



Comet Nursery School and Children's Centre Behaviour Policy

At Comet Nursery School and Children's Centre we aim to concentrate on positive behaviour for all and focus on creating a rich, stimulating and nurturing learning environment that enables children to:

- Develop positive, responsive relationships with both peers and adults.
- Foster positive dispositions to learning and social interaction.

We believe that:

- Positive behaviour is essential to successful learning and development.
- As role models we teach and reinforce positive behaviour.
- Children need to be free to play and learn without fear of being hurt or unfairly restricted by anyone else.
- All adults that use our nursery/centre and work at Comet should treat each other with respect and courtesy.

Our aims for the children:

- To be able to articulate their needs and express their feelings to others in appropriate ways.
- To respond to and make reasonable requests.
- To negotiate, take turns and begin to solve conflicts.
- To work collaboratively and participate effectively in groups.
- To reflect on their behaviour and develop an understanding about how it impacts upon others.
- To develop empathy and an understanding that we all have different points of view.
- To develop the use of language associated with positive behaviour and greetings such as 'Please', 'Thank you', 'Sorry'.

Children come to us from diverse backgrounds with families having differing ways of bringing up their children and expectations of behaviour.

We know that children:

- Don't always know the expectations as they are often very different from home to school.
- That when children are tired they may act differently.
- That they may be testing the boundaries and finding out about themselves.
- That they may have special needs or need more behaviour support than others.
- They may need more support with building relationship with others.
- That developmentally, sharing and turn taking can be challenging and for some, a new concept.

All staff are responsible for:

- Following policy and procedure to promote positive behaviour, helping children's social development and emotional wellbeing.
- Ensuring that children feel safe and secure in the nursery school and children's centre.
- Responding to incidents of unacceptable behaviour.
- Recording and reporting incidents of inappropriate behaviour as outlined in this policy.
- Working collaboratively with colleagues to provide a consistent approach to the children's behaviour.
- Identifying children who have behavioural needs which should be addressed through our SEN procedures.

Expectations

We ask all children:

- Not to hurt others' feelings.
- Not to physically hurt others.
- To ask for help if they are being hurt.
- To look after each other.
- To look after resources.
- To learn ways in which they can keep themselves safe.

The Headteacher is responsible for:

- Ensuring that all policy and procedure support and enhance our ethos and that all staff are supported in managing behaviour as outlined in this policy.

The Governing Body is responsible for:

- Monitoring that the school has appropriate procedures in place to promote positive behaviour

Comet Rules

“We’re all friends at Comet”

- **We look after our toys and our nursery**
- **We don't hurt each other**
- **We keep ourselves and other safe**
- **We are friendly and share**
- **We all help to tidy up!**

- The Comet Rules are used with the children both generally and in response to specific incidents as a tool to teach them about our expectations for acceptable behaviour. It will be adapted each year reflecting the children's own words and ideas.
- Circle times and carpet session will be used as a way of introducing these themes and will be included in the curriculum planning.
- Children are encouraged to refer to the Comet Rules when discussing specific incidents
- The Comet Rules are displayed all around the school, where is easily accessible for adults and children.

Curriculum

- The school's curriculum is underpinned by our ethos and aims, including the promotion of positive behaviour.
- We support children in developing their confidence, independence, personal/social skills and communication with others.
- We support children in learning about behaviour, interactions, empathy and consequences.

Strategies

- We expect all staff, volunteers and students to use positive language and strategies for handling any conflict, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We support every child in developing their self-esteem, confidence and feelings of competence.

Strategies may include:

- Modelling how to deal with and sort out difficult situations.
- Showing empathy towards children and each other – “I understand you feel...but...”...“Are you feeling...?”
- Providing feedback through: genuine interest, involvement and appreciation of what children are doing. Pay attention and ask questions about children's thought processes and interesting strategies that they are trying out.
- Non-verbal feedback: smiling, patting, clapping...
- Individual discussion with the child.

- Group/ Circle Time discussion.
- Incorporating teaching strategies and themes within the curriculum.
- A direct response to persistent behaviour (e.g. withdrawing the child to give time to reflect)
- We may use warnings (“I have asked you not to do that, if you do it again I will have to ask you do another activity”).
- We don’t use the word ‘naughty’ to describe the children and always talk about the behaviour rather than the child e.g. ‘That was an unkind thing to do’ instead of calling the child unkind.
- We give children the language and time to negotiate before we intervene – encouraging them to think about how they could solve the problem. Try to find a solution based on their ideas.
- We encourage children to say how they feel (“It hurt... “I’m sad...”).
- We empower the children by getting them to use gesture and words (“STOP, I don’t like that!” and holding up their hand).
- We may use sand timers (1or 3 mins) when sitting at an activity.
- We ask children to say ‘sorry’ and use a caring approach but try to avoid a situation where a child expresses a grudging “Sorry”.
- We ensure that sufficient time is spent supporting children to engage in positive play following a conflict.
- We may hold a child’s hand for a short time when outside to help them calm down and take them away from the situation.
- We use puppets as another persona to support and promote positive behaviour.

Persistent/ Aggressive/ Dangerous Behaviour

- Staff will bring any issues around the behaviour of particular children to the attention of other practitioners at regular meetings.
- The staff team agree on appropriate strategies for addressing and responding to this behaviour, taking into consideration the needs of the child involved and any welfare, health and safety issues for children and adults.
- Consulting and working with the child’s parents/carers is crucial in this process. Strategies will be put in place through a behaviour plan, this will be monitored on a regular basis.
- Such behaviour issues may be addressed under our Policy for Special Educational Needs.

Bullying

- We believe that bullying/victim behaviour can start in pre-school age children and that our policy and procedures for tackling and breaking patterns of behaviour play a crucial part in combating present and future bullying and victimisation.
- We take any incidents of bullying very seriously.
- See Comet Nursery School and Children’s Centre’s Anti-Bullying Policy.

Partnership with Parents

- We believe that the most effective approach to promoting positive behaviour involves the school and parents/carers working closely together.
- It is important that parents/carers are supported to understand that any issues around the behaviour of other children towards their own children must be dealt with by staff.
- Parents will be given a copy of the Behaviour Policy and it is also available on the website.

Managing aggressive behaviour from parents and visitors to our school

The governing body encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting Comet are keen to work with us and are supportive of our ethos. However, on the rare occasions when a negative attitude towards the school/centre is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

The governing body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of staff have the right to work without fear of violence and abuse.

We expect parents and other visitors to behave in a reasonable way towards members of Comet staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable and will not be tolerated:

- Shouting at members of the school staff, either in person or over the telephone
- Physically intimidating a member of staff, e.g. standing very close to her/him
- The use of aggressive hand gestures
- Threatening behaviour
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching and kicking
- Spitting
- Breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in Hackney Learning Trust and the police being informed of the incident.

Procedure to be followed

If a parent/carer behaves in an unacceptable way towards a member of the Comet community, the Headteacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, our complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer or visitor may be banned by the Headteacher from the premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The chair of governors/LA will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school will be clarified.

Conclusion

The Hackney Learning Trust itself may take action where behaviour is unacceptable or there are serious breaches of our home-school code of conduct or health and safety legislation. Comet will, as appropriate, seek advice from The Hackney Learning Trust to ensure fairness and consistency.

Monitoring

It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Learning and Development Committee. This policy will be reviewed on a three year basis.

Chair of Governors

Name _____

Signature _____

Date _____

Headteacher

Name _____

Signature _____

Date _____

Date for Review - Summer 2019