto an alternative activity.
- Comment on an aspect of good behaviour by that child or another one close by.
- Encourage the child to say sorry, if appropriate.
- In some instances, providing everyone is safe, unacceptable behaviour may be ignored. Staff would then create a scenario later where acceptable behaviour could be praised or discussed.

Recurring unacceptable behaviour.

If there is recurring unacceptable behavior, we would:

- Remove the child from the activity after a warning, e.g. If you throw sand again you will have to come out of the sand tray and choose somewhere else to play.
- Explain that the behaviour is making us feel sad.
- If a 'time-out' situation is needed, it should be in a space by themselves where the child can still see others but where they can be calm .
- Parents will be informed and strategies as part of a School Support Plan
- Observations would be made to see if anything triggers the behaviour (Antecedent, Behaviour, Consequence – ABC and strategies devised to support the child)

Dealing with more seriously unacceptable behaviour.

(Hurting another child, throwing something, putting self or others in danger.)

Where there is seriously unacceptable behavior, we would:

- Tell the child to stop in a firm voice. Immediately explain why the behaviour is unacceptable.
- If the behaviour involves another child, give them support, ask the other child how they are feeling and express sadness.
- Get the child to apologise or 'model' apologising.

- Explain that we all look after each other at Nursery.

The child should be removed from the activity and given the explanation that they can go back later.

The incident should be reported on the School Support Plan and discussed with the parent. Injuries to another child (eg biting) should be recorded in the accident book and parents of the both children informed. If necessary a safeguarding chronology should also be started (child concerns sheet, blank sheets are kept in the staff room).

Recurring seriously unacceptable behaviour.

The parents and staff will together negotiate a School Support Plan for the child with targets, strategies and regular reviews. The Educational Psychologist may need to be involved.

Parental Involvement and Equal Opportunities.

Parents are involved throughout this process and are partners in the policy's success. If a single incident of seriously unacceptable behaviour occurs the parents will be informed at the end of the session or will be telephoned a.s.a.p. If the parent knows there is a recurring problem that is gradually being modified they will be kept informed and involved at regular reviews.

Flagg nursery school is committed to supporting parents. We are there to listen, advise, signpost to other agencies, suggest strategies, provide articles and publications, reassure and share the responsibility for enabling children to enjoy coming to nursery to have fun and learn.

When dealing with unacceptable behaviour, staff take into account any disability, special educational needs, aspects of equality, and their human rights.

Line of Authority

Children who are causing concern will be discussed at staff meetings, so that staff have a common response to the issue and feel supported themselves. If a member of staff, for whatever reason, does not feel they can deal with the behavior, it is acceptable to involve other members of the team.

When talking to a child, if any staff member does not feel confident that their explanations and conversations have been effective, it is quite acceptable to ask the head teacher to speak to the child or to all of the children again. This could be immediately or at the next available opportunity.

The Behaviour Policy will be available for parents on our website.

At Nursery there is a list of all policies on the website, any of which can be accessed at any time, either by looking on the website or by obtaining a paper copy from the school office if required.

There is home/school agreement which is signed by parents and mentions attendance and behaviour. This has been incorporated into our parental permissions letter which is signed by all parents before their child starts nursery.

We have added this to our consent/permissions form which all parents discuss and sign when their child starts nursery. We felt that it was not appropriate to have a written agreement about attendance as it is not compulsory at this age, and can incur a charge. We do, however,

encourage parents to let us know when and if their child will be absent from school. We also encourage parents to take up all 15 hours of Government funded education, which their child is entitled to. We appreciate that this may be with more than one provider. If a child is absent for longer than a week and we have not been informed of a reason, it is usual practice to telephone the parents to check all is well and to offer help/advice if appropriate.

Approved by Governors 23rd November 2022
Minute number TLC-231122- 9.2