

# Ann Bernadt and Nell Gwynn Federated Nursery Schools



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*Working in Partnership With  
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*Lynne Cooper, Executive Head Teacher*

## Behaviour Policy

### Striving for Excellence

#### Introduction:

This document is a statement of the **philosophy, principles** and **practice** of expected **behaviour** of Pupils, Parents/Carers, Staff, Governors and Visitors at **Ann Bernadt and Nell Gwynn Federated Nursery Schools**.

#### Our Philosophy:

- We believe that good behaviour is essential for children to learn well. Challenging behaviours may be symptomatic of difficulties children are experiencing or stem from a special educational need. We understand we play an important role in helping children to develop their emotional literacy skills so that barriers to learning may be diminished.
- We believe that children should have respect for themselves, their peers and adults in the school community.
- We believe that the whole School, community e.g. Staff, Parents/Carers, Governors, Pupils and Visitors should RESPECT each other.
- We believe that children should become independent learners giving due consideration to learning styles, schemas, special educational needs and disabilities, English as an additional language within the context of their developmental stage.
- We believe that children should be given more encouragement than praise.

#### Our Principles:

- Promote and encourage good behaviour i.e. sharing / caring.
- Parental co-operation.
- Consistency.

- Support and learning approaches tailored to individuals.
- Learning by example.
- Rewarding good behaviour by drawing upon our knowledge of the child, e.g. praising or allowing a child to have a turn on a piece of equipment etc.
- Acknowledging good behaviour.
- Encouraging appropriate assertiveness.

**Aims:**

- For children to develop strategies for positive behaviour enabling them to interact with other children and adults in a positive manner.
- To recognise their feelings, learn to manage their own behaviour and solve their own problems
- To enable children to respond to boundaries with encouragement and support
- Help children understand the behavioural expectations of the setting

**The Following Will Not Be Tolerated:**

- Physical incidents e.g. fighting, spitting, biting, scratching or kicking which could hurt someone else. We draw a distinction between 'play fighting' and hurtful behaviour, recognising that staff should use their professional judgement and communicate within and across teams.
- Anti-social (verbal) behaviour
- Bullying
- Any discrimination based on race, gender, sexual orientation, age, class or disability

**Staff:**

The lead person responsible for behaviour management at both schools is Lynne Cooper (Executive Head Teacher) who has overall responsibility for behaviour in the setting.

**Role Of The Adult:**

- We expect all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents/ carers and one another with respect and consideration
- Staff will consistently model positive behaviour and strategies for problem solving when playing alongside children, for example approaches to dealing with frustration/anger. Staff will model language needed for children to express themselves as well as promote growth of emotional intelligence.
- Staff will ensure all individuals feel respected and included, regardless of gender, sexuality, race, religion, ethnicity, family or social circumstances.
- We will inform new staff, students and volunteers of our behaviour policy and offer training where appropriate.

- We expect all members of the school community to follow the guidelines of our behaviour policy. For this policy to be effective it is essential there is a consistent approach to behaviour management in the school.
- Positive Behaviour Strategies for Mealtimes (Appendix 2) provides guidelines for Mealtime Supervisors.

### **Guidelines:**

#### **Promoting Positive Behaviour**

##### **Early Years Foundation Stage: Managing Feelings and Behaviour (see Appendix 1)**

Staff must teach and support learning and development in this area.

We aim to offer children strategies for positive behaviour

We support them to share/ take turns/ be assertive/ negotiate.

We clearly establish consistent rules and expectations with children.

We develop basic rules through discussion with the children, appropriate to age and stage of development.

**We share and take turns. We are friendly.**

**We look. We listen.**

**We say "Can I have it in 5 minutes?"**

*(Helps children wait for their turn and share)*

**We say "Stop it! I don't like it."**

*(Helps children become assertive and independent)*

We reinforce rules with visual signs, photos, discussion, role play, puppets, and by using key phrases and careful transitions.

We praise positive behaviour. We use specific praise: 'kind', 'helpful'

We discuss and acknowledge feelings with the children: 'It looks like you're feeling frustrated/angry...'

We work to build children's self-esteem and self-respect.

Rewards, for example: stickers (plain labels with description of specific behaviour e.g. 'I am helpful.'). A favourite toy or special time with an adult may be used as appropriate for an individual child. Rewards can also be used for the whole class/ group.

