

SCARTHONURSERY SCHOOL

BEHAVIOUR POLICY



Policy date	Autumn 2023
Review date	Autumn 2024

Introduction

At Scartho Nursery School we want every member of the setting to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. We have an established framework of general routines and individual boundaries of behaviour are well-defined and understood by staff and children.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy to guide us through this process.

Aims and Values

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At Scartho Nursery School we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others
- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

- **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the nursery will join with us in partnership. Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult, or serious damage to property. ANY occasion where physical intervention is used will be recorded within the pastoral file and parents/carers will be informed when picking up the child. Staff will attempt to focus directly on positive features of the child's behaviour.

We have a named person with overall responsibility for behaviour management. The named person is the headteacher.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to learn from and see the good in others

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately, look after it and tidy it away
- Washing the dolls, bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Tidying up together and picking up rubbish
- Displaying children's work
- Providing labelled storage
- Explaining proper care and use of areas (garden, painting area, home corner, sand, etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to a nursery environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "Please remember to walk inside"
- Explaining any concerns e.g. "If you lean back on your chair you may fall over"
- Giving choices
- Having a group discussion or circle time about visual nursery codes/prompts
- Ignoring if low level challenge for response

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."
- Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant staff. By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan will be shared, agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up an Personal Learning Plan (PLP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

Positive Reinforcement

Positive reinforcement in the form of praise and encouragement is practised or extra responsibilities given to encourage appropriate behaviour rather than negative sanctions. It is accepted that further sanctions and/or reward systems will sometimes be necessary to deal with unacceptable behaviour. A child may have to:-

- be brought later or leave earlier than the other children for a short while,
- be withdrawn from, or have to tidy up, an activity,
- be withdrawn from the others and have time out at a short distance from the other children,
- be asked to change groups or rooms for a short while,
- stay with a member of staff at outdoor time instead of free play,
- apologise to another child or member of staff,
- be taken to see the Headteacher.

Staff usually deal with behaviour incidents immediately as they occur during the day and then the episode is over. We encourage children to tell us of any incidents they encounter. We build up good relationships with parents giving them support and strategies when necessary. It is left to the discretion of each member of staff whether to inform parents or the Headteacher of a child's behaviour.

The Headteacher has overall responsibility for behaviour. Identifying the ongoing training needs of staff and governors in respect of necessary skills in dealing with pupils and makes arrangements for such advice/training/support to be available.

Review

31st August the Western and Scartho Federation dissolved

On 14th September FGB meeting this Behaviour Policy nme was changed to Scartho Nursery Behaviour Policy