

Behaviour Policy

Background

At Chertsey Nursery School and Children's Centre we are committed to establishing a learning environment that promotes positive behaviour and relationships, where children and adults treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. Libby Payn is Behaviour Lead

All staff have:

- the right to training and support in relation to positive behaviour management
- responsibility for proactively implementing this policy and in doing so fulfilling their duty of care

All children have:

- the right to learn in a safe, happy environment
- responsibility for contributing towards this experience for others

All parents and carers have:

- the right to be fully involved in issues relating to their child's behaviour
- responsibility for working with staff to support the development of positive behaviour in their child

At Chertsey Nursery School and Children's Centre we aim to:

- provide a secure, safe, happy and effective learning environment
- develop the children's attitudes of consideration and respect for others and for their environment
- encourage children to take responsibility for their own behaviour and safety, and to begin to develop self-control
- foster a supportive attitude where children can understand and express their feelings and respect those of others
- ensure an environment where all are treated fairly and consistently, with kindness and respect whatever a person's personal characteristics
- model the behaviour we expect of others
- promote a working partnership between parent, child and Nursery School and/or Children's Centre

We aim to help children to learn to:

- have respect for themselves and others
- develop successful relationships with their peers so that they can play with others
- develop a sense of fairness and understand the boundaries and behavioural expectations set
- solve problems, negotiate, take turns and share
- develop confidence and self-esteem, taking pride in their achievements and interest in what they can accomplish
- take responsibility for their learning environment by respecting equipment and their own and others' work and achievements
- take responsibility for their actions and develop an awareness of choices and consequences
- show consideration for others and understand that when they have hurt someone, whether physically or emotionally, that someone may feel upset
- make amends in a way appropriate to their age and stage of development

The adult's role in supporting this is to:

- offer a high quality, challenging provision as the foundation for motivating positive behaviour and establishing good behaviour for learning
- act as role model of good behaviour ourselves, demonstrating a calm demeanour, well managed emotions, open body language, positive tone of voice and encouraging language
- implement constructive behaviour management strategies in line with the EYFS and appropriate to child's age and stage of development

- offer clear and consistent choices and consequences and ensure they are followed through
- praise and encourage positive behaviour using specific language e.g. 'Good listening', 'What great tidying', 'That was very kind of you'
- encourage a sense of responsibility by asking a child to pick up something they have dropped or help mend something they have broken
- support a child to make amends appropriate to their age and stage of development and the circumstances e.g. help rebuild a model, play elsewhere, get a tissue
- communicate clear and consistent boundaries and explain these to the child in a way they will understand, using gestures & picture cues when necessary
- offer a child alternative activity to distract attention or redirect aggression e.g. physical challenge such as kicking/throwing a ball, banging cushions or squeezing play dough
- use stories, songs, puppets, social stories and real situations to explore emotions, develop empathy and encourage positive behaviour

Our behaviour code - What we expect of the children



Walking feet inside



Talking voices inside



Kind hands



Looking after our toys



Share and take turns

Rewards

We aim to acknowledge and reward positive behaviour wherever possible:

- by using specific praise e.g. 'Good sitting,' 'Well done for sharing', 'thank you for tidying up the bricks'
- with stickers, 'stamps' or other tokens
- giving the children roles of responsibility
- by reinforcing good behaviour and telling the children how proud we are of them,
- celebrating the children's learning and achievements by sharing it with the other children or encouraging the children to put their learning on the 'Wow Wall.'
- telling parents about their child's good behaviour or when their child has done something kind
- giving a child a 'thumbs up' 'high five' a friendly smile or a wink to show the child we have recognised their good behaviour

Sanctions

For some children rewards alone are not enough and sometimes unacceptable behaviour requires additional approaches. If a child engages in inappropriate behaviour at Nursery or in the Children's Centre then a sanction may be necessary. The child will be given a verbal or visual warning e.g. 'no kicking' with the adult labelling the behaviour as unacceptable not the child. The child will be reminded of behaviour expectation and given a choice and consequence e.g. 'If you have kind feet you can play in the home corner, if you kick you must play somewhere else – it's your choice'

If behaviour continues the following sanctions may be used:

- withdrawal of a play opportunity such as telling the child they need to play with something else until they are ready to abide nursery rules at a certain activity or resource, such as sharing, kinds hands etc
- a **'time out'** from all play may be given if the child continues with inappropriate behaviour after a verbal warning or the behaviour is extreme. This may involve sitting on a chair/bench or holding adult's hand for a period of time. The organisation and length of 'time out' will depend on individual circumstances. However, it will usually be no longer than a minute, using a sand timer as a visual prompt. The time should be used for child to calm down and acknowledge 'time out' as consequence of their behaviour. At the end of the time the adult will praise the child for taking 'time out to calm' down and remind them of the behaviour required to re-join the play

If behaviour is disrupting other children or threatening their safety the group of children may be withdrawn to place of safety. An adult will stay with the child until they have calmed down, being mindful of their own safety. In some instances the disrupting child may be moved to a different place to calm down instead.

If difficult behaviour persists despite use of the above rewards and sanctions then;

- The behaviour will be analysed further by completion of ABC observations and Ann Locke Developmental Profile assessment to help identify possible causes and plan additional strategies.
- The parent's perspective will be sought. The Teacher, Children's Centre Manager or Behaviour Lead will meet with parent and discuss ways of working together and what additional approaches and support will be put in place.
- A short term behaviour plan will be drawn up by the Teacher or Children's Centre Manager with the support of the Behaviour Lead. This will identify changes and strategies put in place to try to improve specific behaviour. It will be shared with the parents and all staff who work with the child so that the behaviour is managed consistently.
- The behaviour plan will be reviewed weekly and amended or ceased as appropriate. However, if progress is not achieved then an ISP (Individual Support Plan) will be written by the Teacher or Children's Centre Manager with support from the Behaviour Lead, setting three development outcomes and supporting strategies. Parents will be involved in this process. Behaviour plans and ISPs will focus on giving the child positive experiences and achieving success
- The ISP will be shared with everyone working with the child and reviewed and updated within 4 weeks with the parent
- If the behaviour continues then the Teacher or Children's Centre Manager will liaise with the SENCo and further evidence will be gathered including referrals and advice outside agencies

Partnership with parents/carers

If a child has a pattern of behaviour that causes concern, then to be successful in promoting positive behaviour, the Nursery or Children's Centre and parents/carers must work in partnership.

- Parents will be involved at all stages of supporting their child's behaviour, from celebrating day to day achievements to working together on specific approaches to support positive outcomes
- At no time will responsibility for difficult behaviour at nursery be allocated to the parents. As practitioners, the effectiveness of how our provision meets behavioural needs is our responsibility. Parenting support is available both individually and in group programmes
- Parents are encouraged to talk to staff if they have any concerns or worries relating to their children's development including their child's behaviour
- The use of smacking by parents is not accepted on our premises and is actively discouraged as a solution to difficult behaviour in any situation.

Communication

The Behaviour Policy is communicated to:

- Children through regular discussion and agreement in groups and individually in a manner appropriate to their stage of development. Our behaviour code is displayed in each learning area of the playroom
- Staff & Governors through annual review. Behaviour policy and practice is part of regular ongoing professional development and part of induction for new staff.
- Parents/Carers through induction discussion and paperwork and through access to this policy on our website or in paper form on request

Monitoring and Review

This policy is subject to regular evaluation and review. Practice is monitored through day to day observation and planned learning walks which inform professional development and training needs. The children's personal, social and emotional progress is monitored through regular observations & assessment and termly tracking.

Approved at Governing Body Meeting: 30th January 2018

Date for next review: Summer 2019