



## **Behaviour Policy**

### 1. Introduction

- This document is a statement of the motto, aims, and values, the principles and strategies for the teaching and learning of good behaviour at English Russian nursery, „Little Cherry”.

### 2. Policy Statement.

- Ensure that each pupil feels well and safe. Preserve our pupils’ enthusiasm and curiosity. Make our pupils true bilingual children enjoying their two languages, their two cultures and values. Get our pupils to be self-confident and to be able to adapt to changes. Make our pupils polite, caring and good community members.

### 3. What is behaviour?

- Individual behaviour is a personal response to our inner feelings. It reflects our ease or unease in social situations and is also affected by how other people respond to us. Good behaviour is dependent upon appreciating the importance of social values and rules which enable us all to co-exist amicably. In order to behave well children, need to acquire the knowledge and skills to behave appropriately in different situations. They require opportunities to reflect upon and practise good behaviour and have good examples to follow. For most children the foundations of learning good behaviour begin at home. It is therefore important that the school, parents and the child are equally involved and take responsibility for maintaining good behaviour.



### **Responsibilities**

**All staff** have a duty to be good role models, to be sensitive and responsive, to supervise play and manage children's behaviour to ensure all children are kept safe.

**All staff** must guide children through warm, positive interactions.

**All staff** must teach children to be considerate of others and how to manage conflict themselves.

**All staff** must seek advice and support if they have concerns about the behaviour of a particular child.

#### **The Behaviour Management Officer/SENCO**

Our nursery has a named practitioner responsible for behaviour management- **Melanie Sedgwick**. She collaborates closely with school Special Educational Needs Coordinator (SENCO)-**Tracey Martin**.

- They are responsible for providing support and advice to colleagues, regarding behaviour issues, when needed
- They support and monitor Key Persons to observe, assess and plan for Key Children ensuring Individual Education Plans are completed and consistently followed.
- They also liaise with external agencies and help facilitate good communication between parents and Key Person.
- They receive additional support and training including how to access expert help, if a need or significant concern is identified. This includes attending Local Authority events and La Petite Ecole Bilingue meetings.

The nursery displays details of its Behaviour Management Officer and SENCO and ensures all staff and parents are aware.



## Procedures

- All staff are made aware of this Behaviour Management Policy and endorsed strategies (see below). They receive training and coaching on behaviour management and child development.
- All staff are supervised and receive regular 1-2-1s as well as annual appraisal which allow opportunities to reflect and refine practice as well as reinforce knowledge and share strategies.
- We require all staff to provide a positive model of behaviour by being warm, friendly and responsive and by treating all children, parents and each other with respect at all times. We expect parents and other carers to follow these guidelines too.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of –and respect– those used by our families.
- We discuss children’s Behaviour and provide advice to parents via Parents’ Evenings or weekly newsletters.
- All staff work proactively in partnership with parents, to share information and address any on-going concern regarding behaviour –this will typically include sharing observations to jointly identify any triggers or causes of concerning behaviour as well as agreeing to respond appropriately.
- We are vigilant and understand that behaviour issues may be a sign of other concerns-e.g. safeguarding.
- When felt necessary, Key Person or parents may be signposted or referred to other “expert” professionals-local authority advisor, GP, health visitor, social worker.



### Endorsed Strategies for Promoting Positive Behaviour

- **Positive** – we notice when children are “good” and reinforce this with praise and attention.
- **Praise**-staff should offer specific praise for good behaviour (Move peg upper and upper for the child with good behaviour on Classroom Behaviour Chart”).
- **Planning**-Teachers and practitioners should thoughtfully plan stimulating and challenging activities around the interests of each child (this ensures they are engaged and less likely to become bored and therefore behave in a disruptive way).
- **Routines**-the setting should have a consistent, yet flexible routine to provide children with a sense of security. This should be displayed and communicated via a visual timetable.
- **Interaction and Supervision**-positive adult attention should result in positive behaviour.
- **Prevention**-adults should anticipate and act proactively to remove or avoid potential situations before they occur(e.g. ensuring there are sufficient amount of dolls in the room to avoid squabbles).
- **Promotion**-All staff should promote age-appropriate “rules” in a clear, visual and positive way (Kind Hands/Indoor Voices).Children should be involved in devising and reviewing the rules.



