

ROTHESAY NURSERY SCHOOL

BEHAVIOUR POLICY

The governing body of Rothesay Nursery School adopted this policy on 2 December 2021 and it will be reviewed in March 2025.

RATIONALE

We believe that learning how to behave towards others is a particularly important part of being at Nursery School and may directly influence attitudes adopted in later years.

Values are instilled through the style and atmosphere of the school and the example set by staff. We promote respect, courtesy, consideration and kindness towards others, giving children and their parents a clear understanding of our approach to behaviour.

We believe that if all children are to have their chance to learn and to be happy and safe in school then there must be some positive simple rules to allow this to happen.

We believe that parents/carers are the greatest influence in their children's lives and behaviour.

We have adopted the Thrive approach to ensure we support children to develop a secure emotional base. This approach allows us to be curious about different behaviours and use a variety of ways to support children if they display unwanted behaviours. It also helps us to promote emotional wellbeing.

We adopt the positive handling strategies of Team Teach and staff are trained accordingly.

PURPOSE

To ensure that all children, parents, staff and governors are aware of our expectations of behaviour and our approach in supporting children's behaviour.

AGREED PRACTICE

1. We have a positive approach to supporting children's behaviour.
2. We explain and show children how to look after equipment, the environment and other children.
3. Respect for children, adults and visitors is a core value. Rothesay Rules are displayed throughout the nursery.
4. We use Rothesay Rules as positive guidelines for the children, which we help them to achieve. These are:
 - Listen
 - Take turns and share
 - Be kind
 - Look after our Nursery

5. We will not accept aggressive behaviour towards children and adults. We deal with these matters as they arise, being firm, calm and consistent supported using the Thrive Approach.
6. At Rothesay Nursery School we strive to support social and emotional development and behaviour based on the Thrive Approach. Focusing on the following principles:
 - We understand behaviour communicates unmet needs and we separate the child from their behaviour.
 - We understand that each developmental stage has a range of typical behaviours, which informs opportunities for adults to role-model and explicitly teach positive behaviours. These stages are described by the Thrive Approach.
 - We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
 - We keep in mind that we are the adults and the children are still growing, learning and developing.
 - We seek to restore relationships and change behaviours rather than focus on the actions a child may have taken. Although, this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

When supporting behaviour

All staff will:

- take time to recognise positive behaviours and attitudes and reward success
 - ensure that each child feels welcomed and knows they are an important individual within the school
 - teach children that their actions impact on others and that they have a responsibility to think of others
 - shine the light on behaviour and work with the child to create possible next steps for dealing with disruptive behaviour
 - consider how our actions and words help and give children time and space to reflect on the situation
 - keep in mind that children benefit from a clear structure (containment) within which to learn
 - use sanctions only as a form of appropriate, proportionate and positive intervention
 - work as a team with a consistent and calm approach
7. If it is necessary to move a child if they are at risk of hurting themselves, others or damaging school property we can use reasonable and proportionate force to remove them from the situation. If a child is physically moved the Team Teach Approach is used by Team Teach trained staff. Any intervention is recorded in the behaviour log and shared with parents
 8. All incidents are logged, and include what preceded the incident, what was going on during the incident and how effective the outcome was. This is shared with parents.

9. If a child continues to display distressed and challenging behaviour then a Thrive Behaviour Profile and a behaviour plan will be created for as long as is required. This profile and plan will be shared and reviewed with the family regularly.
10. Where necessary, positive handling plans will be put in place for individual children, in partnership with their parents.
11. This policy will be reviewed regularly.

Biting Policy

For younger children biting can be part of their development which the majority of children do not continue once they grow older. There are a number of reasons that this behaviour occurs, such as anxiety, stress, communication, or feeling of being overwhelmed.

Our aims

We:

- Have clear procedures for staff to support the recording of biting incidents in nursery.
- Have an up to date behaviour management policy which is understood by all members of staff
- Ensure that parents are fully informed in all cases and families requiring support are signposted to our Family Worker.
- Ensure that staff and families understand that this may be related to sensory, attention, behaviour or communication issues. No child will be judged if they bite another child.

Our procedure

- If a child bites another, they are removed from the area if safe to do so.
- First aid is administered on the child who has received the bite.
- The child who has bitten is told (to their level of understanding) that biting is not allowed.
- The incident is recorded in the behaviour log.
- A member of the SLT is informed.
- Parents are informed and advised to seek medical advice.
- If a member of staff is bitten, first aid is administered, the staff member is directed to A&E Department at the L&D and the incident recorded.

HOME/SCHOOL AGREEMENT

Rothsay Nursery School recognises and values the important role parents play in their children's educational development.

We believe that a positive nurturing relationship between home and school is vital for all children. By supporting your child and taking an interest in school matters, you can actively enhance your child's motivation and enjoyment of learning

Parents/Carers

I/We will do our best to:

- Ensure my/our child arrives at school on time, and is collected promptly.
- Work well with the school to ensure my/our child behaves well.
- Support my/our child with learning.
- Attend Parents' Evenings and discussions about my/our child's progress.
- Talk to the school about any issues affecting my/our child, either at home or at school.

