

Behaviour Policy (linked to Care and Control Policy)

To be reviewed Annually.

Policy Agreed May 2018. To be reviewed May 2019.



The aims 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.

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.

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 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 need to be informed of continual challenging behaviour in the school/centre. School/centre staff will work together with parents/carers. Staff will be advised to keep a log of all challenging behaviour exhibited by the child in the school/centre. Outside Agencies may also be consulted for individualised behaviour programmes (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 individualised behaviour plans (IBPs) and positive handling plan (PHP) 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-reinforce 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 five Governors on behalf of the Curriculum, Children and Family Committee on Thursday 10th May 2018 and ratified at the Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 17th May 2018.