

Newburn Manor Nursery School
Behaviour Policy September 2019

To be reviewed July 2021



RATIONALE:

In Newburn Manor Nursery School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

The children in our care have an entitlement to be respected for who they are and to learn appropriate behaviour through understanding personal responsibility and the needs of others.

Our Practice

- We organise our learning environment so it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach to managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff show that good behaviour is valued.
- We encourage children to be aware of the settings routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We deal with negative behaviour at the earliest opportunity.

Encourage positive behaviour

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage:
 - sharing
 - negotiation
 - co-operation.

- We encourage responsibility, special helpers are chosen at fruit time.
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts.
- We consult with the children to draw up rules for behaviour within the Nursery.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Dealing with Negative Behaviour

Our main approach to promoting positive behaviour is to reward good behaviour. Nevertheless, we also need to show our disapproval of poor behaviour. Occasionally, children forget our aims for good behaviour and are inconsiderate towards others. We try to prevent this happening but sometimes it may be necessary to deal with persistent misbehaviour by using a series of sanctions:

- The strength of sanction used should always be in direct proportion to the perceived misbehaviour.
- When dispensing sanctions, staff should be mindful of the individual child, their specific needs (sometimes special needs) and their dignity following the sanction.
- We aim to modify behaviour, not humiliate the children. Resentful children will not help our school positive discipline. We don't say to the child that they are 'naughty' but focus on the reason for their poor behaviour.
- Poor behaviour will be logged in Headteacher's behaviour log.
- In extreme cases of poor behaviour help and advice will be sought from outside agencies.

Techniques

- In group time adult waiting to start until everyone is quiet and attentive
- Eye contact / disapproving looks
- Praising the child next to the poorly behaved child with the opposite of their behaviour
- Moving children around in a group time.
- Encouraging use of 'kind hands'
- Tone of voice
- Raising of hand, waiting for children to copy
- Shaking tambourine to get everyone to stop
- Reinforce rules
- Use child's name
- Identify the specific problem / rule broken and give a quiet warning
- Highlight consequences of bad behaviour
- Isolate within the room a child at the centre of misbehaviour
- Speak to a child outside the room / to one side then re-admit
- Quiet word (low key) with parents
- Referral to Head

Involving Parents

Parents may be informed of low level concerns and will be involved if the behaviour issues continue.

GUIDELINES;

- All staff use the Highscope model of Conflict Resolution
- All staff model appropriate behaviour.
- All adults are consistent.
- There is a positive reinforcement of appropriate behaviour.
- Children are encouraged to have high self-esteem [Appendix 2].
- Expectations are made clear.
- There is adequate supervision at all times.
- There is provision of a safe, calm, orderly environment, which encourages independence and high self-esteem.
- When necessary appropriate sanctions are used [Appendix 1 and 3].

- Behaviour issues are discussed at team meetings and with parents, if appropriate
- The SENCO is made aware of patterns of challenging behaviour, and advice sought from outside agencies as appropriate. The situation will be carefully monitored and IEP's written and regularly reviewed.

Please also see behaviour log

Links to other policies

- Safeguarding

- SEND

Appendices

1. Sanctions

2. Promoting Self-esteem

3. Conflict Resolution

Appendix 1. SANCTIONS

1. Children involved in the incident are encouraged to talk about everyone's feelings and offer solutions until agreement is reached – staff member assists this process

Some children may not respond to this method immediately and need a lot of adult coaching and scaffolding
Child discussed by the team.

2. Step 1 plus 'time-out' as 'thinking time' slightly isolated from the other children, monitored at all times by an adult (usually HT)

Child discussed by the team.

3. Steps 1 and 2 plus written record of incidents.

*Team agrees monitoring arrangements and some targets to build self-esteem.
[Discussed with whole staff.]*

4. Meeting arranged with parent/carers to discuss joint strategies based on targets for appropriate behaviour. Child identified on the Special Needs Register.

Whole staff involvement.

5. Child controlled and monitored on a daily basis to encourage appropriate behaviour.

Team share responsibility. Whole staff aware of strategy.

6. Outside support requested.

Appendix 2 PROMOTING SELF-ESTEEM

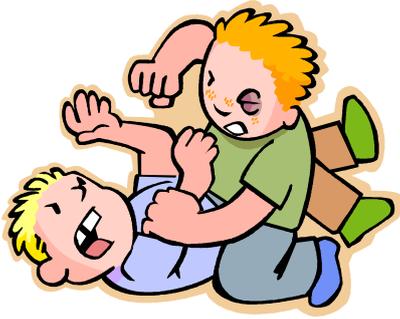
The children are encouraged to build up a sense of trust with the adults in nursery and to look to them for support.

The effective environment should encourage:-

- a sense of warmth and care
- a feeling of security, * try *,failure is not in our vocabulary
- respect for individuals
- recognition of clear limits
- consistent, reasonable expectations and standards * shared philosophy
* values * vision
- the creation of chances for children to succeed at their own level *
children encouraged to make choices * Highscope philosophy * conflict
resolution * environment designed to demand decision-making *
problem-solving approach to task design
- working in partnership with parents * child and parent conferences

See also

- **Positive Handling Policy**
- **Behaviour Log**



CONFLICT RESOLUTION

- Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children's feelings. Say something simple such as “You look really upset;” let children know you need to hold any object in question.
- Gather information. Ask “What's the problem?” **Do not ask “why” questions**, as young children focus on that what the problem is rather than understanding the reasons behind it.
- Restate the problem: “So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.
- Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
- Be prepared to give follow-up support. Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Adults respect children’s ideas for solving problems, even if the options they offer don’t seem fair to adults.

What’s important is that children agree on the solution and see themselves as competent problem-solvers.