

Behaviour Policy

Aims / Rationale

We recognize that children enter Artisans Kindergarten having been exposed to a variety of behavioural expectations. In Artisans we will work towards acceptable behaviour based on honesty, respect, consideration and responsibility.

Our Aims

To create a purposeful, attractive environment and atmosphere in which children can develop self-esteem, self-discipline, independence and an awareness of their responsibilities in the community.

To promote and maintain good behaviour.

To recognize and praise good behaviour as well as dealing with inappropriate behaviour.

That children are aware of the rewards and sanctions in place within Artisans.

To foster good relationships between all staff, pupils, parents and the wider community.

To actively welcome parental involvement and encourage open dialogue at all times.

To have clearly defined expectations regarding children's behaviour.

How we will reach our aims

Staff will have a consistent approach towards behaviour which at its heart holds respect for the child as a sensitive, intelligent individual.

Staff will provide support for one another through discussion and implementation of a common approach.

Staff will make explicit to the children expectations with regard to behavior and the procedures for rewarding and promoting good behaviour and for dealing with problems.

Staff will be aware of differing developmental stages of the children when dealing with both good and poor behaviour.

Children will be taught to learn respect for themselves, others, belongings and Artisans property.

Children will be taught to establish orderly patterns of learning and behaviour through independence and the resulting self sufficiency.

Children will be taught to recognise the advantages of co-operation and friendship.

Teaching and Learning

All areas of the curriculum will be actively used to support our behaviour policy. We offer structured opportunities for pupils to reflect on their experiences and develop a growing understanding of how they are developing personally and socially. All subjects and experiences within the curriculum contribute to the process of promoting personal and social development. The specific needs of individual children will be planned for as appropriate.

Unacceptable Behaviour

We believe the following behaviours to be unacceptable:

Repeatedly disobeying instructions

Aggressive threatening behaviour, physical or verbal, e.g. shoving, making rude signs or insults.

Fighting

Teasing other children or upsetting others on purpose

Rough play

Spitting

Biting

Damaging, stealing or hiding other children's or Artisans property

Racial insults

Name calling

The use of inappropriate language

Equal Opportunities / Racial Harassment

We believe that every person is equally important and that no one has the right to harass, insult or cause offence to any other person for any reason. We particularly reject the way some people abuse others

Because they are richer or poorer, older or younger

Because they are small or tall, thin or fat

Because of the colour of their skin

Because they are an adult or a child

Because of their religion
Because of handicap or personal difficulties
Because of their looks or what they wear
Because of their likes or dislikes
Because they are popular or unpopular
Because of their ability or lack of ability
Because of their nationality or accent.

Racial incidents will be reported according to our Racial Equality Policy.

Bullying

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time." It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumors, excluding someone from social groups)

No member of staff will tolerate bullying. The children will consistently be made aware of this rule.

A child who is being bullied is encouraged to speak to an adult in school or at home. We aim to deal with bullying incidents quickly and appropriately.

Our strategies for dealing with a bullying incident

Child to report to adult or adult observing behaviours will initiate procedures.

Senior Teacher to investigate the incidents listening to all children concerned, on the same day as the report if possible, or as soon as practical. Other staff may fill this role if it is thought the children will respond better to them.

Children reporting bullying will be supported and praised.

All the children will have it explained to them in an age appropriate manner why the behaviour reported is unacceptable and encouraged to understand its impact on those it's directed towards.

Any serious report of bullying will be logged in writing on the confidential files of all children involved.

Rewards and Sanctions

We believe that praise and time are the most effective way of rewarding effort and appropriate behaviour.

We believe that when sanctions are necessary it is important to be fair and consistent and to explain them to the children involved in language they understand.

We believe that it is important to protect our relationship with the child and to protect the child's self-esteem by criticizing the behaviour and not the child.

Rewards

Our emphasis is on rewards to reinforce acceptable behaviour. The behaviour and the child are praised.

Children are rewarded for their personal achievements by:

Immediate praise from staff;

Achievements being shared within the setting and with family.

Sanctions

Sanctions are needed to discourage unacceptable behaviour and to ensure safety of other children and staff. It is made explicit that it is the behaviour that is being disapproved of not the child.

Unacceptable behaviour is sanctioned by:

Children being told which of their behaviours is inappropriate and why.

Children being told the appropriate way to behave.

If children continue to behave unacceptably they will be told the next course of action and why.

This will be time out. Children will be sat on a chair with a timer and their behaviour and its consequences will be discussed with them when they have completed their time out. This recognizes that staff may have to focus attention on those upset by the behaviour and also that poor behaviour is not a route to time and attention.

Partnership

Carers will be informed if their child has behaved consistently unacceptably or if they have hurt another child, who will not be identified.

Carers will be informed if their child has been the recipient of unacceptable behaviour without the perpetrator being named.

Where behaviour is causing concern, carers will be consulted at an early stage and carers' support will be sought in

devising and implementing any plan of action.

Volunteers, students and visitors to nursery will be made aware of behavioural expectations.

We will seek advice from and work with the Early Years SEN Team and the educational psychology team as and when necessary.

Health and Safety

Staff and children will be kept safe according to government guidelines about physical restraint. See our restraint policy. Staff will be offered training in this as necessary through Herts County Council.

Records

We have an incident book and an accident book. All accidents will be recorded in both books. All incidents will be reported in incident book and this will be used as a behaviour log in order to help recognize patterns of behaviours.

Serious accidents and incidents will be reported to the Nursery Manager as soon as possible. Where necessary they will also be reported to Ofsted by the Nursery Manager or other Senior Staff. These communications will be noted in the incident and/or accident record book, with dates and times.

When necessary an internal risk assessment will be carried out and recorded, and as appropriate made available to all parents.

Designated Staff Member

Katie Dorney