

**Wheatley Nursery School**

# Behaviour Policy

Signed by *Lynn Wong*

Chair of Governors

Date: July 2022

This policy will be reviewed as per the review schedule set by the Governing body

## Wheatley Nursery School Behaviour Policy

Wheatley Nursery School's values, Playing, Interacting and Engaging (PIE), underpin our approach to everything we do.

### Aims

To promote and maintain an ethos in which all pupils according to their ability...

- develop self-respect and a sense of personal worth
- understand that their behaviour is their responsibility
- reflect how their behaviour helps support the understanding of others' feelings
- respond appropriately to the behaviour of others and view this as their collective responsibility
- develop respect for their own property and that of others, taking pride in the school
- To create an environment where exemplary behaviour is at the heart of progressive learning
- To ensure that all staff understand that all behaviours are a form of communication
- To set clear and consistent expectations of behaviour
- To promote community cohesion through positive relationships
- To establish strategies to support children who find it difficult to engage in learning opportunities or to behave appropriately

The ultimate aim is for children to manage their own behavior to the best of their ability.

### School Leadership

The headteacher is responsible for behaviour across Wheatley Nursery School. They model the Family Links (Nurturing Programme) and monitor behaviour through regular learning walks and observation.

### The Curriculum and the Learning environment

Creative, engaging learning opportunities focus children's attention on their learning. We provide a decluttered learning environment which builds on the Curiosity approach and responds to children's interests. Careful planning and delivery of learning opportunities supports children in developing appropriate behaviours for learning.

### The Use of Praise

We use praise to encourage children to try new challenges and to communicate those attitudes that we would like to see in their social and learning skills. We are conscious as a staff group that each time we praise something, we reinforce the message: '*What we pay attention to is what we get more of*'. We give praise for the strategies that the child uses to approach a learning activity e.g. '*well done for trying your best to ...*'. This type of praise encourages children to try hard and build upon their learning skills. Staff are also aware of the need to reflect on unconscious bias and this informs the way they manage behaviour. (We encourage staff to avoid gender stereotyping and discourage staff from saying 'Good Boy!' or 'Good Girl!')

We believe precision feedback is effective when it is both deserved and informative. Attention is likely to be held through activities that are *intrinsically* motivating. *Extrinsic* rewards are used sparingly to encourage a learner to stay on task, as we recognise such rewards typically have limited impact once withdrawn.

### Developing emotional literacy

We use the Nurturing Programme (Family Links) approach to support children in understanding their boundaries, how to manage their feelings and how to put things right when they have gone wrong. We use a range of de-escalation strategies such as distraction to diffuse conflict.

## **Emotional Coaching:**

Staff respond fully to children's expressions of their feelings and help them to learn to regulate them for themselves- not just to make them feel better but as a crucial part of building their emotional resilience and assisting their development into fulfilled and balanced adults: Emotional coaching

Where anti-social, disruptive or aggressive behaviour is frequent, these strategies may be ineffective. In such cases careful evaluation of the curriculum, classroom organisation and management, should take place to eliminate these as contributory factors. Additional specialist help and advice may be necessary.

## **Supporting SEND**

Our responses provide a consistent approach to ensure children know that there will be consequences for negative behaviours. Staff are mindful of 'trigger' times for some individuals e.g. transition times . Where necessary we support children with coping strategies at these times e.g. giving advanced warning of the end of an activity using Now/Next visuals and the use of visual timetables.

## **Staff development and support**

During team meetings staff can discuss behaviour strategies and make contributions to Behaviour Risk assessments, if required. Known risks are highlighted to ensure that staff use a uniformed approach.

## **Pupil support systems**

As children become more secure in developing coping strategies, they can remove themselves to an agreed quiet part of the classroom until they have calmed down. A member of staff will check on them to make sure they are ok and support them.

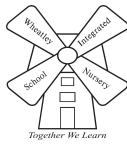
## **Anti-Bullying**

In order to maintain an environment in which all members of the community can learn safely and securely, please read the additional important statement below:

Bullying will not be tolerated.

