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BALHAM NURSERY SCHOOL

POSITIVE BEHAVIOUR POLICY 2020-2021

Signed: (Chair of Governors)

Dated:

Signed: (Executive Headteacher)

Dated:

Review Date: Spring Term 2021

This policy is linked explicitly and intrinsically to many of Balham Nursery School's (BNS's) policies, particularly our Anti-Bullying and Anti-Discrimination Policy and Health and Safety Policy

BNS will continue to adopt a positive approach and use the policy to support the children's social and moral development.

Most children learn only gradually to be aware of others and their needs. Many children have to be taught to take turns, share toys and an adult's attention. All members of staff should explain to the children why they must wait or what could happen if children push others out of the way. This is a very important issue and staff should always take the time to explain these.

As the children's understanding develops, so too does their need to test the adults and all staff should ensure that they are giving the same messages to the children thus providing a consistent approach. However, it is essential that all staff build up their knowledge of individual children and their needs and therefore communicate the message by words/signs/gestures appropriate to the child's understanding.

Children are great people watchers so it is essential that all the adults in BNS provide good role models. Some examples of this are as follows:

- Adults should always remember to say please and thank you.
- Adults should always behave as well as we think the children should.
- Adults should always show consistency in their dealings with all the children.
- Adults should always show a respectful attitude to all our children.
- Adults should always listen to all our children.
- Adults should always speak and reply to all our children.

Children should be encouraged to be kind and caring to the people they know, but they should be encouraged to be assertive when other children or adults hurt them. We do not want to stop children having the confidence to speak about an incident to an adult (it could prevent an accident), but to help children develop their confidence and self-esteem, staff should support the child who feels victimised to say to the perpetrator, "Please stop it, I don't like it"

It is important that the deed is separated from the person so that children can develop a feeling of self-worth. Staff should **never** say, "That's naughty" or "You are a bad boy/girl" but rather, "That wasn't kind" and then explain specifically what wasn't kind, i.e. "That wasn't kind to call Habiba stupid", "That wasn't kind to throw away Sean's model" or "Hassim's upset because you said a nasty word to him".

We also know that all children respond positively to descriptive praise. This means that we start by naming the child and then specifically naming the developmental action that we are praising. For example, "Alex, that is good walking" and "Sahar, it is lovely how you are helping Jade".

Our approach to behaviour management is positive. We aim to help children respect their peers and staff. It is not acceptable for children to hurt others either physically or verbally.

We encourage children who have hurt their peers, either purposefully or by accident, to care for them. This can involve getting a cold compress/informing an adult. In rare circumstances, a member of the Senior Leadership Team will use their discretion to decide whether a child or member of staff or other adult is hurt as a direct result of inappropriate behaviour. They will check that all the usual behaviour strategies have been followed correctly and being mindful of our duty of care to all children, staff and adults, will need to complete an Incident/Accident Report Form. If the accident requires a child to attend hospital/A&E a more formal Incident Report Form is completed as this is a requirement of Wandsworth Council's Health and Safety Unit. Sometimes, the inappropriate behaviour may result in a phone call to the child's parent to discuss any further action required. Each case will be treated on an individual basis.

A successful strategy to deal with aggressive/inappropriate behaviour or other anti-social behaviour can be to stop the child from playing for a short time - perhaps holding the adult's hand, sitting with the adult, sitting for time-out with a sand timer. Staff should never send a child to the "other place" i.e. if the misdemeanour is in the garden, then that is where the child will stay. Staff should always ask the child why they think they have had their play stopped. This can help in determining the child's level of understanding and re-enforces the learning aspect. A child who does not respond to the normal strategies should always be checked for any medical or physical impediments to learning.

Children should be encouraged to value all the resources and look after them properly.

Next are our Health and Safety "Rules" to help all the children feel safe and secure. These can be found in our Health and Safety Policy.

HEALTH AND SAFETY 'RULES' – CHILDREN

Children are not allowed to bring snacks or sweets to school. They could be shared, unknowingly to staff, with a child who has an allergy; is on a special diet for medical reasons or whose religion or culture prohibits certain foods.

Children should walk, not run, indoors.

On the stairs children should always hold the banister. They should never be carrying things when the whole class is involved.

If children bring toys to school they should be put in a "safe place basket" in the room. Some toys could be a potential hazard as we do not know where they were bought. An exception would be a special toy or cuddle blanket that helps a child feel secure or one that could be shared with the group under adult supervision.

Children should be encouraged to finish one thing at an activity before they start another. If they have difficulty they need to be helped as too many items out can prevent other children from concentrating and using equipment safely.

Children should not walk about with scissors; sewing; craft or woodwork tools. If they are tidying up or taking scissors to another activity area, they should be carried points down in the palm of the hand.

Children are not allowed to climb holding anything in their hands or if they are wearing inappropriate dressing up clothes or shoes.

Wheeled toys are not allowed on the safety surface around the climbing frame but can be used on “pathway” around the climbing frame and the grassed area at the top of the garden as long as they are removed from that area after use.

Toys should be **placed** not dropped to the ground.

Children should be encouraged to return toys and equipment to the proper place. Scooters, in particular, must be parked in the designated area by children when they are no longer using them. The principle is important both indoors and out.

Children are not allowed in the toy shed.

Children should not carry planks in the garden unsupervised.

Tyres must be used with particular care e.g. in imaginative play as part of a vehicle, and milk crates must be used with similar care and never climbed upon.

Some trees and bushes have matured in recent years and can now support a child's weight. However, children should be carefully supervised and only climb to a safe height.

The grassed area can be used for ball games and for prams/push chairs but caution must be exercised; wheeled toys must be carried up and down the steps and lively, physical play should be away from the step and wall.

Any child behaving in a way that supervising staff deem to be unsafe, should be stopped, helped to understand and redirected if necessary.

HEALTH AND SAFETY 'RULES' - ADULTS

All staff are required to take reasonable care of their own Health & Safety and any other persons who may be affected by their acts or omissions at work.

Be familiar with the BNS's Health & Safety Policy and all safety regulations as laid down by the Governing Body;

Ensure Health & Safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils;

Report all accidents, verbal threats and physical assaults and near misses using the Local Authority's accident/incident reporting procedures.

Take an active interest in promoting Health & Safety and suggest ways of reducing risks.

Not to bully or abuse (whether mentally or physically) or discriminate against any child, member of staff, parent/carer, contractor or visitor.

All staff will monitor our children's behaviour and take part in evaluating the policy in relation to their monitoring experiences.

CONFLICT RESOLUTION SYSTEM

This is the approach that we aim to use and young children are able to learn the process. It may take some children some time to understand the process, especially those for whom English is an Additional Language and those with language and communication and behavioural difficulties. The approach therefore may need some modification in some instances.

The following example best illustrates this method.

There is conflict between two children over a toy.

The adult holds the toy to defuse the situation.

The adult speaks to each child, recognising and acknowledging each child's anger and feelings, e.g. "I can see you are upset". This is to help each child be aware of their own anger and the other child's.

The adult listens to what each child has to say. The adult might ask other children what they saw/heard to get a clearer understanding of the situation.

The adult then restates the problem—possibly describing the situation slightly differently now there are other children's' views.

Discuss with the two antagonists what they could do to solve the problem – usually the child who appears to be the victim would go first.

Next discuss with the two children ways to share and establish both children are content with this.

The adult then ensures that the children follow this through.

This policy will be reviewed annually in consultation with staff and the Governing Body.