

ROTHESAY NURSERY SCHOOL

BEHAVIOUR POLICY

The governing body of Rothesay Nursery School adopted this policy on 28 March 2019 and it will be reviewed in March 2021.

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 the children and their parents a clear understanding of what is considered to be important, what is valued and what will not be accepted.

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

PURPOSE

To encourage and develop children's self-discipline, helping them to uphold the simple positive rules and expectations of the school.

AGREED PRACTICE

1. We have a positive approach to behaviour.
2. All staff model appropriate behaviour.
3. We respond to appropriate behaviour and give positive recognition, showing respect to children, visitors and adults.
4. We encourage older children to look after the younger and the more vulnerable children.
5. We explain and show children how to work with materials and tools to set good habits.
6. To improve behaviour, we enhance children's self-esteem
 - a. by celebrating children's work and good behaviour

- b. by disapproving the action/behaviour - not the person
 - c. by giving a sense of security through regular routines, setting limits and a few basic rules.
7. We have positive simple rules and expectations, which concern the way we wish all the children to behave.
 8. Rothesay Rules are updated with the help of children and are displayed throughout the nursery.
 9. We use Rothesay Rules as positive guidelines for the children, which we help them to achieve.
 10. We will not accept aggressive behaviour towards children and adults.
We will not accept children destroying other children's work.
We will not accept any behaviour or verbal comments that are designed to upset another child or adult.
 11. We deal with these matters as they arise, being firm, calm and consistent.
 12. 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 this is recorded in the behaviour log.
 13. 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.
 14. Should it be necessary to give a child an Individual Behaviour Plan these will be reviewed on a regular basis with parents.
 15. Where necessary, positive handling plans will be put in place for individual children, in partnership with their parents.
 16. At team meetings, we discuss strategies to be used with individual children, these are shared with all members of staff to ensure consistency.
 17. This policy will be reviewed annually.

Rothesay Rules

1. Listen
2. Take turns and share
3. Be kind
4. Look after our Nursery

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
- 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">• 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.</p> <p>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.</p> <p>For example, specific provision will include: services provided for looked after children by social services. Education, Health and Care Plans.</p> <p>Access to specific services requires an additional level of assessment or referral linked to specific communicated criteria, or in some cases a particular diagnosis.</p> <p>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"> • Small groups and games • 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 • Daily work on targets on IEP • 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 • TEACCH • Speech therapy • Portage • Autism Groups • Intensive 1-1 support

Rothesay Nursery School – Individual Behaviour Plan (IBP)

Name:

Key Worker:

D.O.B.:

Date:

Plan Number:

Behaviour	Staff Action	Strategies to be used	Key Language	Week Beginning:	Mon	Tues	Wed	Thurs	Fri

Agreed by:

Key to recording:

- ✓ = Successful
- O = Unsuccessful
- A = Absent

Parent: _____ (signed)

