

HILLFIELDS



Nursery School

Enquiring / Exploring / Learning

Behaviour Policy

Approved: _____ (Governor)

Date: March 2021

Approved: _____ (Head Teacher)

Date: March 2021

To be reviewed 2 yearly

Introduction

The purpose of this document is to recognise the reasons for maintaining good standards of behaviour and conduct throughout the school and so to

- help staff educate effectively
- help pupils learn effectively
- ensure the happiness and safety of pupils and all staff
- be recognised as an effective and caring school.

Behaviour management and personal and social education should be an integral part of the curriculum which teaches appropriate and relevant social skills to all, thus allowing them to demonstrate positive abilities and attitudes to enable them to participate fully in their life at home, at school and in the wider community.

By positively promoting good behaviour, co-operation and a caring attitude, we hope to ensure that children will develop a strong sense of esteem, empathy and respect for other people.

At the core of this policy and guiding our expectations of children's behaviour is our understanding of child development. Depending on their levels of understanding, we talk with children about appropriate ways of behaving in a range of situations, about sharing, taking turns and caring for one another. We also encourage them to explore and acknowledge their feelings and find ways to appropriately express them.

We believe that positive, respectful relationships are not only at the centre of our work with children and parents/ carers but are also vital in the way we, as practitioners, work together. The staff team are expected to model, in all of their relationships, the behaviours they expect from children. Under no circumstances are people humiliated, mentally or physically harmed. Staff are trained to use Protective Behaviours which promotes the language around safety.

All incidents relating to unacceptable behaviour are dealt with individually according to the child's needs and stage of development.

We aim to support children to enable them to:

- Show respect for themselves and others.
- Show appreciation for others and what they do for us, for example saying please and thank you.
- Feel and show remorse when they have hurt someone, whether physically or emotionally.
- Make amends in a way appropriate to their stage of development.
- Make successful relationships with their peers.
- Be able to negotiate, take turns and share.

Unacceptable Behaviour in the Nursery School can take the form of:

- Hurting someone physically e.g. biting, hitting, kicking, throwing things at people.
- Hurting someone verbally e.g. name calling, racist remarks, shouting.
- Emotional sarcasm, threats or manipulation.
- Showing disrespect for property of others, including mark making on furniture and walls.
- Showing disrespect for the feelings of others e.g. not waiting a turn, spoiling someone's work.

The judgement of this should be made according to the child's age and stage of development, bearing in mind that 4 year olds and 2 year olds respond very differently. Factors such as how tired the child is and events happening at home should also be considered. It is important to encourage parents to share these in confidence with the key worker e.g. a parent being in hospital etc. If the behaviour is uncharacteristic your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

Practical strategies to support Behaviour

- Our parents/carers are informed of our policy and ensure that they are aware of the need to set clear rules and boundaries, and what they are.
- We will refer parents to groups to support them with rules and boundaries in the home.
- We will offer Early Help to the parents, if appropriate.

The adult's role in supporting Behaviour is

- To adopt a sensitive, caring attitude when dealing with children, and one another, promoting and acknowledging positive behaviour at all times.
 - To acknowledge positive behaviour.
 - To encourage a sense of responsibility by asking a child to pick up something they have dropped or to help them mend something they have broken.
 - To support a child to make amends according to the circumstances and their stage of development e.g. get a tissue, help rebuild a model.
 - To have clear and consistent boundaries and explain these to the child in a way they will understand.
 - To show by our own behaviour respect for each other and the children and parents.
 - To offer a child alternate ways to channel their aggression e.g. banging a cushion or a piece of clay.
 - Approach, quieten and calm the situation.
 - Stop the behaviour, especially if someone is being hurt or is in danger.
 - Comfort the child who is the victim – this may mean someone else does this while you talk with the other child.
 - Acknowledge children's feelings. E.g. I know you are feeling angry ...
 - Gather information from the children involved.
 - Try to find out the reasons for the behaviour.
 - Restate problem for the children.
 - Depending on the children's level of maturity help them to resolve the dispute themselves.
 - Explain clearly and in language appropriate to the child's level of understanding what it is that is unacceptable.
 - Label the behaviour rather than the child e.g. 'that was an unkind thing to do'.
 - Whenever possible use positive language e.g. 'we can run in the garden', rather than 'stop running indoors'.
 - Tell the child clearly what will happen if they do not stop this behaviour e.g. moving the child to another area to get involved in something else.
 - Give follow up support.
- ▶ If unacceptable behaviour continues, staff may need to remove children from their chosen activity and give them a short time to calm down before returning to the group. Wherever possible as a first step they will be given a choice of re-direction to another activity. The situation will be diffused as quickly and calmly as possible.
- ▶ In an emergency a staff member may need to take necessary physical action to prevent personal injury to either children or adults, or serious damage to property. As a last resort age appropriate physical intervention may be used in order to prevent a child from harming him/herself or other children. It is seen as act of care and control.

Strategies to assist the adult

- Get down to child's level.
- Try to maintain eye contact to emphasis that you are serious.
- Use a firm and controlled voice rather than shouting.
- Don't embarrass or humiliate the child.
- Call a colleague for help if you feel yourself getting upset or angry.
- Deal with behaviour immediately and then move on.

If the problem persists

- Discuss at end of the day.
- Talk to parents/carers to discover if this behaviour is repeated at home.
- Agree to strategy to be used at Hillfields Nursery School and home and share this with all staff involved.
- Review after an agreed time and agree further strategies.
- Discussion with parents/ carers will not take place in front of the child and will be regarded as confidential. This is to ensure that we can work on any difficulties together and provide consistence between home and Hillfields Nursery School.
- In some cases it may be necessary to involve other agencies in providing advice and support.
- We may, in partnership with parents/carers, write and implement a behaviour Support Plan focusing on targets to help improve behaviour or implement Early Help.