



<b>Policy title</b>	<b>Behaviour Policy</b>
<b>Approved by:</b>	<b>FGB</b>
<b>Reviewed by:</b>	<b>November 2023</b>
<b>Date of next review:</b>	<b>November 2024</b>

This policy has been impact assessed by Gayle Berry in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## **Equality Impact Assessment**

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Safeguarding Statement**

At Turncroft Nursery we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all nursery activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Turncroft Nursery. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Behaviour Management Policy**

### **PHILOSOPHY**

At Turncroft Nursery School we aim to promote self-discipline in our children and a responsibility and respect for each other. A few simple rules are needed to achieve this and also to ensure a safe environment for the children to develop their potential physically, intellectually, emotionally, socially and morally.

### **PRACTICE**

Our rules are simple and few and are discussed with the children, often at Together Time. When a new intake of children starts school we share the rules for appropriate behaviour and we also ask our children for their ideas to gain a common ground.

If a behaviour problem arises, parents are initially consulted by the child's Key Person and a partnership approach is adopted. This may or may not involve also the Family Support Co-ordinator and/or Headteacher depending on the nature of the concern.

- In the rare case that staff need support with a child's behaviour which needs escalating, the teacher, then Headteacher would take the lead
- Staff will be asked to record any more concerning behaviours, report on CPOMs and advice may be sought from the SEND Advisory Teacher.
- Children will be reminded of our 'Give Me Five' rules. Liaison with parents as appropriate will be done by telephone or face to face.
- Parents will be reminded about our Complaints Policy should they wish to make a formal complaint.

Rules for safety (e.g. try to *walk* in the Nursery) are constantly reinforced. We strive to be positive and reward good behaviour with verbal praise, giving out stickers, certificates and through demonstrating positive body language and interactions.

We encourage children to sit appropriately when required, e.g. Together Time, Circle Time and Story Time. We feel that routine is important and sitting and listening, and participating during specified activities, will

equip the children with the skills necessary for Reception Class and beyond as part of the 'school readiness agenda'.

We have high expectations for our children and they are encouraged to behave appropriately around school and when out on visits. This sometimes requires a verbal instruction to encourage children to sit down and may involve staff taking a child by the hand to guide them.

Children's safety is paramount to all staff. In extreme cases, a practitioner may have to physically restrain a pupil to prevent him/her causing injury to themselves, others or property, but this would be extremely rare.

Rules are always consistent and staff are consistent in enforcing them.

Our rules are few and simple but envelop a whole attitude to people and things:

- Respect for others and their property
- Respect for equipment and materials
- Encouragement of 'safe' behaviour e.g. walking not running, sitting still in a confined space
- Good sitting, listening and participation, in group activities showing respect for peers and staff
- Being kind and helpful

### **Positive Reinforcement Strategies**

Promoting good behaviour within our school is a priority. We have several procedures to support this:-

- Rules for behaviour 'Give me Five' are devised with the children are displayed in words and pictures in the Together Time Area. Key rules include;
  - \*We are all friends together
  - \*We help each other
  - \*We look after each other
  - \*We share and take turns
  - \*We listen to each other and don't interrupt
  - \*We listen and join in at singing time
  - \*We say please and thank you
  - \*We look after our toys, to keep them nice and to keep everyone safe

We have a 'Star of the Week' system and children may receive an award on a Friday and their photograph is displayed in school. Acts of kindness are discussed at Together Time with the children so that we can all celebrate the children's good behaviour.