## **At WNS we will**

- ensure that the school complies with its legal responsibility to have an active Anti-Bullying policy in place which is authorised by the Governing Body and reviewed annually
- raise awareness of the issue of bullying in the school and ensure that the school policy on bullying is made known to all school staff, pupils, parents and governors
- ensure that the intentions laid out in the Anti-Bullying policy are known and consistently implemented by all adults working in the school
- ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying, including online through the use of the internet and devices
- ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored or thought of as telling tales
- keep parents/carers informed of incidents of bullying and how they have been dealt with
- consult with parents, governors, staff and pupils on the school policy and its effectiveness
- ensure staff complete incident records and where appropriate incident sheets, in order to monitor, inform others and record issues of bullying



**Appendix A**

**Wheatley Nursery School Positive Handling Plan (PHP)**

Name:	Age:	Class:
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Date written:	To be reviewed:  (or whenever there is a change in behaviour)
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**Introduction to Pupil**

**Environments and Triggers**

**Risk assessment and likelihood (H, M, L)**

Slap		Punch		Bite		Pinch		Clothing grab	
Spit		Kick		Hair grab		Neck grab		Body holds	
Arm grab		Weapons		Missiles		Head butt		Absconding	

**Topography of behaviour** (what the behaviour looks like)

**Prevention and De-escalation**

**Prevention strategies** - Changes to routines, activity, personnel or environment which might reduce the risk of this happen.

**Diversions and distractions** - Interests, words, objects etc which may divert attention from an escalating crisis

**Praise points/strengths**

**De-escalation** - Strategies which have worked in the past (Y) and those which should be avoided (N)

Verbal advice and support		Firm, clear directions		Negotiation		Limited choices	
Distraction		Diversion		Reassurance		Planned ignoring	
Contingent Touch		C.A.L.M talking/stance		Take-upTime		Withdrawal Offered	
Withdrawal Directed		Change Adult		Consequence reminders		Humour	
Success Reminders							

**Other de-escalation strategies to try**

## Appendix B

### Wheatley Nursery School - Behaviour Risk Assessment

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date Written:</b>
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**Behaviours that cause a hazard**

<b>Who might be harmed and how?</b>	<b>Estimated Risk level</b>
<b>What measures are in place to reduce the risk?</b>	<b>Estimated Risk Level Now</b>
<b>What further action is needed to reduce the risk? (State actions)</b>	<b>Dates</b>

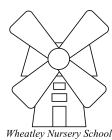
Relevant employees who need to be informed of this risk assessment (employees to sign when they have read).

<b>Staff Member</b>	<b>Signature</b>	<b>Date</b>

<p><b>Monitoring Arrangements</b></p> <p><b>Review Date/Frequency-</b></p>
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<p><b>Name of Assessor:</b></p> <p><b>Job Title:</b></p> <p><b>Date of Assessment:</b></p>
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<p><b>Signed:</b></p> <p>(Manager/Head of Establishment/Setting)</p> <p><b>Name</b></p> <p><b>Date</b></p>
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## Promoting Positive Behaviour

### STARR (Setting Trigger Action Response Record) Observation Record

STARR Observation record for: \_\_\_\_\_ (Initials only)

Date & Time	Setting (where it happened)	Trigger (what happened before)	Action (what did child do)	Response (what did adult/staff do)	Recorded by: (Staff initials)

#### How to use the information gathered from the STARR Observations Record:

#### **When - Day and Time**

Does the unwanted behaviour happen at the same time each day? (Could the child/young person be hungry, thirsty, tired, bored?)

Does the unwanted behaviour happen on the same day each week?

#### **Where did it happen?**

Does the unwanted behaviour happen more often during structured activities, unstructured/free play or tidy-up time? Does it happen more indoors or outside?

Is it at noisy times or quiet times?

#### **What provoked it; What happened before?**

Is there an obvious trigger, or pattern emerging to show what made the child/young person behave in this way?

Is there a problem in sharing, change of activities, or understanding boundaries?

#### **What did the child/young person do?**

Is it always the same unwanted behaviour? (e.g. Hitting, pushing, biting, arguing)

#### **What did you do?**

How did staff respond?

How did you support the child/young person?

Did you support the child/young person away from the situation?

Did you distract the child/young person?

Did you ignore the child/young person?

Did you remove toys/equipment that caused the problem

#### **Review and Reflection**

Has a pattern emerged?

Select one behaviour to work on first - one that is easy to change or one that is causing most disruption and put in an intervention for that individual child/young person, e.g. a Social Story to be read daily and shared with parents/carers, providing increased sensory/movement breaks, or changing their position in class

Can the information be used to inform the EHCP outcome for SEMH?

Does the information need to be used in a referral to external agencies

This policy will be regularly reviewed and amended, after consultation, when appropriate.