

Central Community Nursery School



Behaviour Policy

Date of Policy: July 2015

Date of next review: July 2017

Introduction

The Statutory Framework for the EYFS 2014 requires that:

“ Providers are responsible for managing children’s behaviour in an appropriate way.”

School Mission Statement

Learning Together at Central Nursery School and West End Children’s Centre

We provide an inclusive, warm and welcoming environment for all children and families where everyone’s contributions are celebrated and valued.

We believe that a positive and child centred approach to the management of young children’s behaviour, in partnership with parents and carers. The four key principles of the Early Years Foundation Stage, underpin our approach to the positive management of children’s behaviour at Central Nursery School and West End Children’s Centre.

Statutory Framework for the EYFS 2012

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self- assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

Roles and Responsibilities

All staff have an important role to play in the positive management of children’s behaviour at Central Nursery School. The key person has a specific and vital role to play in working in close partnership with parents to ensure that there is a consistent approach between home and nursery and families can be signposted to additional support (including that from our family visitor colleagues in the children’s centre) as needed.

The head teacher, Janice Beeson, is the named person with overall responsibility for children’s behaviour and in supporting parents and carers and staff in aspects relating to this. In the absence of the head teacher the lead nursery teacher, Margaret Edwards, or the main nursery teacher, Helen Watson, will assume this responsibility.

Rationale

In order to maintain a calm and happy atmosphere in our setting our aim is to provide an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this we believe children benefit most where staff members adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the routines and procedures and know what is expected of them. We will aim to set boundaries in a way which helps the child to develop a sense of significance of their own behaviour, both in their own environment and those around them.

Implementation of the policy

It is our responsibility to:

- have a commitment to developing children's positive and acceptable behaviour
- have a commitment to dealing with bullying behaviour and the procedures that should be followed to deal with this issue
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children
- share the procedures for behaviour management with parents, valuing their input and contribution
- identify a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise
- ensure that all staff members have training in behaviour management
- ensure that all staff, including students and volunteers, do not use any form of physical punishment
- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day
- ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines
- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort
- specifically identify behaviour that is unacceptable for staff, parents and children
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully

- actively promote high expectations of children's behaviour within the setting.

Our practice

THE EYFS: Areas of Development and Learning

Within the seven areas of learning, the three prime areas are particularly crucial for building children's capacity to learn, form relationships and thrive. The prime area of Personal and Social and Emotional Development (PSED) is fundamental to all other areas of their development and learning.

EYFS Statutory Guidance (page 5)

“PSED involves helping children to develop a positive sense of themselves, and others: to form positive relationships and develop self-respect for others: to develop social skills and learn how to manage their feelings: to understand appropriate behaviour in groups: and to have confidence in their own abilities”

- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of routines and procedures. Visual timetable are used to support children's understanding of daily events.
- 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 identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

Encouraging 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:
 - (1) sharing (2) negotiation (3) co-operation.
- We encourage responsibility in caring for others and the environment. This includes children helping with tidying, watering plants, setting out activities, handing out drinks, snacks and equipment.
- We encourage positive behaviour through play and learning activities.
- We model appropriate behaviours in different contexts.

- 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 help the children to develop assertive strategies to challenge bullying.
- 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.

Nursery Procedures

Agreed behaviours, use of equipment and toys from home

- Some physical activity can only be done outside: running, play with large hoops etc.
- Hoops are used for spinning and rolling and not putting around other children.
- The making of weapons within play at nursery is not accepted. Children will be supported to use their chosen materials to make something other than a weapon.
- Only one child at a time can slide down the slide.
- Bikes and wheeled toys are not to be used on the safety surface.
- Monkey bars – no equipment (including crates) underneath the main section of the bars.
- Toys from home should be kept in labelled basket on top of nursery cupboard. Children's comforters may be kept in drawer or on peg as is needed by child.
- No play weapons from home are allowed in nursery.

Behaviours we discourage

Behaviour which could cause harm to self or others

- Hurting ourselves or others verbally or physically
- Intentionally & consistently excluding others
- Destructive behaviour
- Taking or spoiling others' possessions

Strategies to deal with difficult behaviours

Adult intervention strategies will be based on observation and assessment of each individual situation but likely responses will include:

- Ignoring and giving minimal attention to unwanted behaviours.
 - Distraction.
 - Clear directions using simple, key language, expressions and signs.
 - Reminder of request and warning.
 - Time out strategy in line with developmental needs.
-
1. If a child is hurt make sure their needs are met before any actions taken with other child/children.
 2. Using key, clear, calm language, label and acknowledge feelings shown by child/children involved. For example "I know you are angry." "I can see you are cross".
 3. Use of timers to support turn taking (particularly for play on computers, plasma screen, bikes etc.).
 4. Messages from staff to stop unwanted behaviours should be given through sign, gesture and simple speech.

Individual Behaviour Plans

If a child displays significant ongoing difficulties in relation to their behaviour, a behaviour management plan will be written, shared with parents/carers and implemented by the whole nursery team.

Use of Physical Intervention

Definition of physical intervention - Statutory Framework for the EYFS 2014

Physical intervention will only be used

“ for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary.”

Within our setting we treat children and their families with respect and as individuals. In the event that a child’s behaviour becomes unmanageable then we may regrettably have to exclude them from the setting. This would be in extreme circumstances and not a decision we would make lightly. This decision will only be made after working closely with parents, exploring all avenues, seeking support from outside agencies and services, considering the child’s needs and completing a risk assessment on the impact of all children and staff in the setting.

Links to other policies/documentation

- Statutory Framework for EYFS DFE 2014
- Safeguarding Policy
- Teaching & Learning Policy
- Central Nursery School Values Leaflet
- Inclusion Policy
- Complaints procedure

Approved on behalf of Central Community Nursery School by:

Head Teacher Signature:

Date:

Chair of Governors Signature:

Date: