



Behaviour Policy

This policy is reviewed bi-annually by the Governing Body and was last reviewed on 19th January 2015 and October 2021

Approved by the Governing Body:.....

Date:.....

Review Date:.....

Gloucester Nursery School Behaviour Policy

At Gloucester Nursery School we respect and value all children and adults and are committed to providing a caring, friendly and safe environment for all our children and their families. We seek to ensure that every child has the right to enjoy their early learning journey within an environment of warmth, safety and security. Here, every child and family will be treated fairly and valued as an individual.

Through positive relationships with children and families we promote a joy for lifelong learning.

We believe that children thrive in an environment where well-being is high and their sense of self is secure or developing. Praise and positive reinforcement are given as appropriate: children's individual rights are upheld, and all adults use a consistent and fair approach.

Our challenging environment ensures our children become resilient, reflective and respectful.

As practitioners, however, we appreciate that children need routines and clear boundaries. We will always have high expectations of all children, modelling the behaviours, we want to promote and clearly communicate to children what we want them to do and how we expect them to behave.

At Gloucester Nursery School, we place no value on strategies which involve shouting, belittling or humiliation and which are directed at the child rather than the behaviour. We are also aware that we must be careful when managing behaviour incidents that are inappropriate and try not to intervene too soon. We believe that we must teach our children strategies to enable them to manage conflicts.

We believe we need to look at the causes of the behaviour and value this as a way a child communicates.

This policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Managing Allegation Policy
- Bullying Policy.

Aims

1. To promote an environment where all children and adults always feel safe, valued and respected and that their individual rights are upheld.
2. To develop a whole school ethos where children and adults care for each other and contribute to a sense of community, which is inclusive of everyone, valuing and appreciating everyone as a unique individual with individual needs, whilst working towards our common ethos.
3. To use developmentally appropriate strategies for children's behavioural management, which encourages and supports children's self-regulation.
4. To support staff in developing effective working practices with parents and other agencies/professionals if deemed beneficial for individual children's behaviour.
5. To provide an appropriately stimulating learning environment supported by high-quality teaching.
6. To expect all staff and children to promote and model positive behaviour traits at all times.

Objectives

- To agree clear expectations and boundaries.
- To promote positive approaches for behavioural management
- To support adults in modelling positive behaviour as an embedded element of practice.
- To encourage children to use equipment and resources safely and with respect.

- To use 'POW WOW' ¹ sessions as a means to introduce and explore behavioural expectations and to offer flexible opportunities to discuss any behaviour related incidences.
- To plan activities which will promote children's self esteem and protective behaviours, encouraging children to act on their own behalf.
- To help children to begin to understand the effects of their behaviour on others and actively promote a philosophy of respect for others with an aim to prevent all forms of bullying.
- To promote self-respect, respect for others and their environment by encouraging children to participate in routines including tidying up, as well as learning to share and take turns.
- To acknowledge, support and praise children's efforts to be helpful and kind.
- To give children appropriate choices, within limits.
- To use positive strategies in behaviour management.
- To use the staff induction process as a catalyst for communicating to all staff and visitors the behaviour policy, thus ensuring a consistent approach by all staff.
- To offer support to parents with their behaviour management strategies (if requested or deemed appropriate.)

We acknowledge that there is an inseparable link between high quality teaching and learning and good or outstanding behaviour and attendance in schools and we strive to achieve this.

At Gloucester Nursery school we believe in strategies that raise children's self-esteem and actively promote positive behaviour. Through this approach we aim to encourage a philosophy which fully encompasses opportunities to build on Characteristics of

¹ POW WOW refers to our daily small group times and any additional small group times that we might need, where the children are directly taught specific skills and concepts lead and pre-planned by the adult. These may include a behaviour focus, related to a child's interests or be planned to incorporate any other learning.

