

## Behaviour Policy (linked to Care and Control Policy)

To be reviewed Annually.

Policy Agreed February 2021. To be reviewed February 2022.



**NB: This policy is in line with the school/centres most updated Covid Risk Assessment referenced on the home page of the school/centre website.**

The aim of our behaviour policy within the school/centre is to give all children a positive self-image, a strong sense of self and positive learning dispositions, thus giving them the security and confidence to make the most of opportunities, to communicate effectively and to build positive relationships with others (with links to our Personal, Social and Emotional Development Policy). **Due to the Coronavirus Pandemic in 2021/2022, there are additional behaviour expectations that **MUST** be adhered to – see \***

### **The objectives of our behaviour policy are to develop children's:**

- Self-awareness and self-esteem.
- Understanding of acceptable behaviour within the school/centre.
- Understanding of a positive and friendly atmosphere in the school/centre.
- Ability to co-operate with one another and enjoy a friendly relationship with all school/centre staff.

### **\* Additions regarding the Coronavirus Pandemic during 2021/2022:**

- Awareness of regular and proper handwashing for 20 seconds both on entry to nursery and throughout the day for example, when going to the toilet, before eating and when touching resources.
- Understanding about staying in Class Bubbles and knowing the different routines of attending nursery, for example arriving at and leaving nursery and having separate lunch times and outdoor play than other classes to avoid mixing of Class Bubbles.
- Understanding about sneezing and coughing into elbows and tissues then bin it and wash hands and avoid touching their faces, following the 'catch it! bin it! kill it!' government guidance.
- Understanding that spitting and biting is not allowed in any circumstances due to the high risk of spreading the coronavirus to others.
- Ability to tell a staff member immediately when they feel unwell so that they can be isolated from the rest of their Class Bubble until they are collected from nursery.

The school **MUST** be notified immediately by the parent/carer if their child or any member of their household has coronavirus symptoms, is self-isolating following being in contact with someone who has tested positive, including being notified by NHS Track and Trace, or has received a positive coronavirus test result.

### **Our Code of Conduct around the school/centre**

Within our school/centre we will encourage our children to:

- Be kind and caring.
- Listen to all staff and peers when they are speaking.
- Always walk in the school/centre.
- Parents/carers **MUST** wear a face covering fully over their nose and mouth when on school/centre premises to protect staff and children.

Encouraging good behaviour will be effective in developing self-esteem in our children. Strategies for supporting children with challenging behaviour **will be consistent** throughout the school/centre. This policy is to be read in conjunction with the school/centres Care and Control policy.

School/centre staff are encouraged to use the following strategies for children who exhibit challenging behaviour within the school/centre:

### **Whole school/centre embedded strategies for de-escalating and diffusing:**

All children and room based staff at Everton Nursery School and Family Centre/Everton Centre for Nurture engage in the school's Peer Massage (adapted from the Massage in Schools Programme) on a daily basis as well as a range of circle time activities with the aim to develop the positive conditions and approaches for effective behaviour for learning. The school/centre is committed to raising children's self-awareness and self-esteem as well as their social and communication skills.

### **Verbal strategies**

- Help Script and Help Protocol (part of Care and Control Policy)
- Use of positive, reassuring and descriptive language or a running commentary
- Choice drivers, i.e. 'When; Then'; 'Either; Or'
- Describe reality
- Reflect, Repair, Rebuild

### **Non-verbal strategies**

- C.A.L.M (part of Care and Control Policy) stance to provide proximity support
- Use of sign-a-long
- Gestures and body language
- Adult modelling

### **Whole school/centre responsive strategies for supporting children with challenging behaviour**

Strategy 1. Give three verbal indications to the child that their behaviour is not acceptable.

- quietly discuss with the child
- remind the child again

- indicate through your tone of voice

Strategy 2. Remove the child to another activity within room/wing - give the child a reason for doing so. Staff should give time to the situation and be at the child's eye level.

Strategy 3. Provide 'time-out' for the child in their own room/wing. A member of staff would be in close proximity to the child (maybe the floater/observer in room/wing, not always family worker) using a timer. i.e. 1 - 3 minutes (depending on the child) to reflect on behaviour.

**Certain types of challenging behaviour may require strategy 3, missing strategies 1 and 2.**

Strategy 4. If the child continues to use challenging behaviour - consult Headteacher/Assistant Headteachers for support. Parents/carers will be informed of continual challenging behaviour in the school/centre and these conversations with parents will be recorded on CPOMS. School/centre staff will work together with parents/carers. Staff will keep a log of all challenging behaviour exhibited by the child in the school/centre on CPOMS. Outside Agencies may also be consulted for Individual Behaviour Plans (IBPs) and Positive Handling Plans (PHPs) as some challenging behaviour may border special educational need concerns.

**Please Note:** - Staff need to remember that some children in the school/centre will follow Individual Behaviour Plans (IBPs) and Positive Handling Plans (PHPs) that will not be applied to other children in the school/centre.

**ALL STAFF MUST BE AWARE THAT IT IS THE BEHAVIOUR OF THE CHILD THAT IS UNACCEPTABLE - NOT THE CHILD.**

**School/centre staff also need to consider the following to support the whole school/centre behaviour policy:**

- Staff should use positive comments with all children.
- Staff should use family worker time to discuss behaviour and respect for each other-reinforcing positive behaviour (see managing feelings and behaviour, personal social and emotional area of learning (PSED).
- Staff should use whole group times to discuss school/centre/wing code of conduct.
- Staff must not use sweets or stickers as rewards.

**Everybody who works with our children during the day will be familiar with this policy.**

### **Policy review**

This policy was reviewed by a group of seven Governors on behalf of the Curriculum, Children and Family Committee on Wednesday 1<sup>st</sup> February 2021 and ratified online (due to coronavirus) by the whole Governing Body in February 2021.