

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

To be reviewed Annually.

Policy Agreed February 2022. To be reviewed February 2023.



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).

### **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 since the Coronavirus Pandemic:**

- 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 sneezing and coughing into elbows and tissues then bin it and wash hands and avoid touching their faces, following the previous 'catch it! bin it! kill it!' government guidance.
- Understanding that spitting and biting is not allowed in any circumstances.

### **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/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-In/Reflection/Thinking Time' 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 six Governors on behalf of the Curriculum, Children and Family Committee on Thursday 27<sup>th</sup> January 2022 and was ratified at the main Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 12<sup>th</sup> May 2022.