Effective Learning. In short, we believe that an interested and motivated child is more likely to exhibit positive behaviour traits than one who is not.² The adults will support children's learning and development in all areas using a variety of strategies whilst supporting the child to flourish in their early learning experiences.

Some of the strategies will include:

- Showing appreciation of and valuing children's behaviour by giving immediate feedback and helping to raise self-esteem where possible in the following ways - verbal(I Like...), non verbal (smile, clap, thumbs up), taking photos, crouching down to child level, eye to eye contact, physical contact (cuddles) as appropriate;
- Showing and sharing appreciation at POW WOW by explaining which behaviours worked well and to use such times as a teaching opportunity by sharing examples of positive behaviour e.g. good listening, helping tidy up.
- Adults using lots of positive feedback such as "I like it when you.....", "That makes me feel sad/happy."
- Adults acknowledging children's feelings (anger, hurt, disappointment, frustration etc, and helping them to name and talk about how they feel rather than negating their feelings, e.g. an adult might say "I can see you are feeling angry," "You seem sad." Adults need to spend time with children to listen and talk through how they feel.

² "Through co-regulation, over time effective learners develop **self-regulation**, the ability to regulate their feelings, thoughts, and actions toward a goal. Self-regulation includes both emotional self-regulation developed through emotionally supportive relationships, and cognitive self-regulation described in the Characteristics of Effective Learning. When there is support for children's sense of **agency** - knowing they have control of their own decisions, goals and actions rather than simply being passive in their experiences - children are likely to be effective in their learning. Experiences which endorse children's agency and autonomy reinforce and develop their learning powers."

(Learners for Life: Characteristics of Effective Learning, Birth to Five Matters, 2021)

- Where possible, the setting will provide sufficient equipment in the learning environment in order to avoid or minimise altercations over toys/resources.
- Adults will seek out opportunities to reinforce with all children the principles of protective behaviours³, so that they can be proactive in keeping themselves safe. Enabling children to know they can tell an adult if someone is unkind to them or another person.
- Planning activities/projects/themes or using stories to encourage and nurture the values of patience, sharing, concern for others, respect and positive self-worth.
- Celebrating successes and achievements by taking children to visit other rooms/staff to share successes or work.
- Focussing on the promotion of effective learning behaviours and how these can support children in their academic progress towards lifelong learning eg skills of listening attentively to peers and speaking clearly.
- Equipping children with the skills to use systems such as names on a clipboard or timers for turn-taking where resources are limited e.g. computers, bikes
- Developing good relationships with children through acknowledging and extending their interests and individuality.
- Giving children opportunities for added responsibilities by encouraging them to undertake developmentally appropriate chores, tasks and to help others through their actions.
- Encouraging collaborative games and communal sharing times which enable young children to take more responsibility for their own actions.

³ Protective Behaviours involves the use of the 'Protective Behaviours' Process to enable settings, parents and the children themselves to 'keep safe' from all forms of harm and abuse. Children learn about keeping themselves safe and how to build their own network of support. In short, the programme aims to empower children to both understand and be able to interpret their own feelings and those of others and use these to make safer choices throughout their lives.

- Planning opportunities for children to explore emotional boundaries safely through experiences and conversation. Practitioners will use make-believe scenarios which utilise puppets, stories, pictures and songs to solve everyday dilemmas. For instance, questions such as "Has Teddy hurt himself? What can we do to make him feel better?" can be openly explored in the safety of the setting.
- Breaking down activities into achievable steps to support all children, including those with disabilities, to promote achievements and avoid frustrations.
- Providing materials, resources and activities to value all children's ethnic backgrounds, cultural identity, family composition, religion and gender.
- Encouraging children to participate and take ownership of the settings rules.
- Ensuring the consistency of staff responses and implementation of routines as far as possible by working as a team.
- Giving parents and carers positive feedback whenever possible to both support the child's social development and also to encourage parents to acknowledge and value their children's positive behaviour.
- Liaising with parents and carers to ensure that children who need comfort objects have them readily available.
- Offering parents and carers support by sharing strategies and signposting other outside agencies if appropriate.
- Any discussions about a child's unacceptable behaviour should be done privately and discreetly and not in front of an audience (parent/children). These discussions will also ensure that the "injured" party knows that an necessary action has been or will be taken.
- Where a child has hurt/offended another child they will be encouraged to 'make it better';
- Discussions with parents and carers regarding a child's negative behaviour will ideally be dealt with by one person.

