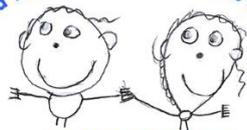


Atherstone Nursery School
and Warwickshire Early Years Hub



'Bright Start, Bright Future'
'Chances to explore, discover and grow'

Bedworth Heath Nursery School
and Warwickshire Early Years Hub



'You make the difference,
today, tomorrow, together'

Atherstone & Bedworth Heath Nursery Schools and Warwickshire Early Years Hub

Personal & Social Development: Behaviour policy

Date initial Policy Written	January 2009		
Approved by Governors			
Revision Due: February 2015	Date completed:	Head teacher	Chair of Governors
	06 May 2015	<i>A King</i>	<i>D Wainwright</i>
Revision Due: February 2017	Date:	Head teacher	Chair of Governors
	5.2.17	<i>A King</i>	<i>D Wainwright</i>
Revision Due: February 2021	Date:	Head teacher	Governing Body Representative
		<i>N Burton</i>	<i>J Ferraro</i>
Revision Due: March 2022	Date:	Head teacher	Governing Body Representative
	March 2022 (updated Sept 22)	<i>N Burton</i>	<i>J Ferraro</i>

Personal & Social Behaviour Policy

Section 89 of the education and Inspections Act 2006 determines that all maintained Schools in in England must have a specific policy with regard to behaviour, which includes:

- (1)The head teacher of a relevant school must determine measures to be taken with a view to—
- (a)promoting, among pupils, self-discipline and proper regard for authority,
 - (b)encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
 - (c)securing that the standard of behaviour of pupils is acceptable,
 - (d)securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
 - (e)otherwise regulating the conduct of pupils.

Everyone connected with children under five plays a unique and critical role in their learning. In the early days, the establishment of positive attitudes to learning and good behaviour patterns are crucial to future educational and social development.

As Tina Bruce quotes in her ten principles of early childhood education, childhood is seen as valid in itself and not simply as preparation for adulthood. The whole child should be considered to be important, their health, physical and mental, is emphasised, as well as the importance of feelings and thinking and spiritual needs.

Children develop in a number of ways, physically, intellectually, socially and emotionally and a child's personal and social development is an intrinsic part of their whole learning process. Children need to experience success to build a positive image, and the environment the school provides is of paramount importance. We believe that all children should have equal opportunities regardless of gender, race or special needs, as stated in the school's Aims statement.

'To provide a warm, friendly, welcoming, safe and supportive environment where partnerships are built valued and understood and children and their families can learn and discover.'

This partnership encourages a deeper understanding of the needs of individual children and enables us to plan more effectively for their learning.

- To provide a curriculum that caters for the needs of individual children by supporting and extending their learning encourages the child to become independent and self confident.
- To develop attitudes and skills which encourage the children to become happy, questioning, creative, and competent individuals. As identified in the effective characteristics of learning EYFS 2012.
- To ensure continuity of experience for children through the partnership with parents and by making links with schools, early years settings and children's centres in our locality.
- To foster and maintain links with the wider community through a variety of activities.

We value children's past experiences from home and we value parents'/carers' contributions to their children's learning, and we aim to build and consolidate this by the use of:-

- Golden Rules
- Thoughtful use of praise
- Setting good examples
- Celebrating children's achievements, intellectually, physically and socially
- Through the school's observation system, where parents/carers and staff work in partnership to celebrate all areas of a child's development.

Through careful planning, we ensure that children are able to achieve the guidance statements in Development Matters for personal and social development and are taught and experience important values that should enable them to take an active role in their school life and beyond.

- To have respect and consideration for themselves, each other, adults and their surroundings.
- To show kindness to others.
- To show respect for other cultures.
- To develop perseverance and concentration.
- To share and take turns and work together.
- To begin to establish relationships with other adults and children.
- To learn to be self-confident and independent.
- To understand what is right and wrong.
- To be polite to adults and peers.
- To behave appropriately in a variety of different situations.
- To begin to express their own feelings in appropriate ways.
- To try to understand the feelings of others.
- To keep themselves safe and understand what constitutes appropriate contact (Protective Behaviours Curriculum)

In order for the School's Social and Personal Behaviour policy to be successful, we as adults need to provide a suitable environment where children can develop to their true potential, we aim:-

- To be consistent and fair.
- To provide a safe secure environment.
- To provide appropriate resources.
- To provide children with quality adult time.
- To give praise, rewards and positive encouragement.
- To work closely with parents/carers.
- To ensure continuity of approach whenever possible e.g. home visiting.
- To act as good role models.
- To acknowledge and celebrate the good positive behaviour of others.
- To plan an appropriate curriculum to enable personal and social skills to develop.
- To show sensitivity.
- To be flexible to the needs of individuals and to the dynamics of the whole group.
- To provide appropriate stories and opportunities for children to talk, to enable them to share feelings and ideas with each other.
- To provide opportunities for children to reflect & learn about their emotions and those of others.

General rules of the Nursery

As part of this policy, we have developed simple rules which we will encourage children to use every day. These rules will be shared with parents during the home visiting programme. They have been designed for the health and safety and well being of all the children and we value the support of parents/carers and governors. The rules are discussed with the children and added to throughout the school year.

- To use, share and care for equipment appropriately and begin to understand that at nursery toys and equipment belong to everyone.
- To be polite and respectful to adults and peers.
- To walk, not run, inside nursery.
- To use good manners, 'Please' and 'Thank-you'.
- To consider how we play with our peers, aggressive play is discouraged.
- To listen to and co-operate with adults.
- To only go into the Kitchen with a staff member (eg group cooking)
- To only go out of the school gate with an adult.
- Children can only play outside under supervision of an adult.
- To help with tidying up and caring for the Nursery environment.

Dealing with behavioural concerns

If it becomes necessary to reprimand a child we will use a positive approach to emphasise that it is the action which is unacceptable and not the child. We will encourage children to say that they do not like being hurt and to express their feelings to each other. We will encourage children to negotiate their way through conflict wherever possible. We will encourage children to say sorry by helping them to realise how others feel and apologise for their actions.

For any dangerous situations that require immediate action, e.g. throwing bricks or sand, or very aggressive antisocial behaviour, children will be given clear reasons and told the consequence if their behaviour persists. They will then be removed from the situation under adult supervision for a specified time. Children may be given a few minutes time out away from a busy environment with an adult to think about, talk and reflect on their behaviour. We will inform and involve parents/carers about any problems that are causing persistent concern and work together to address them.

Where appropriate, after consultation with parents, it may be necessary to seek the involvement of other agencies e.g. the School's Educational Psychologist, Health Visitor etc. In extreme cases, exclusion may be considered and the Local Education Authority's Exclusion policy will be followed.

Approaches to Bullying

'Bullying' is the behaviour arising from the deliberate intent to cause physical or psychological distress to others or to extort something from them'

Maccoby 1980

All staff, parents/carers and children should be made aware that bullying is not a normal part of growing up and is a totally unacceptable form of behaviour. It is important that the children have a trusting environment where they can openly discuss their worries with a sensitive member of staff. Help and guidance will be given to both the bully and their victim. The child who bullies must be helped to understand what they have done and the hurt, whether physical or mental, that they have caused to others. Consequently, all children are encouraged to develop respect and tolerance for each other in order to prevent bullying arising. Parents of all parties will be informed to assure everyone involved that bullying incidents are treated seriously.

All incidents will be recorded by the Head Teacher.