

Prepared with reference to;

- **DfE use of reasonable force, advice for head teachers, staff and governing bodies July 2013.**
- **Education and Inspections Act 2006.**

INTRODUCTION

- This Policy aims to guide staff in supporting positive behaviour and in the use of creative discipline.
- There is also a Policy on Physical Handling and the Use of Reasonable Force that is closely associated with this policy.
- These Policies will be reviewed annually and whenever necessary in the light of new legislation, experiences, and feedback.
- Wherever “kindergarten or Nursery” is referred to in this policy hereafter, it should also be taken to include both morning and afternoon sessions of kindergarten
- The Kindergarten & Nursery Staff, are responsible for behaviour management in the setting.

KINDERGARTEN and NURSERY ETHOS

The Kindergarten and Nursery aim to provide a warm, home-like atmosphere and an opportunity for the children to learn through imitation, free play, rhythm, and repetition.

We strongly believe in giving children the free space to develop their creativity, fostering a life-long love of learning, which in turn helps to lay the foundation for a healthy adult life.

In the Kindergarten and Nursery, staff aim to create an environment, which encourages cooperation, sociability, and reverence and respect for life and nature.

BEHAVIOUR MANAGEMENT

- The structure and rhythm of the activities are organised to encourage the children’s behaviour to be positive, cooperative and constructive.
- Staff use positive methods of guidance, with anticipation and pre-emption of potential problems, and/or avoidance of difficulties through early intervention, redirecting the children in a non-confrontational way as considered appropriate.
- The aim of the staff is have a close knowledge of each child.
- All children learn and grow in their understanding of socially appropriate and desirable behaviour.
- We work with social behaviour by endeavouring to be role models worthy of imitation.
- The variety and sequencing of the daily activities build a firm rhythm that provides a comfortable knowing of what to expect by the child, that further contributes to the intention to support positive behaviour.
- Parents are encouraged to discuss and inform any difficulties a child may be facing at home, or any factors, which may affect that child’s normal behaviour.
- Where problems arise that do not respond to our approaches, the senior staff will arrange to discuss these discreetly with the parents, so that they can work together in deciding upon and reinforcing, the most appropriate direction for the child.
- As the children work and play, staff encourage respect and care of self, others and the environment, and encourage the learning of self-control.

CHALLENGING BEHAVIOUR

Most children experience social difficulties at some time in their development. There are a number of ways teachers and staff can help children who may have problems, or to better integrate into the Kindergarten or Nursery community.

Staff must also be aware that challenging behaviour may be a result of the child suffering some harm, if this is a possibility the Designated Child Protection Officer must be consulted, and refer to the Child Protection Policy.

Ways of supporting children who demonstrate challenging behaviour

- Redirect the child to a new focus or activity.
- Gain the child's attention with a look, gesture or word to make him/her aware of our observations.
- Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables him/her to calm down. When appropriate the child returns to the group.
- If the disruption continues, keep the child inside for a short time to help tidy or prepare for story, while the others go out to play. After a while the child may join the others outside.
- If the child misbehaves during the time at the setting, on several days and the above steps have not been helpful, ask the parents to attend or be available to collect the child on their next day.
- If during the day the child is still disruptive, the parent will be there or available to take the child home. This may continue until the child stops the disruptive behaviour.
- The above process needs to be consistent and practised over days or weeks with parental consent and cooperation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive experience for the child.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include:

- Parent notification and consultation on a regular basis.
- Staff review on a regular basis (daily and/or weekly).
- Discussion with parents, teachers, and child where appropriate.
- Begin a "Child Study" in meetings.
- Implementation of an action plan to target a particular concern or problem.
- Recommendation to consult with other professionals for help and support.
- Corporal punishment is strictly forbidden and not to be given to a child.
- We will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child.
- Staff will not threaten corporal punishment, and will not use or threaten any punishment which could adversely affect a child's well-being.

PHYSICAL HANDLING

Whenever a staff member is met with a situation where they need to consider holding a child, they must always have a second staff member present. Except in situations where delaying action may result in a child or member of staff being hurt.

Staff will first give verbal signals that are repetitive and familiar and that generally hold the group.

Examples are: "hands are for work and play"; "kind hands in the kindergarten"; "running feet are for outside"; "only donkeys kick" etc. (For further information see the Positive handling policy)

Ongoing issues

- Each new child comes to the setting for a trial period agreed between the staff and the parents.
- If at the end of this period if the child has not settled, discussions should occur with the parents to explore the situation and to agree the best way forward. This may include extending the trial period, or in certain cases the child leaving, although this would have to take account of the child's best interests.
- If an existing child at the setting has a problem, every effort will be made with parent support to reintegrate the child into the group.

PARENTAL SUPPORT

- In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to the children.
- Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may actively work against what we are doing in the Kindergarten and Nursery.
- Any behavioural problems will be discussed with the parents and we will expect them to carry on our good work in the home environment

Exclusion in the Nursery and Kindergarten

This policy is effective notwithstanding our duties under the requirements of the Equality Act & our endeavour to uphold the highest standards in this regard.

- If any staff notice behaviour from a child that causes concern they will fill out **an all incident report form** and give this to the nursery manager or, if in the kindergarten a senior kindergarten staff member. This behaviour can be from a range of issues such as developmental, violent behaviour, signs of abuse or physical. This list is not exhaustive staff must use their knowledge of the child at all times.
- If this is a safeguarding concern then this is to go directly to the safeguarding officer who will refer to the safeguarding policy and carry out their procedures.

Once in receipt of these forms the nursery manager/kindergarten member will then arrange a meeting with the parents at the first instance to discuss this fully. This must be done within two working days of the manager receiving the form.

During this meeting we will offer any help that we consider to be appropriate and openly discuss the child’s behaviour. Staff will also consider ways in which to help support the parents and child these can be

- Parent notification and consultation on a regular basis with a manager. (manager to arrange these)
- Staff reviews on a regular basis (daily and/or weekly) to be done on an ongoing assessment form
- Implementation of an behaviour plan to target a particular concern or problem.
- Recommendation to consult with other professionals for help and support.

The Iona Nursery and kindergarten consider the safety of the children as paramount; however, if a child’s has shown extreme behaviour that is putting the other children at risk, we may have to take immediate action to temporarily exclude that child. Such exclusion would be followed by discussion between staff & parents as indicated above.

However, the actions above will only be taken after staff & others responsible for the Iona staff have exercised their best endeavour to make all reasonable adjustment to manage the child’s behaviour prior to exclusion

Review date; This policy will be reviewed (and if necessary revised with the approval of the School Management Team) on an annual basis.

Issue date

This policy takes effect from the May 2014

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor
 Position: Iona School Trustee
 Signed: 
 Date: 01.08.18

Related policies

- Pupil Code of Conduct and School Rules
- Exclusion Policy
- positive handling policy
- positive behavior policy

The Iona School & Nursery