- Establishing a shared understanding with parents and carers about ways of responding to children's emotions, and through open dialogue sharing consistent approaches to respond to negative behaviour.
- Ensuring that practitioners continue to be proactive in their evaluations of the learning environment and seek to identify and remedy any underlying causes in the settings provision of which any poor behaviour may be a reaction to.

If behaviour incidents occur the following strategies will be implemented as a last resort and, if used, will be an immediate and short-term intervention.

Strategies for managing inappropriate/unacceptable behaviour

If children are displaying overly challenging, negative or inappropriate behaviour, it will be addressed immediately without delay as young children will soon forget and then may be unable to make the connection between their behaviour and the resulting outcomes.

Strategies might include:

- Removing the child from the situation/activity/group and then explaining to the child that they may return to participate when they have stopped engaging in the negative behaviour, ensuring they are clear on what the behaviour expectations are.
- Addressing the child by name to gain their attention and then using simple language and/or actions to communicate or model the expected behaviour.
- Minimising the 'audience effect' which can escalate matters by speaking quietly to the child if the incident happens in front of peers to both save embarrassment to the child and prevent them from gaining extra attention from the other children for their inappropriate behaviour.
- Adults observing the behaviour as a form of communication; what is the child trying to communicate to us?
- If the child does not respond to the above strategies, practitioners may need to involve another staff member for additional support.
- Explaining in simple language what is expected from the child and what the consequences will be (next steps) if the situation does not resolve.

Persistent problems in unacceptable behaviour

We do not shout, use physical punishment, threaten or use techniques intended to single out, belittle or humiliate but persistent problems in unacceptable behaviour are challenged. It is recognised that, on occasions, sanctions are necessary to demonstrate that the behaviour exhibited is not acceptable. On these occasions, strategies will be applied with consistency of fairness and with careful and considered regard to each individual situation.

- Persistent problems will always be discussed during planning time and further strategies will then be developed.
- The nursery requires all staff, volunteers, students and governors to use positive strategies for handling any inconsiderate behaviour, by helping the children find solutions in ways which are appropriate for children's ages and stages of development.
- When children behave in a way that is harmful or hurtful to themselves or others, they are helped to see how their actions affect others and the impact they have.
- Children who are identified as needing additional adult support with their behaviour or who would benefit from outside agency input will have their needs met through modified provision as required.
- All staff will support each other in dealing with challenging behaviour, being aware of when a staff member may need some support or relief when dealing with a child presenting challenging behaviour.
- Staff will protect themselves and will address behaviour issues in sight and earshot of others at all times (see Managing Allegations Policy for further and more specific guidance).
- Staff will only restrain children where there is the potential for the child to cause serious harm to themselves or others. In this situation, staff will only use a minimal and reasonable amount of force and only if absolutely necessary.⁴

⁴ Some practitioners in the setting have been trained to use the 'TEAM Teach' methods of restraint.

Parents in Partnership

Parents and carers play a vital role in their children's learning and development. Socio-emotional development begins at birth and family members/carers are pivotal to their children's experiences and growth in this area. For this reason, staff will discuss behaviour with parents as needed and will support parents in ensuring a consistent approach and clear messages for the child.

In cases of extreme behaviour, parents will be called in to meet with a Family Worker and the Headteacher if deemed appropriate. Discussions will take all viewpoints on board as the staff in conjunction with the child's family decide on the best way forward to address the behaviour and enable the child's access to their learning within the setting.