### **Setting Limits:**

We say what we want children to do: '**I want...**'

We give limited **choices**, for example: 'Tidy up cars or bricks'

We use **when/then** statements: 'When you put your coat on then you can go outside'

### **Conflict Resolution:**

**Approach calmly with an open mind**

Walk over and get down to their level

**Acknowledge feelings**

Say: 'I can see you're feeling hurt/ cross/ upset/ angry'

**Gather information from both sides**

Say: 'What's the problem?'

**Restate the problem**

Say 'So the problem is...'

**Ask for solutions and choose one together**

'I wonder what we can do to solve the problem/help you to feel better?'

**Be prepared to give follow up support**

Keep an eye out for what happens next and give further support as necessary

*(Highscope: Six steps for conflict resolution)*

We investigate incidents asking: '**What....?**' not 'Why?' e.g 'What happened?' 'What did you do it for?'

**Discipline:**

We aim to help children find solutions in ways that are appropriate for the children's ages and stages of development.

We want to help the children find alternative ways to get their needs met. We want them to work towards more positive, socially acceptable and constructive outcomes. (Team Teach)

We separate the behaviour from the individual. We **describe the behaviour** instead of labelling the child e.g. 'You've dropped the dough and it's stuck on the carpet' instead of the negative label: 'You're a messy child.'

We **use 'I' statements** as part of assertive communication e.g. 'I want you to pick up your toys' instead of 'You've got to pick up the toys.'

We avoid escalation of unwanted behaviour by giving clear warning first, counting to three, offering choices and distracting and diverting.

We **ignore** attention seeking behaviour. **Praise** child when compliant.

We catch the moment when the child begins to exhibit positive behaviour and give immediate positive attention.

**Problem Solving With Children:**

Use 4-part 'I' statements:

- Describe the unacceptable behaviour
- State the effect it has on you
- Tell the other person how you feel about it
- Ask them to help you solve the problem

**WHEN YOU... describe behaviour**

**I FEEL ... (state feeling)**

**BECAUSE... (state the effect)**

**HOW CAN YOU HELP ME?**

**Consequences:**

- Remove toy/ remove child from area/ send to another class or adult
- Time Out for serious incidents (hurting adult or child) if part of IBP (3-4 minutes with minimal interaction with staff)
- Inform parents/carers

- Very challenging behaviour should be referred to Senior Management Team

### **Physical Handling:**

No physical punishment is used or threatened by staff.

No one is permitted to use any form of physical punishment or threat on the premises.

Staff are allowed to remove or restrain a child if necessary:

### **EYFS guidance:**

*'Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents/carers informed about it on the same day.'*

All staff have been trained in Team Teach strategies. Staff are trained to try other strategies first...diversion, distraction, de-escalation.

Any restraint involves the minimum force for the shortest time possible.

Any physical intervention must be recorded on an Incident log and parents and carers informed. (See Appendix 1 for Incident Log)

Some children may need individual positive handling plans giving details of planned and agreed preventative strategies. This plan would be shared with parents/carers.

Any physical intervention must be: **proportionate, reasonable, necessary, and in the child's best interests.**

### **Working With Parents And Carers:**

We ensure parents and carers are aware of the behavioural expectations of the setting through initial parental conferences, access to our behaviour policy in printed form and on the school website and through a handout with our basic rules and expectations.

It is not acceptable for parents or carers to physically punish or threaten children on school premises. This will be challenged by staff and the Executive Head Teacher will be informed.

Parents are allowed to use 'reasonable chastisement' (mild forms of physical punishment) when disciplining their children at home. It is illegal to use an implement such as a belt or cane, hit the head or leave a persistent mark e.g. bruising, swelling, cuts, grazes or scratches. This is 'unreasonable punishment' and can lead to charges of actual bodily harm or physical abuse.

2004 Children Act

(See Appendix 1 for Safe Network details)

We would like to work with parents and carers to find alternative and more effective ways to encourage positive behaviour. We strive to work in partnership to ensure a consistent approach at home and school. Parents and carers should inform staff of any relevant changes to family circumstances that may impact on children's behaviour e.g. relationship breakdown, temporary accommodation, etc.

We can support parents and carers through our Parent Outreach Worker, courses, workshops and Children's Centre groups. With parents and carers agreement we can make referrals to get support from outside agencies.

