



BEHAVIOUR POLICY

Everyone in Columbia Market whether child or adult is respected and valued. We seek to create a positive environment in which children and adults care for each other and for the environment. We aim for children to fulfil their potential by learning to manage their own behaviour.

IN ORDER TO ACHIEVE THIS:

Rules governing the conduct of the nursery and the behaviour of the children will be discussed and agreed within the nursery and explained to all new-comers, both children and adults

All adults in the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect

All adults will try to provide a positive role model for the children with regard to friendliness, care and courtesy

Adults will praise and endorse desirable behaviour such as kindness and willingness to share

We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour

Signature: ___ T. Pettersen ___

Signature: ___ L. Cottle _____

Tonje Pettersen - Chair of Governors

Lynn Cottle - Executive Headteacher

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

- Make children feel valued and wanted
- Encourage mutual respect
- Make it clear that it is the behaviour you do not like, not the child
- Have clear rules and not too many
- Emphasise the positive contributions the child makes and ignore inappropriate behaviour where possible
- Be fair and consistent
- Try to be as specific as possible in identifying behaviour, i.e. avoid general terms such as 'aggressive', 'unco-operative' Use descriptions of observable behaviour
- Talk to the child, are they aware of their problem? Involve parents
- Help the child to be aware of the consequences their behaviour can have
- Set realistic targets to allow for positive progress
- Choose main/priority behaviour to work on first, others can be added later
- Have clear agreed rules, thought out together. The child needs to understand clearly what is expected
- Provide the child with a way to put things right
- Discuss the reward with the child. What will they find rewarding?
- Don't make threats you cannot carry out
- Try to diffuse situations rather than confront
- Withdrawal of the child from the immediate situation
- Use and share knowledge of the children
- Regularly review and discuss pupils who are causing concern

FACTORS WHICH MAY INTERFERE WITH MANAGING BEHAVIOUR

- Target behaviour not clearly specified
- Child not fully involved in negotiating programme, so is not committed to changing
- Target behaviour too ambitious

If a child consistently displays poor behaviour and is not responding to behaviour management techniques discuss your concerns with the SENCO. It may be necessary to involve an outside agency such as the Educational Psychologist.

WHEN CHILDREN BEHAVE IN UNDESIRABLE WAYS

Physical punishment, such as smacking or shaking, will neither be used nor threatened. Such behaviour from any adult in the nursery would be classed as gross misconduct, which can lead to instant dismissal.

Children who misbehave will be given one-to-one adult support in talking about what was wrong, why and how to behave more appropriately. Staff will use a range of strategies to refocus children on activities but when appropriate this might be achieved by a period of 'time out' with an adult.

In cases of serious misbehaviour such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame, and with subsequent parental involvement.

Adults will not shout or raise their voices in a threatening way.

Adults will make themselves aware of and respect a range of cultural expectations regarding interactions between people.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

UNACCEPTABLE BEHAVIOURS

- Any physical violence (even in play) – hitting, kicking, biting
- Racial, gender or disability abuse, and other name calling.

Staff will be supported by the Head and Deputy when children are persistently displaying unacceptable behaviour.

Continuous unacceptable behaviour will be dealt with by the head teacher in conjunction with parents/carers so that there is continuity between home and school.

EXCLUDING CHILDREN

In extreme situations where the wellbeing of a child or the wellbeing of other children or staff is severely threatened it may be necessary for a child to be sent home. This will only be done in exceptional circumstances.

In such circumstances the Head Teacher will inform Governors, as part of the Head Teacher's Report to governors, as well as the parent.

- The Head Teacher will meet with the parent to discuss the concerns and what actions are needed to ensure the child is safe or the wellbeing of others is protected.
- Where exclusion takes place, a record will be kept in the Head Teacher's office and a copy sent to the Local Authority.
- An agreed date as to when the child can return will be agreed along with expectations of behaviour with the parent.
- Where necessary a staggered return will be planned in conjunction with the parent/child and school.
- Any gender, race or disability abuse will be recorded by the head teacher and submitted to the local authority. This again will be discussed with parents/carers.