

**Behaviour and Discipline Policy**

**Aims:**

Westminster Nursery School is a caring community, whose values are built on mutual trust and respect for all. The school expects every member of the school community to behave in a considerate way towards others.

**The school’s expectations of the children in our care**

Children have a right to be valued and respected by their peers and by adults. They also have a responsibility to respect others.

Children are welcomed into our school community and for some it is their first opportunity to interact socially with other children and adults without the presence of their parents. For all children it is an opportunity to develop socially within a caring society. We endeavour to promote good behaviour through praise and encouragement.

Children will be encouraged to respect one another, to respect the beliefs of others and to respect the property of others.

Children will be encouraged to behave in a manner fitting the caring atmosphere of the school.

All children will be treated fairly and this behaviour policy will be applied in a consistent way.

Violence, whether physical or verbal, is not acceptable in any form.

**Implementation**

As in other areas of learning children learn best by seeing and doing. For them to develop an awareness of self discipline they need to see it in others. Children new to school will learn patterns of behaviour from the children already in place and from the adults around them. For them to develop a sense of security in school they need boundaries to work within. Staff must explain clearly and often the way in which children are expected to behave in any set of circumstances.

This is done in three main ways:-

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| as a normal part of interactive conversation |
| as a group activity enlisting the help of the children |
| as a whole school activity through the introduction of our ‘Nursery Rules’ (*see appendix 1)* |

To encourage children to follow our “Nursery Rules” we recognise and reward positive behaviour, placing a strong emphasis on recognising and highlighting any positive behaviour before the negative.

Praise is given in many different ways, special treats and rewards, and verbal feedback, such as public praise in front of peers and sharing achievements with parent/carer.

We recognise that there may be occasions when there will be difficulty with appropriate behaviour, for a variety of reasons. We will endeavour to try and understand the reasons for the misbehaviour, so that we can deal with it most effectively, remembering to always label the behaviour as unacceptable and not the child.

**Rewards**

We promote positive behaviour throughout all areas of Nursery. Staff will use

* Verbal praise reinforced with Makaton sign
* Stickers
* Superstars
* Parental feedback
* Headteacher award / praise

As staff praise the child they will use language which explains why the child is being praised reflecting the Nursery rules eg “you shared a toy”, “you are walking inside” etc.

**Unacceptable Behaviour**

There is no place for violence, defiance, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language in the school community and these must always be dealt with. Sanctions exist to protect individuals from these negative forms of behaviour.

The school works closely with parents to ensure they are aware of and supportive of the school rules. We inform parents immediately if we have concerns about a child’s welfare or behaviour.

Instances of child to child abuse will be addressed swiftly, reinforcing our expectations and rules and explaining how actions affect others’ emotions. Where a pattern of child to child abuse is noted, records will be kept, and triggers will be identified. Staff will then work out a system to protect the majority of children, by changing timetables, environment, adult support etc and will monitor this situation closely. Adults will work closely with the child showing unacceptable behaviour to de-escalate aggressive behaviours (including prompting, guiding and escorting) and limit opportunities for conflict. Staff will seek support from outside agencies if recurring behaviour patterns are seen. Behaviour tracking is completed monthly – looking for patterns in behaviour and planning next steps to support struggling pupils.

**Sanctions**

If the school has to deal with unacceptable behaviour then reasonable sanctions are implemented. Timescales for these sanctions need to be carefully monitored to progress through the sanctions.

**Step 1 –** A verbal warning that the behaviour is not acceptable. Reinforce the rule and show red card on lanyard ( and sad face used appropriately) (see Appendix 2)

**Step 2** – Second verbal warning, repeat step one showing the red on the lanyard / sad face.

**Step 3** – Time out (1 minute timer for 2yo / 3 minute timer 3/4yo).

Record kept of child and situation.

**Step 4 –** If behaviour is repeated immediately after time out go to step 3 again.

**Step 5 –**If behaviour continues child is removed from room for time out.

**If child has been violent or has repeated incidents –** Parents to be informed at the end of session with expectation that staff have ongoing dialogue with Parents to support positive behaviour.

Language to be used:

“Stop, that’s not kind” “you are breaking our rules” “you have made x sad “ etc or reinforcing rule which has been broken (show red circle and sad face). EAL children additional use of NO with Makaton finished sign.

**Exception to the rule**: If a child intentionally hurts another child they can go straight to step 3.

**Restraint may be used in extreme circumstances**

Taking into account DfE Guidelines, criteria for restraining children are as follows:

Restraint will only be used:-

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| if a child is endangering themselves or is in danger |
| if they endanger others – children or adults |
|  |

Examples of times restraint is needed

A child will be removed from a doorway if they are lying across it, having a temper tantrum; if they are in a safe place they will be left on the floor but monitored by staff.

If, when a child is being brought in by a parent/carer at the start of the session, they dash out after them they will be restrained, as they are considered to be in danger of running out onto the road.

If a situation cannot be de-escalated and the child poses a danger to him/herself or others, a recognised physical restraint hold may be required. In this event, a thorough record will be made detailing why restraint was necessary, proportionate and in the child’s best interest. Records will include triggers, environmental factors, staff de-escalation techniques attempted, description of physical actions and calming, restorative actions following the incident. Parents will be informed.