If a child's behaviour is giving serious cause for concern this would be discussed with parents and carers and the SENCo (if relevant). We would monitor incidents of unacceptable behaviour on an ABC chart (see Appendix 3), then develop an Individual Behaviour Plan (see Appendix 4) that would be discussed with and agreed upon by the parents and carers. IBPs include specific targets and list strategies and interventions to help the child reach the desired outcomes. These are reviewed regularly.

### **Strategies For Dealing With Unwanted Behaviour Of An Adult:**

- If the adult is verbally aggressive i.e. shouting or swearing, we will quietly ask them to go to the Reception area where the Head of School or a member of the Senior Leadership Team may be contacted to attend to the matter.
- If an adult's behaviour is threatening or violent then the Head of School or in the absence of the Head of School a member of the Senior Leadership Team will telephone the police and request that the person be removed from the premises.
- If an intoxicated adult comes to collect a child we will not hand the child over and if no other person is available to collect the child we will contact the Police and/or Children's Services.
- If a person enters the premises and appears to have no valid reason for doing so we will ask that person to leave and notify the police.
- If that person does not leave the premises we will notify the police requesting that they remove the intruder.
- Adults who attempt to make contact with children through the front garden fence or behave in a suspicious manner will be requested to cease and move away by staff. Ongoing monitoring will take place and the police will be notified if adults persist.

### **Working With Outside Agencies:**

Where necessary support will be sought from outside agencies including: Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS), Multi Agency Safeguarding Hub (MASH), Early Help/Early Help Autism Support Team, and Occupational Therapy Service.

### **Links To Other Policies:**

- Race Equality Policy
- Equal Opportunity Policy
- SEND Information Report
- Safeguarding

**Monitoring:**

This policy and its procedures will be kept under review and amended as necessary. In addition staff should monitor and evaluate their use of IBPs. ABC charts can show changes in the frequency or type of incident. The member of staff responsible for behaviour management will need to monitor the number of IBPs in the whole school half termly and check on their effectiveness. They will also need to monitor restraint incidents and ensure that these are recorded. Any notes on children's behaviour should be kept in their individual file. Improvements in behaviour should be recorded on the school's assessment system.

This policy will be reviewed on a three yearly basis.

**BEHAVIOUR POLICY**

Early Years Foundation Stage: Managing feelings and behaviour

Please see the following link:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Incident Log

ABC Chart

Individual Behaviour Plan

Parent and Carer Behaviour Guidelines Handout

Safe Network



**Positive Behaviour Strategies for Mealtimes:**

1. Allocate small responsibility tasks such as collecting name cards.
2. Staff to model appropriate mealtime behaviour and praise children for mirroring behaviour and displaying good manners.
3. Children who may require extra support to behave in a positive manner should be seated facing or next to an adult, according to the needs of the child.
4. Children may need transitional objects or reassurance at key points during mealtimes. Staff should consider the individual need and communicate this with the member of staff at the child's table.
5. Low level disruption should be ignored, where possible, in favour of praising those who are displaying positive behaviour
6. Small portions of foods which are spaced apart on the plate are more manageable for children to eat. Large portions may overwhelm children and they may begin to display negative behaviours as a result.
7. Staff should use professional judgement as to whether a child uses fingers or spoon when feeding as all approaches should be valued. Children's cultural background and developmental needs should be considered in consultation with parents/carers.
8. Engaging children in mealtime conversations is a positive way to convey how eating in the company of others can be an enjoyable social experience.

ABC Behaviour Monitoring

	Name:	Class:	Term:
Date/time	Antecedent	Behaviour	Consequence

**Individual Behaviour Plan**

<b>Pupil Name:</b>	<b>DOB:</b>	<b>Class:</b>	<b>SEN Stage:</b>
<b>Area of concern:</b>		<b>Start date:</b>	
		<b>Review date:</b>	

<b>Targets to be achieved</b>	<b>Achievement criteria</b>	<b>Possible resources/techniques and class strategies</b>	<b>Grouping/timing/location</b>	<b>Outcome</b>	<b>Monitoring arrangements</b>

<b>Parents/Carers contribution:</b>
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Safe Network Details:



[http://www.safenetwork.org.uk/resources/Pages/policies and procedures.aspx](http://www.safenetwork.org.uk/resources/Pages/policies_and_procedures.aspx)

[http://www.safenetwork.org.uk/resources/safe network standards/Pages/safe network standards.aspx](http://www.safenetwork.org.uk/resources/safe_network_standards/Pages/safe_network_standards.aspx)