

All policies interrelate so please check other policies for pertinent information.

Policies are intended to support our philosophy which is summarised in these qualities; Dynamic, Inquisitive, Responsible, Grit, Playful, Contented



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. Behaviour is discussed with the children in the context of our only rule "take care", more information about which can be found on our website.

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 through the context of "take care".

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 examples of 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

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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 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.

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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 in an equivalent place with a timer (the number of minutes is appropriate to the individual child's stage of development) 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.

N.b consideration should be taken as to the safety of the child and those around them when positioning them, those with a tendency to physically respond will be safest on a carpet square at a distance from others.

Positive language

We will always use positive language with the children.

Children will have the right behaviours reinforced for them and we will explain to them how they can make others feel better.

Low level disruptive or persistent aggravation will be dealt with in the same way.

For example if a child constantly finds ways to be at the front when reading stories we will compliment those children who allow others to come forward explaining the generosity of this behaviour to the group and how that contributes to the happiness of all.

Partnership

Carers will be informed verbally if their child has behaved unacceptably or if they have physically hurt another child records will be verbal and written, other children will not be identified unless they are siblings.

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 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 at the discretion of Artisans. Parents will be informed and consulted about any recommendations made and asked to participate in ongoing strategies.

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. Corporal punishment is a criminal offence and will not be threatened or given under any circumstance. To do so would constitute gross misconduct.

Records

We have incident (physical injury by someone else) and accident (physical injury to oneself) records. All accidents will be recorded in the accident section of the child's MMC account or on paper if they have opted

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out of MMC. All incidents will be reported likewise. Both of these will be used as a behaviour log in order to help recognize patterns of behaviours and its antecedents.

Serious accidents and incidents must be reported to SLT as soon as all necessary first aid has been given and risk assessment of imminent recurrence completed. Where necessary they will also be reported to Ofsted by the Senior Staff.

Follow up risk assessments will be carried out, any changes to practice communicated in staff meetings and if appropriate made available to parents.

Please see First Aid policy.

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