

GREAT COATES VILLAGE NURSERY SCHOOL

POLICY FOR BEHAVIOUR MANAGEMENT

Reviewed every 3 years.
Summer term 2020
To be reviewed Summer term 2023

Co-ordinator:

Mrs Sarah Bate

Rationale

We believe that our behaviour policy is a key strategy in supporting children's learning and development, raising achievement and working with families. It is an important part of our curriculum for Personal, Social and Emotional development which is a core area of learning in the Early Years Foundation Stage, and is closely linked to successful learning in all areas. It also forms a key part of citizenship and children learning about their role in society. We know that children respond best where there is mutual courtesy, kindness and respect. We wish to promote strategies which encourage and support children's self-esteem, empathy for others and a respect for the world in which they live. We wish to avoid strategies which may lead to fear, humiliation, guilt or rejection.

Aims

1. To promote an environment where children and adults feel safe, accepted, valued and respected and that their individual rights are upheld.
2. To develop an inclusive ethos where children and adults are happy and grow in confidence, care for each other and contribute to a sense of community.
3. To use developmentally appropriate strategies for children's behaviour management, which encourage and support children's self-discipline.

Key Principles

- ◆ We have the Nursery 'Golden Rules' which the children will be reminded of and will receive gold stars for carrying out.
- ◆ We are positive whenever possible e.g. not "don't run" but "remember to walk".
- ◆ We give praise for genuine reasons.
- ◆ We will be specific in what we are praising e.g. "Thank you for telling me that X had fallen down – that was very thoughtful" helps children to understand what being thoughtful means.
- ◆ We acknowledge spontaneous kindness.
- ◆ We encourage self-discipline e.g. "I like the way X is sitting" encourages children to please the teacher but "who can show me the right way to sit?" moves the responsibility to the child. In this way, children know what is expected and can build up useful habits of behaviour.
- ◆ We have high expectations of children.
- ◆ We give children choice within limits.

- ◆ We incorporate into the nursery curriculum activities to promote children's self-esteem e.g. - co-operative and circle games - children telling others about their work – and things they have done/brought in from home.

Guidelines: A positive approach

- ◆ Where inappropriate behaviour is attention seeking, we try to ignore it and praise appropriate behaviour elsewhere.
- ◆ We criticise the behaviour not the person e.g. not "you've hit someone again, you naughty boy" but "I feel sad when you hit other children".
- ◆ We talk through conflicts with children and help them find solutions.
- ◆ We help children to understand the consequences of their actions e.g. "If you do X, then Y will happen, or you can choose to do A, which will result in B"
- ◆ We show them that we care about the feelings of the victim of any aggression.
- ◆ We acknowledge children's intense feelings even when they are inappropriate e.g. "I know you are feeling angry, but you made X cry".
- ◆ We look out for and discourage labelling or scapegoating of "naughty children". Behaviour problems will be handled in a developmentally appropriate fashion which respects individual children's level of understanding and maturity.

Behaviour causing concern

- ◆ In cases of serious misbehaviour such as racial, bullying, disability or other abuse, the unacceptability of the behaviour and attitude will be made clear immediately, but by means of explanations rather than personal blame. Where a serious incident takes place, it is reported to the Head Teacher who will record the incident appropriately.

Working with Outside Agencies

- ◆ A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up a Personal Learning Plan (PLP) with specific targets related to behaviour. Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent

Working as a Team

- ◆ As a staff team we will have a consistent approach to ground rules and will ensure these are supported through strategies of positive behaviour management. The 'Golden Rules' will be used as part of this.
- ◆ We can talk about children's behaviour in an informal, everyday way – pass on information, discuss problems, raise queries with colleagues.
- ◆ We will talk to parents about worrying behaviour at an early stage – but also about children's good behaviour. We try to put difficult behaviour in context.
- ◆ We need to be aware that some kinds of behaviour may arise from a child's special needs.

- ◆ We can use Assertive Behaviours which clearly show children what is expected of them e.g. 'I need everyone to be quiet now', 'Thank you' or 'When you have picked up the toy then we can have snack, thank you'.
- ◆ In some cases, children may have additional needs which affect behaviour and therefore an Individual Education/Behaviour Plan should be considered.

Positive Handling (Restraint)

Within this setting, staff (permanent and temporary) are encouraged to:

- ◆ Create a calm environment that minimises the risks of incidents arising that might require restraint/positive handling;
- ◆ De-escalate incidents if they do arise;
- ◆ Develop positive relationships with the children in our care, finding out why a child behaves in certain ways, understanding the factors that influence a child's behaviour and identifying early warning signs;
- ◆ Recognise situations which trigger challenging behaviours;
- ◆ Use Personal, Social and Emotional Aspects of Learning to teach pupils how to manage conflict and strong feelings;
- ◆ Only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force (for example, to stop a young child from running into the path of an oncoming vehicle);
- ◆ Report and record incidents that have occurred and incidents of necessary physical intervention.

Key Points Of Managing Behaviour In Young Children

- ◆ The welfare of the child is paramount
- ◆ Give praise and reinforce good behaviour
- ◆ Always use a child-centred approach
- ◆ Know your policies and procedures for working with young children
- ◆ Stay calm
- ◆ Use de-escalation techniques
- ◆ Follow planned physical intervention as written in IBPs/PHPs
- ◆ Physical intervention should always be a last resort

Key Strategies (Written for students and supply staff, but useful for everyone)

- ◆ Avoid shouting across a distance to or at a child behaving in an unacceptable way – walk over and speak quietly but firmly to them.
- ◆ Use eye contact and non-verbal communication – they can be more effective than words. Try to bend down to their level so you can establish eye contact.
- ◆ Always treat the child with respect – show that you are not happy about something she/he has done, but that you are not rejecting or ‘rubbishing’ her/him as a person.
- ◆ If you can see a conflict likely to develop, try to divert one or more of the children involved before it happens. That way you are giving children attention but not for inappropriate behaviour.
- ◆ Usually it is better for one member of staff to deal with an incident, although colleagues are always ready to back each other up. Sometimes two adults are needed, one to comfort the victim, the other to talk to the child behaving unacceptably.
- ◆ In a large nursery, staff need to be aware of children playing one adult off against another e.g. going the rounds asking for something that has already been refused. It is good for children to hear staff checking this out with each other. That way children see that the staff work together on being fair and consistent.
- ◆ Talk calmly and quietly to children – try not to get them over-excited. But also show that you enjoy their company and are interested in what they do and say.

Bullying

Great Coates Village Nursery School does not have a separate policy on bullying as it feels that this is not appropriate for the age of children. ‘Bullying’ as a concept is not raised with the children, but instead the guidelines above for positive behaviour management are adhered to.

This policy supersedes the previous one and was agreed on: 28.6.17

Review Record

- ❖ Information relating to working with outside agencies added 05/03/18.
- ❖ Policy updated April 2018 to include section on positive handling. Emailed to staff and governors.
- ❖ Policy reviewed & agreed by the Pupil Outcomes Committee during an email exchange (due to Covid-19) **July 2020**.
No changes made.