



## ASHGATE NURSERY SCHOOL

### BEHAVIOUR POLICY

**This Behaviour Policy was approved by the Governing Body on 24 March 2015**

**To be reviewed: March 2017**

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#### **Our Aims:**

We aim for Ashgate Nursery School to have a calm environment where children can feel happy and secure, for in such an environment purposeful learning can occur. We aim to support children in developing self control and responsibility for their actions. We aim for all adults to have a consistent, supportive approach to encouraging positive dispositions and behaviours. We will work with parents and other agencies to find the most effective and sensitive ways of encouraging positive behaviour for each individual child.

#### **Our expectations:**

Each individual child's well-being is paramount and their individual needs will be considered with regard to their age and stage of development.

All adults model positive behaviour and positive dispositions through their own actions and language.

All adults have a consistent approach and consistent expectations.

We focus on the positive actions and behaviour we wish to encourage. We criticise the action never the child.

We always acknowledge children's feelings - 'you look very angry' 'I can see you are sad.'

When a child's behaviour is particularly difficult we work closely as a team and with parents and involve other agencies if appropriate.

#### **Strategies used to promote positive behaviour:**

1. We aim to give all children emotional security at nursery through a key person who provides consistent care and attention and makes the child feel valued and is someone they can go to if upset.
2. Everyone works to create a calm purposeful atmosphere. Adults speak quietly unless something exciting is happening or they urgently need to gain attention. Adults constantly speak in positive terms.
3. Adults play alongside children on their terms supporting and valuing their play.
4. Transitions are managed smoothly with minimal lining up or waiting by children. Signs and photographs are used to support some children at these times.
5. The activities provided are interesting to all children and engage children in first hand experiences in which they can become engaged.
6. Adults use children's names to gain their attention before speaking and get eye contact by working at the child's level.

7. Instructions are given clearly and simply so children understand what is asked of them. Adults then give children time to respond. They are repeated and demonstrated if necessary. Seemingly unwanted behaviour can be due to not understanding what is required so gestures, signs and photographs are used to support.
8. Expectations and routines are made explicit to children when they start and regularly repeated to reinforce the expectation. We are explicit about what we want children to do and how to do it.
9. We acknowledge and support children's understanding of their feelings through emotion coaching.
10. We give praise with feedback so children are clear about what is being rewarded – "well done you've put the bricks away."
11. We have a kindness tree to reinforce positive behaviours such as sharing, helping others.

### **Strategies to use when handling difficult behaviour:**

- Use the child's name and get eye contact at the child's level to gain attention.
- Speak clearly and calmly but firm.
- If appropriate talk about their feelings at that time (try to see the world through their eyes).
- Tell the child what the positive action or behaviour you want from them rather than what you want them to stop ( some children never hear the positive action reinforced eg' I want you to walk' rather than 'don't run') If you need to tell them to stop doing something be explicit about what they can do as an alternative.
- Avoid vague statements such as 'don't be silly'; tell the child exactly what you do expect.
- Don't talk too much, if you are clear and concise you should not have to repeat yourself too much – children can switch off if they are upset or angry by an overload of language. Sometimes a firm "no" is enough.
- If you set a time scale such as 'in one minute I want you to pick the toys up' you must follow it through so they know you mean it this time and will next time. If necessary support them in the required action to demonstrate it and praise with feedback when they do.
- Adults need to model good conflict resolution such as in taking turns and sharing and supporting children in this as a positive learning experience.
- Be consistent.

### **Strategies for handling continuously challenging or dangerous behaviour:**

Sometimes a child's behaviour can be harmful to others, these situations often need a whole team approach and support and the involvement of the SENCO. The strategy may be part of a child's IEP if the behaviour is on-going. Monitoring the incidents for triggers and consequences will be carried out and adjustments made to the provision if necessary. All staff need to be aware that colleagues may need support in these situations.

If a child is in imminent danger from another child intervention must be immediate. A loud voice may be required using the child's name to gain their attention and then what you want them to stop doing. It may be necessary to remove the child from the situation and keep the child with you quietly. Before returning them to play talk to them clearly about the

boundaries and expectations and then settle them into an activity before leaving them.

If another child has been hurt your focus should be on the injured party giving them care attention and comfort. Talk about why the child is sad or upset and reinforce the expectations, 'when you hit someone it hurts them and makes them sad. "Remember kind hands at nursery." Decide if the children can continue playing independently or whether they need an adult modelling play with them.

### **Working with parents/carers:**

We involve parents as partners in developing positive behaviour and make sure parents do not feel at fault. Often parents may come to us with difficulties managing behaviour at home. In both cases we share our strategies and discuss how we can be consistent across both home and school. Meetings with parents should be given plenty of time to discuss and plan together and be followed up regularly. Positive steps forward are to be shared and celebrated. We use our WOW certificates to celebrate positive achievements for all children. We have a behaviour booklet to support parents at home.

### **Monitoring and evaluation:**

The effectiveness of our strategies are regularly reviewed at staff meetings. Consistently challenging behaviours are discussed as a team and individual programmes are developed. Other agencies may be involved in this.

We are always mindful that every child is an individual with a unique set of experiences and emotions and will respond to situations and strategies in their own way. It is our responsibility to find the best strategy for each child, being mindful that there is no one right strategy.

March 2015