



THORNHILL PRIMARY SCHOOL: BEHAVIOUR POLICY FOR NURSERY AND RECEPTION CHILDREN

Philosophy

'...If a child lives with encouragement, he learns confidence. If a child lives with praise, he learns to appreciate. If a child lives with fairness, he learns justice. If a child lives with security, he learns to have faith. If a child lives with approval, he learns to like himself. If a child lives with acceptance and friendship, he learns to succeed.' Dorothy Louise Law 1959

Aims

We will

- provide a safe, rich learning environment that enables children to learn about
- themselves, each other and the world around them
- have high expectations for children's behaviour. Children should be encouraged to
- feel proud of their achievements
- create a positive 'can do' culture
- work together to ensure consistency and shared values
- focus on the development of the whole child – their health, happiness and ability
- to grow, learn and succeed.

Children will

- begin to understand and manage their own behaviour and relationships
- develop an understanding of what is right and wrong and why
- learn to respect other people
- learn to treat objects and belongings with respect
- begin to understand about the consequences of their behaviour
- become increasingly aware of their own and others' needs and feelings.

Implementation

We will model appropriate phrases and language and teach children to understand what is acceptable behaviour through:

- use of circle time
- school and class rules and codes of behaviour
- activities that promote sharing, negotiation and co-operation
- rewarding and praising good behaviour – stickers, house points, celebration assembly (reception)
- developing an understanding of the school's code of conduct
- labelling inappropriate behaviour not the individual child

Children will be given strategies to use that will enable them to take responsibility for their own behaviour such as:

- encouragement to express themselves verbally rather than physically, 'Use your words' in order to resolve conflict successfully
- use of sand timers to encourage sharing and turn-taking.

Sanctions used in Nursery are:

- Time out, after 3 warnings (using a sand timer, 1 minute for a year of their age) – during this time the child is encouraged to think about what they have done wrong and to think of what they can do to make up for that action. They are then asked to say sorry.

Some children may need support to do so:

- refocusing the child's attention on a quieter activity
- inappropriate behaviour is recorded and reported to parents on the same day.

This will be recorded in a 'Time Out' book and a note will be sent home to parents.

Sanctions used in Reception Class are:

- Time out, after 3 warnings (using a sand timer, 1 minute for a year of their age) – during this time the child is encouraged to think about what they have done wrong and to think of what they can do to make up for that action. They are then asked to say sorry.

Some children may need support to do so

- refocusing the child's attention on another activity
- inappropriate behaviour is recorded and reported to parents on the same day.

This will be recorded in a 'Time Out' book and a note will be sent home to parents.

Inclusion

All Children, regardless of Faith, race, culture, ability/disability will be given the opportunity to take responsibility for their own behaviour and form positive relationships within an atmosphere of mutual acceptance and respect.

Every Child Matters

Be Healthy - children are encouraged to take each- others' needs into consideration and to look after each other and their environment

Stay Safe - we use positive strategies to manage children's behaviour

Enjoy and Achieve - children are settled and engaged in activities that are adapted to meet the different learning ages, styles and interests of all

Make a Positive Contribution – children behave well as they learn to consider others and what is expected of them

Achieve Economic Well-Being - children are helped to develop the skills and personal qualities which will equip them for work and adult life.

Monitoring

We will monitor children's behaviour through observations and daily professional dialogue. We will record children's development and achievements.

If there is a concern about a child's behaviour we will:

- communicate with parents to inform them of their child's behaviour and to ascertain whether there has been a change of routine or behaviour at home
- use behaviour charts and report to parents on a daily or weekly basis
- involve other colleagues in school – SENCo, Family Support Worker, Deputy Headteacher, Head teacher
- draw up an IEP and monitor behaviour
- seek expert advice or support from outside agencies if other methods are not effective with a particular child.

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