

Code of conduct

Children and adults are encouraged to:-

- Treat everyone with kindness and respect
- Act with thought and consideration to others
- Behave courteously, being polite and helpful at all times
- Be friendly and co-operative
- Be honest and truthful
- Treat property with respect

Objectives

For children to show:-

- Self confidence
- Self control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activities

For children to develop:-

- A shared responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others ways of life, different opinions and abilities
- Non racist attitudes
- Non sexist attitudes
- A persistent approach to tasks

Implementation

Members of staff at York Road Nursery School, and Yorkies will take steps to prevent any member of the school community (adults and children) from:

- Making unkind or offensive comments (including comments about peoples appearance or ability/disability)
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language
- Being rude or aggressive
- Shouting excessively
- Using physical aggression
- Damaging property
- Bullying

This includes following British Values and all staff having received PREVENT training to be fully aware of the need to reduce terrorism and radicalisation in our communities.

Appropriate actions

- *Rewarding good behaviours with:-*
Praise from staff (be specific e.g., "good sitting")
Sharing with parents
Responsibilities given
Sharing with other children/staff
Making 'good choices'

York Road Nursery School
BEHAVIOUR PROCEDURE

- *Actions taken in response to inappropriate behaviours:-*
Quiet, firm reprimand from a member of staff
Staff to support children in conflict to develop appropriate strategies
Sanction of removal from toy or incident area - usually with a warning
Time out given with the use of sand timers
Discussion with parents in confidence
Headteacher/Manager involvement
Be aware of seating arrangements within the group
"Behaviour" can be a symptom of a child's needs and this may need to be monitored.
- If behaviours persist discuss the situation with the SENCO, an ABC or STAR chart may be undertaken to identify triggers and strategies and an ISP (Individual Support Plan) may be undertaken.
- Staff will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems. A record will be kept of any incidents in the book kept in the school office filing cabinet.
- Parents have a vital role in promoting good behaviour in school and so effective home, school liaison is important.
- *We expect parents to:-*
Keep us informed of behaviour difficulties they may be experiencing at home. Inform us of any trauma, which may affect their child's performance or behaviour at school e.g., divorce, a death in the family or something as simple as a bad night's sleep or losing a toy. Inform us about their child's ill health and any absences connected with it. Share any concerns they have about their child.

The school will actively seek a good home/school liaison by:-

Promoting a welcoming environment within the school
Giving parents regular constructive and positive comment on their child's work and behaviour.
Involving parents at an early stage in any problems and keeping them informed of developments.
Encouraging parents to feel part of the school community and welcome in the classes.
Keeping parents informed of school activities by letters, newsletters etc.

Other agencies

If unacceptable behaviours continue after the appropriate actions then full use of such agencies as behaviour support teams, advisory teachers, health professionals, social services or educational psychologist will be made where appropriate.

Positive behaviours to be reinforced:-

Sharing	Acts of kindness
Taking care of property	Taking care of other people
Quiet talking	Taking turns
Calling people by their proper names	Keeping hands and feet to themselves
Walking in school	Using equipment appropriately
Tidying away	Responding quickly to direction
Being sensitive to others needs	
Including all children in social group/classroom areas	

Managing Challenging Behaviours

Suggested strategies to help improve and manage challenging behaviours

Rules

- Be very specific e.g. "being good" is too vague - rather specify "do not call out when Johnny is talking"
- Target the things which matter most to you i.e., the thing that annoys you most - other things are easier to cope with once this is improved
- Try to phrase rules in such a way as to expect success e.g., "walk in school" - not - "no running in school"
- Try writing the focused rules/boundaries together, ensuring the child knows and can articulate what you mean - give them ownership of the rules.
- Try sticking the rules (Pictographic) where they can be seen by the child to reinforce them
- There is a role for tactical ignoring - as long as you know why you are doing it.
- If safety is a risk, remove the other children from the area.

Positive Reinforcements

- Praise appropriate behaviours - when he/she does something positive or helpful or kind.
- Rewards encourage pupils to repeat behaviours because they have pleasant outcomes.
- Rewards contribute to pupil's self-esteem - which matures their emotional, social and academic development.
- Rewarding one pupil can encourage other pupils to copy behaviours, which result in attention and praise.
- Rewards help to establish and encourage positive relationships between teachers and pupils. Positive relationships are central to effective behaviour management.
- Rewards help make schools friendlier and happier places in which to work and learn.

When sanctions are necessary

Sanctions need to be understood by the children and seen to be applied fairly and consistently.

Do not automatically apply sanctions when targets are not achieved - lack of reward (if a reward programme is being followed) is enough.

Sanctions need to be enforced when other children are not safe, or teaching cannot take place.

Warn the child beforehand of a sanction you will take if the behaviour continues. Always use the sanction if behaviour continues.

Sanctions can be - removal of child from toy/area for a specified length of time. E.g., 5 minutes. Always tell the child when sanction is finished. Removal of child from the room as long as it is manageable or other children can move to another area. This would be a last resort and would need extra adult support. The child may well need a calm space. If another adult is required, there must be an acknowledgement between both adults if help/ support are needed.

It may be worth trying:-

- Using timers to avoid confrontation - ask for something to be done by the time it has run out "put that away by the time this has run through" then turn away to attend to something else.
- Using the 1,2,3 strategy e.g., "put that away by the time I have counted to 3"
- Avoid replying to arguments e.g., if a rude remark has been directed at you, state it is not acceptable in your classroom and then turn away physically to attend elsewhere.
- If a child persistently hurts others make a huge (over the top with little ones) fuss of the victim and ignore the perpetrator, physically turning your back on them. They dislike this; instead of getting your attention they have directed it at someone else. After a while, this response does make a difference.