



EATON HOUSE THE MANOR (NURSERY)

BEHAVIOUR, DISCIPLINE & EXCLUSIONS POLICY

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Aims

- To develop a whole School behaviour policy supported and followed by the whole School Community, parents, teachers and children, based on a sense of community and shared values.
- By applying positive policies, we aim to create a caring, family atmosphere in which teaching and learning can take place in a safe and nurturing environment.
- To teach, through the Early Years curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To encourage positive behaviour rather than to simply punish negative behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Corporal Punishment

It is strictly forbidden for anyone on School premises to use corporal punishment and guidance is given through this policy on the circumstances in which physical intervention is allowable.

It is strictly forbidden to threaten corporal punishment or use or threaten any form of punishment which could have an adverse impact on the child's well-being.

Positive Behaviour

A major aim of the School policy is to encourage children to practice positive behaviour by operating a system of understanding and a holistic view of the child, this goes beyond praise and reward. Verbal and non verbal praise are given as often as possible by all teachers to all children.

Eaton House The Manor Nursery Positive Behaviour Procedure is based on specific verbal praise, non-verbal praise (high fives, fist bumps, sparkly claps) stickers, stamps, stars, along with special responsibilities through which children can be rewarded for special efforts including being caring, and for all aspects of play and behaviour.

Most children respond to this positive approach where their efforts are seen to be valued and make considerable efforts to improve their behaviour/work where necessary.

Parents are encouraged to complete a WOW observation which recognises significant achievements outside of School.

British Values are part of our nursery ethos and embedded in the EYFS. We encourage children to share stories of their home that reflect the **values** and the diversity of their experiences. Resources and activities are provided that challenge gender, cultural and racial stereotyping.

Sanctions

There will be times when children display challenging behaviour. Children need support to discover how to manage their behaviour.

Minor challenges are generally dealt with by the class teacher in a caring, supportive and fair manner, there should be flexibility regarding age and stage of the child.

Each case is treated individually, children are unique and should be treated as such.

Normal approaches include an individual and group discussion and a reminder of expected behaviour and classroom promises. There is a calm corner for self soothing opportunities. The emotion coaching approach is regarded as effective.

Parents are always kept informed of their child's behaviour via informal meetings with teachers, or, where necessary, formal meetings.

The Headmistress and Behaviour Co-ordinator will be fully informed.

Procedures for dealing with Minor Breaches of Discipline

At all times staff should encourage positive behaviour through understanding. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs.

Early Years strategies:

- Child led class rules and promises
- Colour Monster book, props, visual charts and lanyards, to reinforce meaning of emotions
- Name it to tame it, name emotions in the moment
- De-escalation strategies used, such as a calm quiet voice, adult to meet the child where they are, sit down next to child, be with the child in the moment, remind then they are safe
- Circle time to discuss behaviour and emotions
- Consider fight flight and freeze in child

- Discuss and role play during circle time or small group work
- Use star charts as an alternative for individual children
- Recognition and praise should be specific
- Opportunities to sit in the calm corner, time in, not time out
- Encourage positive relationships with parents and parents as partners for a holistic approach

Staff are expected to report and record concerning behaviour in our Children of note item during staff meetings.

Procedures for Dealing with Major Breaches of Discipline

- A meeting with the parents to discuss the next steps, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then an agreed decision is to be made by the School and the parents.

A very serious situation may result in the normal procedure being abandoned and a child being taken home straight away. This is to keep the child safe, all other children safe and the teachers safe.

Parents

Parents can help:

- By recognising that an effective School behaviour policy requires close partnership between parents, teachers and children
- By discussing the class rules and promises with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parent's Evenings, parents' functions and by developing informal contacts with the School
- By knowing that learning and teaching cannot take place without sound boundaries and expectations in place
- By remembering that staff deal with behaviour problems patiently and positively

Intervention which Requires Physical Restraint

If a child violently attacks another child or adult and does not respond to any of the approaches stated above, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to the Headmistress who will take immediate action to involve parents.

The incident **should** be documented.

The Headmistress will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – the School SENCO or social services.

Behaviour Modification Policy

There are occasions when individual children exhibit behaviour which is challenging. As part of the approach within our discipline policy, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is unique, so it is important that the cause of the behaviour is investigated and plans are set in place to meet the child's individual needs.

Other strategies might include:

- Change in classroom organisation
- Using different resources, visual prompts and individual timetables
- In some cases, smaller steps are devised for an individual
- Social story
- Individual calm corner or tent
- Read behaviour story books
- Responsibility – such as a 'special' job
- Involving parents at an early stage to make an action plan together

Miss Roosha is the nursery Behaviour Co-ordinator.

Linked Policy

Equality of Opportunity Policy