



Behaviour Policy

The Governing Body of St. Paul's Nursery School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / governors and members of the wider community.

To be renewed September 2018

Behaviour Policy

The Governing Body of St Paul's Nursery, in writing and adopting policies always gives consideration to how these will impact upon children/staff/parents/governors and the wider community who have disabilities, impairments, cultural, social, linguistic and religious needs.

Rationale

In St Paul's Nursery we are committed to establishing a learning environment that promotes positive behaviour and relationships where children 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.

Our practice

Our policy and provision for behaviour management follows the standards and principles as set out by the Early Years Foundation Stage (EYFS).

"Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs"

Staff at St. Paul's Nursery School strive to promote a positive ethos in the setting which fosters;

- respect for all members of the community and their property
- responsibility for caring for the environment
- honesty and fairness
- positive self esteem for all pupils and their families
- appropriate behaviour and self control
- acceptance of and respect for the diversity between individuals
- adherence to fundamental British values of democracy, the rule of law, freedom for all and mutual respect towards others.

We take the following steps to promote positive behaviour:

- We organise the indoor and outdoor 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. It may be necessary to remove the child from the situation to have quiet time for reflection and discussion with support or comfort. *See attached behaviour management procedures.*
- 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 St Paul's Nursery School 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 identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour, including incidents of bullying at the earliest opportunity.
- We do not feel it is necessary to have a separate policy for exclusions as we are a fully inclusive nursery school.
- We liaise with parents / carers are necessary regarding their child's behaviour. If necessary we will support them to develop a behaviour management plan.
- We keep a log of bullying and racist incidents,
- 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 in caring for others and the environment (helping with tidying/setting out activities, snacks and equipment).

- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- 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.

We encourage children to use the following 'rules'

1. We are kind and helpful to everybody.
2. We try to solve problems (eg, hitting, snatching) by talking.
3. We say "please", "thank you", "sorry", "goodbye" and "excuse me".
4. We play carefully with our toys and put them away when we are finished.
5. We listen to our friends and the grown-ups in the nursery, and they listen to us.
6. We walk inside the nursery school.
7. We wait for a grown up to open the door to outside.

Staff and parents will teach children these rules (through modelling and discussion) and will help everyone to use them.

Working with parents

Minor incidents in the classroom are dealt with sensitively by staff and need not be mentioned again. If serious incidents occur (eg, hitting, biting, swearing, refusing to conform), staff will talk to parents / carers about what has happened.

Staff are committed to working with parents to tackle inappropriate behaviour and will often share ideas, for example encouraging parents to reward good behaviour with praise rather than sweets.

Parents are able to read our Behaviour Policy via our website or by looking in the policy file in our reception area.

Rewards and sanctions

Staff use praise and attention as the most usual reward. Stickers and stamps are also used to reward particularly good behaviour or activity.

Sanctions are actions taken to improve behaviour and they are usually applied if a pupil repeatedly does not follow the rules. Sanctions might be removal from the activity, or time out away from the group for a specific length of time or until there is a resolution.

If a child does not respond to the normal discipline of the classroom, staff will discuss the issue with parents. The following steps would be taken:

- Get down at the child's level
- Say "(child's name)...stop...(the action)"
- Give the child a reason why they should stop (if they have this level of understanding)
- Repeat the above if necessary
- Praise the child if they do stop by saying "good stopping... (name)"

- If the child does not stop either remove them from the activity appropriately and with an explanation. The child may be given some quiet time in a place in which they feel safe and calm and the behaviour can be discussed. Staff may also respond to the behaviour in an alternative way that will de-escalate the situation, e.g taking the child for a short walk and explaining the incident to them if this would meet the needs of the child more effectively
- Minimise the amount of time / attention given to the child so that we are not rewarding the unwanted behaviour

If unwanted behaviour is serious or repetitive, staff should speak with the child's parents / carers.

Teaching children about feelings and emotions

As part of everyday practice we encourage children to recognise and talk about their feelings, including what to do when they are feeling a certain emotion, eg, anger.

Staff encourage children to resolve their own conflicts, eg, "what is the problem... and what can you do about it?"

Or "how have you made that child feel? And what do you need to do now?"

We have a trained Emotional Literacy Support Assistant who works more intensively with some children on positive behaviours and managing emotions if this is appropriate for the child. This work is carried out only with parental permission.

Links and references

- Special Educational Needs (SEN)/Inclusion
- Equal opportunities
- EYFS
- Safeguarding policy

Behaviour management strategy

All staff use a positive and consistent approach to managing behaviour. This includes using the following steps when a child is using inappropriate behaviour;

- Get down at the child's level
- Say "(child's name)...stop...(the action)"
- Give the child a reason why they should stop (if they have this level of understanding)
- Repeat the above if necessary
- Praise the child if they do stop by saying "good stopping... (name)"
- If the child does not stop either remove them from the activity appropriately and with an explanation. The child may be given some quiet time in a place in which they feel safe and calm and the behaviour can be discussed. Staff may also respond to the behaviour in an alternative way that will de escalate the situation, e.g taking the child for a short walk and explaining the incident to them if this would meet the needs of the child more effectively

Minimise the amount of time / attention given to the child so that we are not rewarding the unwanted behaviour.

If unwanted behaviour is serious or repetitive, staff should speak with the child's parents / carers. It may be necessary to complete a bespoke behaviour plan to support the child.

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