A child refusing to come in after outside play will not be moved until the last member of outside staff needs to come in and then will be guided indoors if need be.

If a child clings to parent/carer on arrival, staff will take the child from them if they request that we do so.

**Aggression**

From time to time, unfortunately, there will be a child or children whose behaviour is extremely negative and aggressive and, when the best efforts of all staff in emphasising the positive, and consistent firm handling of the negative are to no avail, and staff feel they and the children are continually in physical danger, then consideration needs to be given to excluding the child temporarily. An online PSED consult can be used to seek external advice and support strategies.

**Exclusion**

Only in extreme circumstances would it be necessary to consider that a child be excluded from school. This would be a very last resort when all other avenues have been explored and/or the behaviour is of such an extreme nature that exclusion is the only reasonable response. The school would follow the Cheshire East LA guidelines for exclusions. (Also see appendix 3 for guidance).

Consideration would be given to;

**Impact on other children**

Physical aggression (biting, hitting, punching, pushing, pulling hair, etc) and intimidation (verbal abuse, body language, facial expression, shouting, screaming, intonation of voice) continually creating fear and anxiety.

Serious and justified complaint from other parents and carers.

Staff having misgivings about the child playing in an unsupervised area.

Continual wilful damage to equipment.

**Impact on Staff**

Verbal or physical attack.

All situations to be assessed individually, but these factors to be borne in mind.

As activities and circumstances change then from time-to-time school codes of practice must also evolve.

**Two Year Olds**

All members of staff at Westminster haveclear developmentally appropriate expectations for the behaviour of all our children. We ensure their personal, social and emotional needs are met and help them to begin to recognise and understand their feelings and emotions. We help each child to develop self-esteem, confidence and a sense of belonging in our group. We support and encourage them to learn how their behaviour impacts on other people.

Sanctions are also followed with these children to ensure continuity across the nursery.

* When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children. For example, insisting that a very young child says sorry is not appropriate if they do not understand what feeling sorry means, or even that their actions caused hurt to another child.
* We recognise that these very young children are unable to regulate their own emotions, such as fear, distress or anger, and require sensitive adults to help them do this.
* Common inconsiderate or hurtful behaviours may include tantrums, biting or fighting. Members of staff are calm and patient, offering comfort to tense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Any child who bites others will be identified and this will be discussed with their parents.
* If tantrums, biting or fighting are frequent, the child’s key person will try to identify and address the underlying cause, through discussion and joint work with families.
* We focus on ensuring a child’s attachment figure in the setting, their key worker, is continually building a strong relationship to provide security to the child.
* The key worker will share information about a child’s challenging behaviour with parents or carers and suggest a consistent approach between the setting and home, in dealing with this.
* The Nursery Rules will be introduced in context during learning times, to ensure they are meaningful to all children.

Reviewed by Curriculum Committee: Spring Term 2024

Signed by Curriculum Committee Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ratified by Governing Body Spring Term 2024

Next Review Spring Term 2025

Appendix 1

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| --- | --- | --- | --- |
| Description: LOGO | Westminster  Nursery Rules | | Description: LOGO |
| |  | | --- | |  | | 1. Be kind and share | |  | | 2. Listen carefully | |  | | 3.Walk to stay safe | |  | | 4.Take care of our toys | |  | | | | |
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Appendix 2

Lanyard cards – all staff



 

Appendix 3

From time to time, unfortunately, there will be a child or children whose behaviour is extremely negative and aggressive and, when the best efforts of all staff in emphasising the positive, and consistent firm handling of the negative are to no avail, and staff feel they and the children are continually in physical danger then consideration needs to be given to excluding the child temporarily.

The following is the agreed criteria.

Time criteria:

***Settling in period (2 weeks) -*** settling in time and adjustment to Nursery routine. Monitoring behaviour and keeping records if there are difficulties.

***Ongoing*** *–* discussion with parent(s) if there are problems. Formal meetings if required with parents.

***Following settling in period – Points of Concern***

Impact on other children which may result in exclusion

Physical aggression (biting, hitting, punching, pushing, pulling hair, etc) and intimidation (verbal abuse, body language, facial expression, shouting, screaming, intonation of voice) continually creating fear and anxiety.

Serious and justified complaint from other parents and carers.

Staff having misgivings about the child playing in an unsupervised area.

Continual wilful damage to equipment.

Impact on Staff

Verbal attack – to be ‘taken’ by us (parents may be notified if required)

*First physical attack on staff* – parent to be informed and told that the child will be temporarily removed from usual nursery class and routine if this occurs again.

*Second physical attack* – Child is removed from others for own and others safety. Records of behaviour are kept. SEN / Behaviour support is sought by SENCO. Child’s hours and timetable to be adapted to build up positive experiences and limit impact. Further external advice will be sought and discussions held in conjunction with parents.

Exclusion is the last resort and will be considered if all other interventions fail.

All situations to be assessed individually.

**Behaviour Policy – Staff Signatures**

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| **Name** | **Date** | **Signature** |
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