



Behaviour Policy

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Principles

At Woodfield Nursery School we believe that children flourish when they know the rules of how they are expected to behave. Children gain respect through interaction with caring adults who show them positive attitudes and that they value their individual personalities. We build positive relationships with children and their families from our first point of contact and begin to build trust and respect of each other.

We want children to feel happy and safe at Woodfield and grow in to independent learners with a strong sense of well-being and care of others. Adults are positive role models showing respect and empathy towards others. We have developed an environment and ethos which reflects strong principles and high standards of good behaviour which underpins children's ability to develop essential life skills to enable them to be successful individuals in the diverse society in which we live.

Children need to have set boundaries of behaviour for their own safety and for the safety of their peers. In our Nursery School we aim to set these boundaries in a way that helps the child to understand the significance of their behaviour, the consequences of their actions and the impact and effect it has on others.

We will:

- Provide a key worker system enabling staff to build strong and positive relationships with the children and their families.
- Promote positive relationships that are warm and loving, fostering a sense of belonging.
- Be responsive and sensitive to children's individual needs, feelings and interests.
- Develop self-sufficiency through 'continuous provision' in the Nursery environment.
- Be supportive of the child's own efforts and independence. Staff work hard to encourage and promote sustained shared thinking and to develop independent learning skills.
- Provide an environment that promotes challenge, independence, exploration and high levels of involvement.
- Provide a rich diverse environment, which all children can relate to, valuing people across all cultures and communities.
- Support children to develop a positive sense of their own identity and culture, providing an enabling environment and valuing uniqueness.
- Value and respect all children and families equally.
- Ensure early identification of additional needs and make early referrals to gain additional support.
- Provide an environment in which children feel safe and secure.

- Ensure that staff act as positive role models for children.
- Work in close partnership with parents by communicating openly and sharing learning experiences.
- Ignore negative behaviour where possible and use a positive statement to reinforce expected behaviour.

Strategies to develop an understanding of expected behaviours

- Acknowledge when children have demonstrated appropriate behaviours such as kindness, friendliness, sharing, waiting: smiles, thumbs up, cuddles, praise, comments to parents.
- Ensure adults demonstrate positive behaviour strategies, show respect to others and model what is expected
- Ensure that there are enough resources in order to prevent unnecessary conflict over sharing and waiting for turns.
- With popular activities, support children to wait their turn in a positive way.
- Ignore some poor low-level behaviour so as not to reward it with adult attention.
- Wait to get expected behaviour.

Strategies to support children who engage in inappropriate behaviour

We recognise that where children display behaviour that challenges us as adults, there will always be an underlying reason and we will work to understand this. Key workers will work closely with the SENCO, parents and outside agencies where appropriate to meet individual needs.

How to deal with inappropriate behaviour immediately

- Body language: hands up, stop
- Immediately go to the area and stop the unacceptable behaviour.
- Ensure that both children are safe – if necessary ask another adult for support
- Speak calmly and explain why the behaviour is not acceptable and what you want them to do.
- Gather information: what happened and why.
- Acknowledge feelings: restate what they have said, ask them how they feel or let them know what you have seen them expressing. Recognise that children see some situations as 'unfair' and will act on impulse
- Discuss what the possible consequences of the behaviour could be - ensure child understands (use home language, objects, picture, Makaton as appropriate)
- Observe and stay close for a short period of time
- If the behaviour continues remind child of the rules. If necessary remove from area or distract with another activity

Important

- Avoid situations where children's inappropriate behaviour is rewarded with adult attention.
- **Physical punishment such as smacking or shaking is never used: children are never threatened with these.**

- Physical restraint, such as holding against their will, is used only to prevent physical injury to children and adults or significant damage to property.
- **Dealing with more difficult and persistent behaviour management issues**
- Parents will always be involved when there are any behavioural issues in school
- Children need to feel calm, safe and comfortable in order to engage in learning. Sometimes children experiencing difficulties may display unacceptable behaviour which may be linked to an underlying reason.
- The SENCO will monitor the child and implement an individual behaviour plan.
- Space for time out will be provided for children experiencing great difficulties, so that they can calm down and reintegrate back into the nursery.

Hurtful behaviour

Staff take hurtful behaviour very seriously. Children under five will at some time say something hurtful to another child. Usually this is momentary, spontaneous and often without understanding of the feelings of the person they have hurt.

Staff recognise that young children behave in hurtful ways because they have not yet developed the means to manage intense feelings or the language to explain what they want and this sometimes overwhelms them.

- Help to calm the child who is angry: 'I know you feel angry because.....'
- Encourage the child to make a verbal response
- When a child is calm help them to empathise: 'When you hit xxx, it hurt him, he didn't like it and it made him cry. Note that this may be some time after the incident once the child is in a calm state and is ready and able to listen. We will use home language if a child needs this to understand what has happened.
- Support children through the PSED curriculum. – use puppets, stories and scenarios

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes. Staff recognise that rough and tumble play is normal for young children and is acceptable as long as others do not get harmed e.g. Superhero play, monster play

- Agree acceptable boundaries so that children do not get hurt.
- Use this kind of play to explore concepts of right and wrong.
- Support play to encourage working together to solve problems sometimes giving scenarios for children to solve together.

Nursery boundaries

- Be kind.
- Be helpful.
- Be respectful.
- Look after the Nursery resources and the environment.

We will not accept any behaviour that is dangerous or upsetting to others or that disrupts the Nursery routine:

- Aggression: physical, verbal or body language
- Racist or sexist remarks
- Hitting out
- Rudeness/refusal

In this case

- Children will be reminded how to behave through positive behaviour strategies
- Children may be asked to come away from the situation and do an adult led activity or read a book to calm themselves
- Supported back into play
- Followed up using PSED curriculum in group times or through the use of stories

If behaviour continues

- Given an explanation why their behaviour is unacceptable using language appropriate to the child's age, developmental level and understanding
- Removed from the area to a safe space and given time out if appropriate
- The child will be supported back into play.

Bullying

Any form of bullying is unacceptable and staff will follow the Anti-Bullying Policy.

Exclusion

We do not want to exclude children from Woodfield Nursery School. However, we may ring a parent to pick up their child early if their behaviour has escalated to a point that they or others are at risk. This would only be considered as a very last resort and is not a decision that would be taken lightly.

Confiscation of inappropriate items

Due to the age of the children in the Nursery School, if any inappropriate items are found on any of the children they will be confiscated and the parents will be contacted. If the item poses a welfare issue then a referral to the appropriate agency will be made.

Complaints

If a parent has a complaint please speak to the Headteacher or Keyperson initially. They will take your complaint seriously and with respect and will endeavour to address your concerns. You will be advised of the complaints procedures if you are not satisfied with the outcome and a copy of the policy may be obtained from the school office or downloaded from our school website www.woodfield.lancs.sch.uk