School

We will do our best to:

- Look after your child's safety and we will adopt the positive handling strategies of Team Teach and use the Thrive Approach to support emotional well being.
- Deliver a balanced, enriched and carefully planned curriculum which meets the needs of your child and government curriculum directives.
- Contact you promptly if we have any concerns about your child's progress, attendance or behaviour.
- Keep you informed about your child's learning and progress.

Pupil

I will do my best to:

- Behave well and keep the school rules.
- Be polite and helpful to other pupils and all grownups.
- Take care of my own things, and those of others.
- Look after the school and all equipment.
- Tell my teacher if I am unhappy or need help.

EXAMPLE BEHAVIOUR SUPPORT PLAN

ROTHESAY NURSERY SCHOOL

Name:

Class:

Date of Plan:

Review Date:

Behaviour Assessment

Xxxx has a tendency to hit and push other children and members of staff.

To be Implemented by:

All staff

Pupils Behaviour	Staff Action	Staff Language
Xxxx is hurting other children and staff	<ul style="list-style-type: none">• Remove from situation• Say 'Stop (with Makaton sign)• Sit Xxxx on 'Thinking Spot' for 2 minutes• Encourage to sign 'Sorry'	<ul style="list-style-type: none">• Stop – with visual sign as a prompt• Sad with sign and visual card• Be kind (with sign and visual card)• Sorry (with sign and visual card)
Strategies Used		
<ul style="list-style-type: none">• Thrive Behavioural Profile• Xxxx will be rewarded for good behaviour with Makaton signs and visual cards.• Staff will use Makaton signs and visual cards as prompts, with spoken words.• Staff will use social stories to encourage positive behaviour and encourage Xxxx to make good choices.• Adults will model good behaviour, encouraging sharing		
Evaluation		
Xxxx behaviour will be monitored, the frequency of incidents will be recorded to monitor effectiveness of plan		

Intervention and Support for children at Rothesay Nursery School

Universal Provision All Children	Targeted Provision for Children	Specific Provision Children with EHC Plans, severe and complex special needs, resourced places
<p>The aim is to support children for appropriate periods of time, to meet their needs within universal provision where possible. Universal provision is routinely available to all children.</p>	<p>Targeted provision is the support offered to particular children or groups of children with a specific need. Targeted provision often includes training, guidance, advice and support from agencies. The aim is to support children and young people for appropriate periods of time to meet their needs, then to meet their needs within universal provision where possible.</p>	<p>Specific provision is provided for children with specialist, acute, complex or very high level needs who would otherwise be at great risk of poor outcomes. They will often be provided alongside universal provision but may, in some exceptional circumstances, be a replacement for universal provision. For example, specific provision will include: services provided for looked after children by social services. Education, Health and Care Plans. Access to specific services requires an additional level of assessment or referral linked to specific communicated criteria, or in some cases a particular diagnosis. The aim is to support children and young people for appropriate periods of time, then to meet their needs within universal provision where possible.</p>
<p>Examples:</p> <ul style="list-style-type: none"> • Whole class Thrive profiling. • Whole class Thrive activities • Child initiated play with time for extended thinking and learning • Small group work and key worker time • Daily focussed activity • Social and emotional aspects of development • Sustained shared thinking • Positive handling – Team Teach 	<p>Examples:</p> <ul style="list-style-type: none"> • Supported play by an adult modelling and developing play • Small group Thrive activities • External advice • Extending language of EAL pupils or speech and language difficulties 	<p>Examples:</p> <ul style="list-style-type: none"> • Individual Education Plans • Picture Exchange Cared system • Behaviour Education Plans • Speech therapy • Autism Groups • Intensive 1-1 support • Individual Thrive Profiling and activities



Well done for following
the Rothersey Bear rules



Well Done



Well Done



100% attendance this week

Well Done 
You are on the star

CHILD'S NAME:

DATE:

Your child has been entered
into the
'Champions' Book' today
Well Done



Steps for Celebration

- 1 **VERBALLY PRAISE**
- 2 **AWARD STICKERS, PUT ON STAR**
Record in 'Champions' Book' and put a note in the Childs drawer for parents. Child gets reward
- 3 **SHARE WITH OTHER STAFF AND CHILDREN**
- 4 **10 ENTRIES INTO 'CHAMPIONS' BOOK**
Child to receive a 'Golden Champions' certificate from the Headteacher

Steps to support Positive Behaviour

- 1 **WARNING**
Communicate with the child about their behaviour and reinforce what is appropriate
- 2 **THINKING SPOT**
Child to sit for a maximum of 3 minutes. Reinforce Rothesay Rules. Staff stay with the child. Shine the light on their behaviour.
- 3 **REMOVE FROM AREA**
Make other staff aware staff to remain with child and support vital relational functions.
- 4 **CHILD TO STAY WITH AN ADULT**
Support with vital relationship functions and shine the light on their behaviour.
- 5 **NOTIFY PARENT**
Discuss with parent, profile the child and provide a behaviour plan.