



**Margaret McMillan Nursery School
and Children's Centre**
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Behaviour Policy

Background and Context

Individual policies can have the beneficial effect of consolidating and clarifying implementation in particular areas of activity. In the early years however behaviour must be seen in the context of the child's immature and rapidly changing physiology. This leads quite naturally to rapid and sometimes erratic developmental changes on a cognitive, emotional and physical level. Research has shown that young children do best when their behaviour is seen and managed as part of a teaching and learning ethic that is firmly rooted in a sound and shared pedagogy (EPPE). It also shows that where early cognitive gains may even out over time the sense of purpose, control and self confidence that can be acquired in the early years continues to affect life outcomes well into adulthood. This policy aims to extract the main points from the teaching and learning strategy and ensure that behaviour management remains firmly within a holistic approach to child development.

Principles

We believe that positive, productive behaviour depends on self knowledge, self worth and self control. Children need to be helped to understand themselves and their behaviour and the effect it can have on themselves and on others. To help children develop we need to work alongside them providing them with consistency and appropriate support. We need to work in close partnership with parents to help the children become self controlled and motivated, able to fulfil their own needs and contribute to their community.

Any form of corporal punishment is totally unacceptable at any time. Staff will use a calm and measured tone of voice and shout only to gain a child's attention urgently. If a member of staff has to use physical intervention to prevent a child from harming themselves or others or from damaging property a record will be kept and the parent/carer will be informed.

Aims

We want our children to:

- Grow up to be well rounded individuals who are able to take responsibility for themselves and their behaviour because they have a secure belief in their own self worth.
- Develop knowledge and understanding about themselves so that they value their individual talents and are able to use them to the full, taking advantage of all the opportunities available to them.
- Become confident enough to exercise judgement and achieve balance in their lives.
- Understand and appreciate the world around them.
- Become resilient enough to deal with problems and difficulties and secure enough to experience delight and wonder.
- Understand, value and enjoy their community and to realise the important contribution they can and do make.
- Be able to express their individuality in ways which are safe for themselves and the group as a whole.

Practice

To support our children in gaining control of their own behaviour we will:

- Take account of the children's age and stage of development.
- Provide a supportive environment which is ordered, consistent, comforting and safe on a physical and emotional level.
- Set realistic and meaningful boundaries.

- Use consistent intervention strategies that match the child’s level of development and understanding such as withdrawing from an area for a short period.
- Recognise and demonstrate that it is the behaviour that is unacceptable or inappropriate and never the child.
- Use praise and encouragement to re-enforce good behaviour
- Help the children to take account of the feelings and needs of the wider community and understand that others may not share their views and may also have the right to make their own decisions.
- Support each child in understanding their behaviour, why it happens, the effect it has and how to take control and to put things right when they have gone wrong.
- Be good role models for the children with regard to friendliness, care, courtesy and consistency in all relationships and interactions with children and adults.
- Work positively and constructively with parents and carers to provide the child with a sense of security and trust through honesty, consistency and fairness in dealing with any conflict.
- Review and refine our practice through the regular curriculum and child development inset.

If a child has difficulty with behaviour that does not respond to the usual interventions and becomes a cause for concern staff can consult the Special Educational Needs Co-ordinator (SENCO) for advice on monitoring and understanding the behaviour and where necessary implementing an individual child centred strategy. Parents will be consulted and asked to support any interventions as appropriate.

We aim to ensure that where possible all children can take part safely in a broad and balanced curriculum. Some children may need specialist support with behaviour due to disability, emotional or learning difficulties. The staff teams have access to support and advice from the clinical and educational psychology teams. This support and advice helps the staff to develop appropriate strategies for managing children’s behaviour. For complex or demanding behaviour the school can support parents to access advice and support from other agencies, e.g. clinical psychology.

Summary

This policy aims to keep the children safe and ensure equality of opportunity of access for all the children. A concise policy cannot encapsulate all eventualities and ultimately individual cases will be considered on their own merit against this policy.

The **headteacher is responsible for behaviour management** and for ensuring that this policy is implemented fairly across the school. If parents have any concerns about the way that their child has been treated, they should initially contact the headteacher. If the concern remains, they should contact the school Governors, if these discussions cannot resolve the problem, a formal complaints procedure can be implemented. Parents also have a right to inform Ofsted.

The formal complaints procedure with contact details and the forms for compliments or complaints is available at reception.

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