### Endorsed Strategies for Dealing with Unacceptable Behaviour

•For the purpose of this policy, "unacceptable behaviour" is defined as any behaviour that is likely to injure, hurt or upset another child, the child him/herself or an adult or any action that is likely to cause damage to property .The age and stage of development of the child will always be considered when choosing an appropriate strategy:

- **Distraction**-distract the child to prevent action or avoid repeated action
- **Anticipation**-ensuring close supervision of a child thought likely to behave in an unacceptable way.
- **Intervening to prevent injury or further injury**-by moving between children or shielding "victim".
- **Saying "NO"** and giving a specific explanation of what is not acceptable.
- **Speak** calmly, clearly and firmly to gain control.
- **Focusing positive attention** on the "victim", rather than the perpetrator (child who has behaved unacceptably).
- **Offer choices**-often children need to have a little control and choices can empower as well as distract them.
- **Explain the consequences** of behaviour and label feelings –e.g. Tommy is sad because you hit him with a book.
- **Give a warning** of consequences of continued unacceptable behaviour-e.g. if you jumping on a book, I will take it away. (Note this must never be a physical or emotional threat only removal of object or person to prevent harm/damage).
- **Following through** with consequences if behaviour continues-to ensure consistency.
- **A Fresh Start**-after a situation has been dealt with,we will move on!



*Close supervision means to be within reach of a child and observing them so it is possible to intervene immediately, as necessary to prevent harm.*

### **Unacceptable Strategies for Managing Behaviour**

The following are not tolerated. These should never be used and if seen, should be reported immediately in accordance with our Whistle-Blowing Procedure:

- Shouting
- Degrading, discriminating, sarcastic, insensitive or offensive language
- Criticism and comparison with the other children
- Bullying or threats
- Labelling the child rather than the behaviour
- Use the word "Naughty"(as this known to encourage children to be labelled)
- Aggressive body language or eye contact
- Use of any form of physical punishment including smacking, pinching, shaking, poking, excessive holding or rough handling
- Ignoring deliberate hurtful behaviour when witnessed
- Isolation or extended period of "time-out"
- Using strategies that are not appropriate for a child's age or stage of development
- Insisting children apologise (when this is the **only** strategy used to resolve the situation)

*In a very rare occasions, it may be deemed acceptable to shout or use physical intervention if it is 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.*



*When used, physical intervention is recorded on an incident form, reported to the Manager and information shared with parents or carers by the end of the day.*

*Children MUST NEVER be left unsupervised when implementing a time out. A time out is only appropriate for older children and should always involve sitting with an adult to calm or reflect on a situation.*

***Any breach of this policy by staff is treated seriously in accordance with our safeguarding and Child Protection Policy.***

***Any breach of this policy by parents or carers is treated seriously in accordance with our Safeguarding and Child Protection Policy.***

### **Bullying**

- We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.
- A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another (Therefore it is likely doesn't happen a lot in our setting –although there may be exceptions).

If a child bullies another child or children:

- We intervene to stop the child who is bullying from harming another child or children;
- We give reassurance to the child or children who have been bullied, listen to their concerns and act upon them;



- We explain to the child doing bullying why her/his behaviour is not acceptable and help them to recognise the impact of their actions.

- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerable behaviour.
- We do not label children who bully as "bullies";
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express anger in negative ways;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour;
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable behaviour patterns.





### Linked Policies

- Safeguarding and Child Protection Policy
- Equality of Opportunities Policy
- Key Person Policies
- Whistle –blowing Policy
- Code of Conduct

### To be used in Conjunction with the following Nursery Forms, Documents, Resources

- Incident/Accident forms
- Individual Education Plan
- Job Description
- Newsletters

<b>Updated</b>	18 September 2018
<b>Updated by</b>	Ala Howard Manager
<b>Date to be Reviewed</b>	September 2019

**LA PETITE ECOLE  
BILINGUE**

STEWART INTERNATIONAL SCHOOL

