



Birmingham Federation
Maintained Nursery Schools

Allens Croft Nursery School

Jakeman Nursery School

Shenley Fields Nursery School

Lillian De Lissa Nursery School

Newtown Nursery School

St Thomas Nursery School

Adderley Nursery School

Gracelands Nursery School

Highfield Nursery School

Executive Head Teachers : David Aldworth, Mandy Cryan and Sharon Lewis

www.bfmns.sch.life

BEHAVIOUR POLICY

The Birmingham Federation of Maintained Nursery Schools follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent Strategy.

DATE January 20th 2021

SIGNED _____

Chair of Local Committee

Chair of Governors

PRINT NAME Sean Delaney

LILLIAN DE LISSA NURSERY SCHOOL, NEWTOWN NURSERY SCHOOL AND ST
THOMAS CENTRE NURSERY SCHOOL

BEHAVIOUR POLICY

School Ethos

Lillian de Lissa Nursery School, Newtown Nursery School and St Thomas Centre Nursery School endeavour to provide a secure and caring environment, celebrating diversity of faith and culture.

Our schools are committed to fostering and developing responsible thoughtful behaviour, building on children's independence skills by offering autonomy and choice where appropriate to create an effective and positive learning environment. We recognise that creating the best possible learning environment can contribute to encouraging positive behaviour. The behaviour and the environment should be the first focus for intervention rather than the individual child.

The schools use positive strategies to foster and promote good behaviour. The whole staff teams aim to encourage and develop in our pupils, self discipline, self esteem and respect for people and property. The staff are very aware that the children's first educators are their parents and carers, the educator's role is to build upon what the child already knows and understands and to be aware of the cultural diversity within the school community. Staff follow a Code of Conduct that sets out a framework for professional behaviour.

These aims are achieved and supported through partnership with the parents. The children in our schools are organised into 'family groups'. This offers each child and carer a key person that they can relate to. This provides continuity and security.

Behaviour Expectations

- Children should be kind to one another, both in speech and action, caring and sharing with each other.
- The children should respect equipment and resources in the whole learning environment.
- Children are encouraged to care for the whole school environment.
- Children should develop a responsibility towards their own belongings.
- Children are encouraged to value themselves and others and to respect each others efforts.

- Children are discouraged from making weapons in school or behaving in an aggressive manner.

The following behaviour is not considered to be acceptable:

Physically hurting other children and adults - biting, pulling, pinching etc

Hurting themselves eg when having a tantrum

Spitting

Swearing (when used in an offensive manner)

Intimidation/name calling

Sexually inappropriate or provocative behaviour

Throwing or damaging equipment

Roles and Responsibilities

The schools use positive strategies to promote appropriate behaviour. The schools provide an environment that makes children feel safe and secure, by having clear guidelines that are fair and consistent, with the children being given simple explanations and reasons for our expectations.

- The adults in the setting should be positive role models, setting standards of politeness in speech and behaviour.
- We should use positive language to praise good behaviour, ensuring that all children receive compliments or approval. It is important that this praise is genuine - commenting on an action or activity is an effective method of raising self-esteem and reinforcing appropriate behaviour in the children.
- A smile or nod of encouragement is a valuable way of giving approval.
- Inappropriate behaviour should be dealt with in a calm, quiet and consistent manner by everyone in the school setting: focusing on the behaviour and not the child.
- We must communicate and involve parents/carers when we have concerns about behaviour. This is important to enable support between home and school.
- The children are to be given a basic understanding of right and wrong and fairness.
- The adults in the school should respect and value every child's contribution and encourage a positive self image.
- We must be sensitive to and aware of children's individual needs, particularly if there are language or communication problems.
- Key members of staff have a responsibility to share information to other staff to ensure consistency of behaviour support.

Strategies for Dealing with Inappropriate Behaviour.

- Talk calmly and quietly to the child about the particular action or behaviour.
- Child could be distracted or moved to another activity for a short time.
- Some behaviour should be ignored, when appropriate e.g. making noises to seek attention.
- Staff should listen to children and respect what they feel, both the victim and the perpetrator.
- Subtle intervention by an adult to model the appropriate behaviour or use of resource at an activity could sometimes be sufficient to improve some group behaviour issues.
- A child does not have to be 'dealt with' by their own key family group person, as all adults in the setting should be consistent in how concerns or problems are handled. The person witnessing the behaviour should deal with it and then feedback to key staff as necessary. It is important that staff discuss particular behaviours or children causing concern at staff meetings so that consistent strategies are shared and carried out by everyone.
- Using group time as an opportunity to promote positive behaviour and revisit/approach behaviour issues with the whole group. A good way of discussing feelings and encouraging empathy among the children.
- Give the children a clear understanding of the future consequences of negative actions i.e. move to another area, not able to use a particular toy etc.
- Look at the environment with regards to behaviour before focusing on individual children

All interventions to deal with undesired behaviour should be immediate and discreet, be fair, appropriate and commensurate with the cause. They should be applied consistently, but take into account individual circumstances.

Continuing concerns about behaviour which are not improved or modified by the above actions would lead to the staff member speaking to the nominated BeCo/Senco (Behaviour Co-ordinator/Special Needs Coordinator), Inclusion Manager

It may be necessary to make referrals to other agencies e.g. educational psychologist
We aim at all times to work in partnership with parents.

Procedure for persistent, extreme and challenging behaviour

N.B. All de-escalation strategies above and further advice sort from the Inclusion Manager and SENDCO before this procedure is implemented

(When a child is out of control and when no strategies are working)

1. Verbal warning at a meeting with the parent/s where the behaviour and the procedures that will follow if behaviour continues

2. Letter of concern with a warning that the parent will be requested to come and collect the child from school if there is another serious incident
3. Parent telephoned to come and collect the child. This may be followed by reducing the hours that the child attends - this will be a last resort and would be reviewed every 2 weeks.
4. If the behaviour is considered to be exceptionally dangerous to the children's or staff's safety the parent will be telephoned to collect the child bypassing steps 1-2
5. Who will make these decisions - EHT, DHT , teacher or Inclusion Manager

Safe Working Practices

On very rare occasions it may be necessary, after all other procedures have been tried, to use reasonable but minimal restraint to prevent a child who is out of control hurting themselves or others. This will occur only if circumstances warrant it and for a short period of time in order to change the situation. Our staff have been trained in Team Teach - a way of using appropriate physical intervention in situations of challenging behaviour. A written report will always be made following an incident.

COVID-19

We will consider:

- the mental health, pastoral or wider wellbeing support children may need, including with bereavement.
- how to support them to transition into the setting after a long period of absence.
- the [guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus outbreak](#) as a starting point.
- any appropriate instruction and training needed on identifying and supporting vulnerable children and parents and carers that return to the setting, for example, by signposting to appropriate local services such as mental health, domestic abuse or substance abuse services.
- how best to work with other providers to actively look for signs of harm as appropriate.
- how vulnerable children, who are currently attending the setting, continue to have their needs met and to be supported as the setting takes on more children.

