



**Grasmere**  
**Nursery School**  
Tadpoles Baby & Toddler Unit

# Care & Conduct Policy

April 2016

We have a commitment to promoting the achievement of each child of every race, religion, cultural background, ability and gender to their full potential. We will strive towards equality of opportunity and will actively promote anti-racism.

### **Rationale**

Staff and children have a right to feel safe and secure at school. We have a commitment to maintaining a safe and happy environment in order to promote the social, emotional, intellectual and physical development and well-being of every child.

**Aims:** *In July 2015, Ofsted found that: "The behaviour of pupils is outstanding. The majority of children have social skills beyond those usually found in children of their age. They work together, take turns and can talk about their behaviour eloquently. As a result, children play happily together and explore their environment collaboratively."*

We aim to maintain this high standard. We aim to maintain a calm, caring environment where children feel safe, secure and motivated to learn. We do this by defining what is acceptable or unacceptable behaviour and by identifying common strategies that will be used throughout the setting.

### **Principals of the Behaviour Policy:**

- To raise children's self esteem.
- To promote and develop empathy and respect for self and others.
- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions.
- To develop an understanding of appropriate behaviour.
- To encourage children to value their environment.
- To ensure that children are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To ensure the policy is fully understood and is consistently implemented.

This policy is available on our website.

### **Responsibilities:** Staff, Governors and Parents should:

- Lead by example.
- Be aware of and support our values and expectations.
- Be consistent in dealing with children but, recognising that children are different, react to different situations according to their knowledge of the child.
- Listen to others and respect their opinions.
- Have high expectations of the children.
- Take responsibility for their own actions and behaviour
- Be tolerant of others and respectful to all, irrespective of race, gender, religion and disability or particular need.

### **Guidelines**

*Our over-riding ethos is that all children have behaviours that are good and positive and we highlight these as frequently as we can. We always separate the child from the behaviour and find a positive ie. I know that you are a kind girl/boy and you are usually such a lovely friend but when we snatch it is a 'bad' choice. We describe the behaviour we do not want to see. We do not describe the child negatively i.e. we do not label children naughty or bad.*

**How we encourage and reward acceptable behaviour or children doing the right thing:**

- Children will receive praise, verbal or with stickers, as frequently as we can
- We will recognise and praise 'good' behaviour choices in accordance with the Signs for Feelings & Behaviour initiative
- Children will be asked to do the right thing rather than told what not to do for example instead of saying DON'T run in the corridors they will be reminded to walk in the corridors

**How we manage unacceptable behaviour:**

- We are always mindful to speak in slow low tones (never shout). We keep our language clear and concise to match the developmental stage of the child
- We fully support and promote the use of 'good' and 'bad' choices, using bad choices to identify behaviour we do not want
- We get down to the child's level, look at them and ask them to stop, using words and gesture - stating the behaviour you want them to stop doing. Tell the child what you would like them to do.
- Based on your knowledge of the child, consequences can be given. A warning first is usual but will depend on the age of the child and their level of understanding
- If they continue – carry out the consequence – explain why they are having the consequence, reiterating the 'bad' choice aspect
- We praise the children in the vicinity who are displaying the behaviours we want to see i.e. 'Wow, look at x, x and x, you are all sitting so beautifully waiting for your dinner". We recognise that this will often prompt the child that isn't cooperating into displaying the correct behaviour as they too would like the praise they are hearing the other children receive.
- Aggressive incidents will always result in immediate time out, using the appropriate timer, on a chair, carpet tile or suitable agreed space. Time out is for 1 minute per year of age.
- We encourage children that are able to say sorry in a way that is meaningful to them. It may be that they draw a picture or share a toy, as well as or instead of using the word sorry.
- Parents/Carers will be told about the child's behaviour if it is frequently not what we would like to see – professional judgement to be used. In partnership with parents the school will make an individual behaviour plan if it is felt appropriate i.e. if a problem is ongoing and not resolving through our usual practices.

**Recording incidents:**

When a child persistently exhibits unacceptable behaviour a record of all incidents will be kept.

**Exclusion:**

- It may be necessary to use the Exclusion Procedures set out by the Local Authority. This would always be a last resort and would only be initiated to maintain the welfare of staff and children's behaviour. This behaviour policy will be referred to in the school prospectus and will be available for Parents/Carers

Written by	
Ratified by Governors	
Date for Review	Sept 2015
Signed – Chair of Governors	
Signed – Head Teacher	

Reviewed with staff 16<sup>th</sup> September 2015