



Behaviour Policy

OPENING STATEMENT

We strive to create a happy, caring and secure environment where individuals feel valued and where a sense of self-esteem is fostered as we believe these are the conditions in which children learn best.

Staff show respect, sensitivity and understanding of individual children's emotional and developmental needs, promoting their right to high quality experiences and care.

Unwanted behaviour is frequently related to inadequate communication skills. Staff are proactive and work together, along with support from parents and carers, to ensure that children are taught the necessary skills. We also recognise the increasing number of children who do not have secure attachments to their primary carers resulting in difficult behaviour.

Children are encouraged to respect the rights and needs of others and to develop positive relationships with adults and children which allow them to work together harmoniously. We aim to enable the children to develop a sense of collective responsibility as members of our Nursery community.

Parents and carers are valued as partners and have an important role to play in promoting positive attitudes.

KEY VALUES

- Having realistic expectations
- Ensuring equal opportunities
- Providing rich and stimulating experiences
- Working in partnership with parents
- Developing self esteem
- Promoting consideration, respect and empathy for others
- Taking responsibility for actions, as appropriate
- Encouraging negotiation and problem solving
- Encouraging safety awareness
- Fostering caring and supportive relationships
- Fostering caring for and respecting the environment
- Developing independence and autonomy
- Celebrating achievements

AIMS OR EXPECTATIONS OF ADULTS AND CHILDREN IN THE NURSERY SCHOOL

- Treating others with consideration and respect
- Caring for resources and the environment
- Taking turns and sharing
- Listening to each other
- Working together to solve problems
- Realising that we sometimes need help
- Demonstrating developmentally appropriate behaviour

- Working within the rules and boundaries of the Nursery
- Recognising how our actions and reactions affect others
- Developing a sense of right and wrong

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

Adults support and encourage all children to develop:

- Self esteem
- Empathy
- The ability to self-regulate
- Understanding of different needs, cultures and beliefs
- Consideration for other group members
- Adjustment to routines and expectations of the setting
- Reflection and celebration of their own and others achievements
- Awareness of emotions of self and others and appropriate ways of dealing with these
- Awareness of danger and safety issues
- Involvement of children in discussions to compile shared rules, where appropriate
- The development of negotiation skills
- Responsibility for care of resources
- Responsibility to maintain a tidy and safe environment
- The use of appropriate communication
- The process of conflict resolution

ADULTS DO THIS BY:

- Encouraging a two way exchange of information between staff and parents/carers (through formal channels, such as parent consultation evenings and informally through an 'open door' policy)
- Building up trusting partnerships with parents
- Acknowledging helpful/sensitive behaviour
- Acting as role models and work alongside children
- Using praise to encourage peer role models
- Verbally praising positive behaviour as appropriate to children's level of maturity and developmental stage
- Encouraging children to take responsibility
- Positive reinforcement of children's efforts to make decisions about the 'right' thing to do (e.g. Instead of saying "Don't shout" say "speak quietly" instead of saying "Don't run" say "Walk please")
- Supporting children to wait for things and take turns when appropriate
- Provide opportunities to channel energies
- Value and refer to rules made up by children
- Endeavour to understand the root cause of the behaviour

Strategies to deal with inappropriate behaviour, keeping in mind current theories of brain development and attachment theory, and in particular the influence of maturation on children's capacity to understand the needs of others

ADULTS WILL:

- Work to build trusting, empathetic relationships with children
- Intervene positively, when necessary in a calm and quiet manner providing the opportunity for reassuring physical comfort if appropriate
- Provide opportunities which allow for the release of bottled up tensions allowing the child to work through their emotions, e.g. physical activities and outdoor opportunities such as riding bikes, running races, acceptable indoor activities such as sweeping up, squashing playdough
- Offer explanation and alternative ways of behaving referring to children's own rules where appropriate (e.g. "Running inside isn't safe. You can run outside." "Show me

how to carry the scissors safely” “Hitting hurts, you need to use your words when you are angry.”)

- Help children negotiate and solve problems
- Encourage children to reflect when they have hurt or upset others and give them support to put things right (e.g. apology, helping to rebuild)
- Provide a quiet space when children are upset or angry to ensure safety of themselves and others
- Allow children time to compose themselves followed by quiet discussion until they feel able to rejoin the group
- Involve parents in discussions about strategies so that a common approach can be used at home and school
- Work closely together to discuss a child’s behaviour and agree strategies to ensure a consistent approach
- Acknowledge children’s feelings and make it clear that it is the behaviour which is inappropriate--not the children themselves. (E.g. It is ok for you to be cross. It is not ok for you to hit.)
- Ensure that children who continually challenge boundaries, despite discussion (e.g. throwing sand at others) know they may be removed from an area and that they know the reason why
- Monitor and identify triggers of inappropriate behaviour and employ appropriate strategy to encourage acceptable behaviour
- Teach or model appropriate conflict resolution

STRATEGIES TO TEACH CONFLICT RESOLUTION

1. Acknowledge feelings
2. Collect information
3. Reflect back
4. Negotiate solutions (preferably win/win)
5. Choose one together
6. Give follow up support

Evidence shows that children who have better conflict resolution skills are more co-operative and have enhanced academic achievement and school performance.

ACTION

- The person nearest to the incident of unwanted behaviour will speak to the child and ensure that he/she understands why he/she should not do this.
- If a child appears not to understand why he/she should not do something, then staff must ensure that they act as role model
- Deliberate, challenging behaviour will result in removal from the activity
- The Headteacher is the named person responsible for behaviour management in the setting and must be informed if serious behavioural issues are to be raised with parents, or if normal strategies fail to improve behaviour
- Major incidents will trigger parents being involved immediately
- Staff will work together as a whole school to ensure consistency of approach

After discussion between the Headteacher, Keyworker and SENCO, it may be appropriate to involve other agencies. Individual plans may also be used to support a child’s behaviour. In both instances, the concerning behaviour will be discussed with parents before outside agencies are contacted.

This policy should be read in conjunction with “Guidelines for Physical Care and Interventions with Children”

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