REVIEW OF IBP

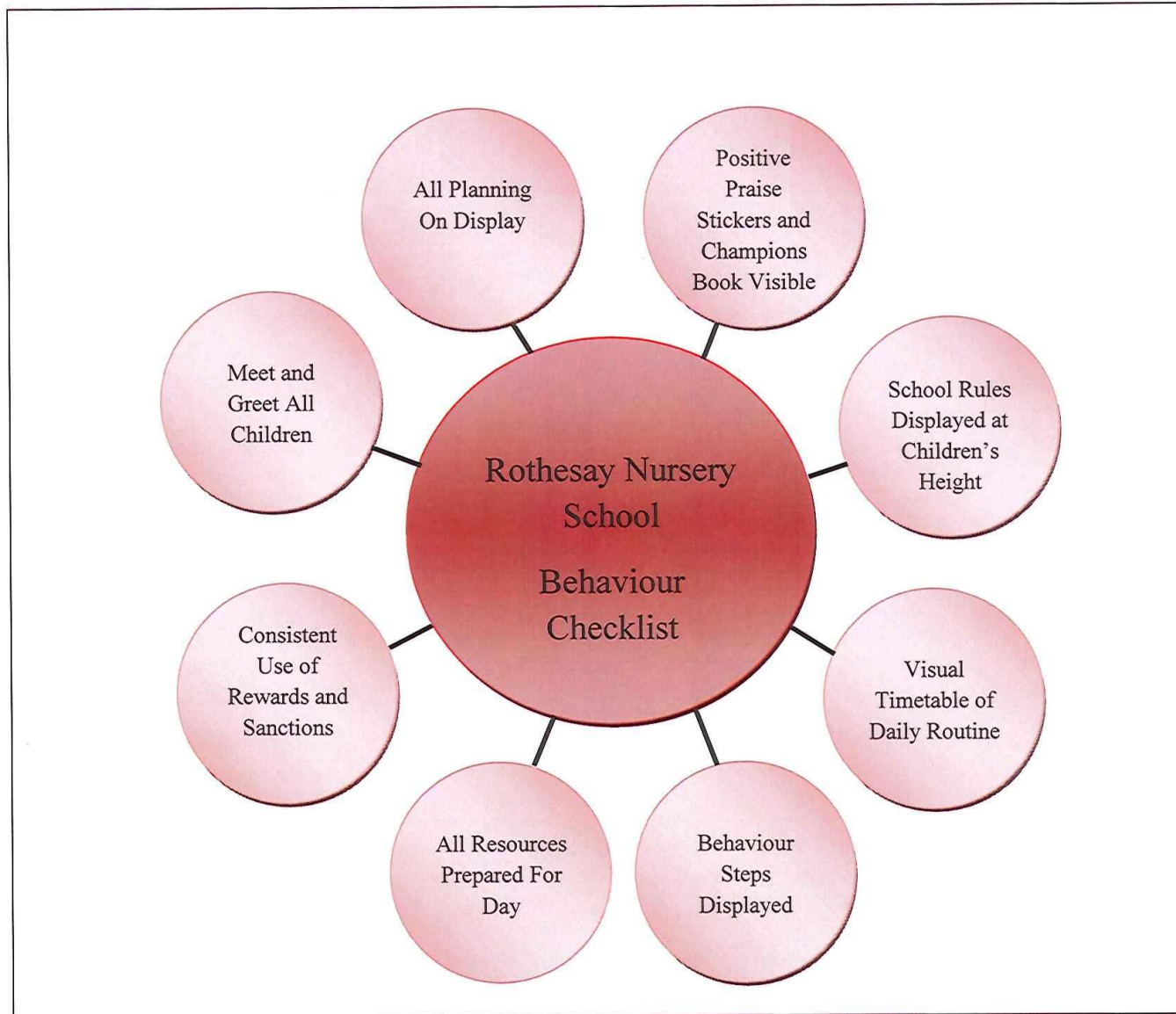
Name:
D.O.B:

Review of Plan No:

Comments of effectiveness of IBP	
Parent/Carers Review of Plan	
Updated information and advice – Consultation with other professionals	

Date Reviewed:
Reviewed by:

	AM	PM
Friday		
Thursday		
Wednesday		
Tuesday		
Monday		





Well done for following
the Rothesay 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**
Record in 'Champions' Book' and put a note in the child's drawer for parents.
- 3 **SHARE WITH OTHER STAFF AND CHILDREN**
- 4 **10 ENTRIES INTO 'CHAMPIONS' BOOK**
Child to receive a 'Golden Champions' certificate from the Headteacher

Steps for Inappropriate Behaviour

- 1 **WARNING**
Talk to 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.
- 3 **REMOVE FROM AREA**
Make other staff aware
- 4 **CHILD TO STAY WITH AN ADULT**
Use professional judgement regarding length of time
- 5 **NOTIFY PARENT AND LETTER HOME**
Team Leader to talk to parent and inform them that they will be receiving a letter from the Headteacher