



St Edmund's
Nursery School and
Children's Centre

Behaviour Policy and Guidelines September 2015

At St Edmund's Nursery School and Children's Centre we believe children and adults thrive in an environment where their self-esteem is high, where praise and positive reinforcement are freely given, where children's and adult's individual rights are upheld and all adults use a consistent approach.

As practitioners we appreciate children need routines and clear boundaries – 'love and limits'. We have high expectations of all children, model the behaviour we want to promote and are very clear when we communicate to children what we want them to do and how we want them to behave.

We reject strategies which involve shouting, humiliation or rejection and which are directed at the child rather than the behaviour.

We avoid using words such as 'naughty' and 'wicked'. We are aware that we must not intervene too soon and that we must teach children strategies to manage conflicts.

Aims

1. To promote an environment where children and adults feel safe, valued and respected and that their individual rights are upheld.
2. To develop an ethos where children and adults care for each other and contribute to a sense of community.
3. To use developmentally appropriate strategies for children's behaviour management, which encourage and support children's self discipline.

Objectives

- To agree clear expectations and boundaries
- To encourage children to use equipment and resources safely and with respect
- To plan activities which will promote children's self esteem
- Help children to begin to understand the effect of their behaviour on others
- To encourage children to share and take turns
- To acknowledge and support children's efforts to be helpful and kind
- To give children choices, within limits
- To use positive strategies in behaviour management

Racist and Bullying Incidents

Racism and bullying are learned behaviours. Sometimes young children will repeat something they have heard an adult or older sibling say or copy a behaviour they have seen. If a member of staff hears or sees a child saying or doing something to another child which could be interpreted as using racist language or bullying behaviour they will deal with it sensitively using the guidance set out in this policy.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up".

(Statutory Framework for the Early Years Foundation Stage 2012)

The following strategies should be used to raise children's self-esteem and promote good behaviour:

- Show appreciation of and value children's behaviours giving immediate feedback to raise self-esteem where possible individually - verbal (I like/don't like), non-verbal (smile, clap, thumbs up), taking photo, crouching down to child level, eye to eye contact, physical contact(cuddles, "loves") as appropriate
- Develop good relationships with children through acknowledging and extending their interests and individuality.
- Lots of positive feedback from adults - "I like it when you....." , "That makes me feel sad/happy")
- Take children to visit other rooms/staff to share successes/work
- Plan activities/projects/themes or use stories to promote self-esteem
- Give children opportunities for responsibility and to help other people
- Encourage collaborative games and communal sharing time which enable young children to take more responsibility for their actions.
- Plan opportunities for children to explore emotional boundaries safely through experience and talk (e.g. puppets, stories, pictures, songs. "Has Teddy hurt himself? What can we do to make him feel better?")
- Break down activities into achievable steps to support all children, including those with disabilities, to promote achievement and avoid frustration
- Provide materials, resources and activities to value children's race, cultural identity and gender
- Provide accessible resources so that babies can choose what they need to begin an activity independently
- Encourage children to participate in making any rules
- Ensure consistency of staff and routines as far as possible
- Give parents, carers positive feedback whenever possible
- Liaise with parents to ensure that children who need comfort objects, have them readily available.

Strategies for dealing with unacceptable behaviour

There are a number of reasons which may lead to children behaving in an anti-social or aggressive way. Anti-social behaviour may well be related to a child's stage of development and will form a normal part of coming to terms with developing social skills e.g. a two year old's tantrum is part of the journey towards independence

However, it may also be a symptom of some underlying anxiety/confusion/upset or the result of a child's special needs. Lack of consistency in routines and in carers could also be a contributory factor. Strategies to deal with these behaviours should include the following, dependant on the circumstances:

- Recognise negative behaviour without reprimanding or dismissing the child and explain what behaviour you expect.
- Acknowledge children's feelings e.g. anger but encourage and develop an understanding of the consequences of actions. Ask questions such as "How are you feeling today?" to encourage children to acknowledge their feelings.
- Where behaviour is attention seeking (e.g. pouring water on floor) – where possible ignore it and praise good behaviour elsewhere

- Distract children from negative behaviour and provide alternative resources/activities/ where appropriate
- Provide support for the “injured” child/baby (comfort object, cuddles, reassurance)
- Respond to and build upon babies’ actions, expressions and gestures.
- Use facial expression and body language with babies to convey meaning whilst “snuggling” them
- Duplicate resources and materials where possible to avoid potential conflict
- Recognise factors affecting babies’ and children’s behaviour such as hunger/tiredness/discomfort and take action to remedy
- Pre-empt possible conflict or negative behaviour by watching carefully even if from a distance.
- Judge which conflicts you would allow children to resolve themselves without immediate adult intervention
- Remove babies/younger children physically from the situation
- Adult to remain calm
- Work as a team to ensure consistency in response
- Any discussion about a child’s unacceptable behaviour should be done privately and discreetly and not in front of an audience (parents/children) but ensure “injured” party knows that action has been taken.
- Where a child has hurt/offended another child the emphasis should be towards supporting the injured child.
- Discussion with parents regarding a child’s negative behaviour should ideally be dealt with by one person (keyworker)
- Establish shared understandings with parents about ways of responding to babies’ emotions and about a consistent approach when responding to negative behaviour

Persistent problems/unacceptable behaviour

Persistent problems should always be discussed during planning time and further strategies should be developed in consultation with the Pre-5 Specialist Teacher by drawing up an IEP.

In extreme circumstances as part of an individual behaviour plan “Time out “may be used = 1 minute per year of age of child.

If a child is exhibiting extreme behaviour the Governors will make every effort to ensure reasonable adjustments are made for the safety and well-being of staff and children. In the event that every effort has been made to make reasonable adjustments and the safety and well-being of the staff and children is compromised a decision may be made to reduce the hours the child is in nursery – this may be paid-for or free provision.