

# PERRY BEECHES NURSERY SCHOOL

## Behaviour Policy

Our philosophy is based on valuing others and the stimulation of the children's awareness of a global society, being aware of self, valuing friendships, appreciating differences and developing tolerance.

At Perry Beeches 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
- Understanding and compassion
- Responsibility
- Fairness and equality
- Kindness
- Support and the use of positive reinforcement

### **Support 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 feeling 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 clam.
- 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.
- 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 a negative impact on behaviour and that all children's needs are being met.

**Positive Reinforcement**

Always adopt a positive attitude in body language and verbal language.

When a child is displaying good behaviour tell him/her what they are doing that is good.

**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 "rules".

**Staff will deal with challenging behaviour by:**

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

**Behaviour Breaches**

Physical – hitting, kicking, pinching, biting, pushing, throwing or taking turns

Social errors – not sharing or taking turns, spitting

Verbal abuse – swearing, shouting, name calling, unkind words

Staff usually deals with behaviour incidents as they occur during the day and then the episode is over. Staff will discuss the best strategy with the Headteacher before speaking to parents.

### **Inside Sessions**

1. Discuss behaviour with the child and explain appropriate behaviour.
2. Ask the child to choose another activity and work with them to divert their attention.
3. Exclude the child for a very short time e.g. on a mat (close to staff) 2-3 minutes – 5 minutes maximum.
4. If the child persists remove them from the classroom situation again or calm the child whichever is appropriate.
5. Refer to Headteacher if all the above steps have been followed and the unacceptable behaviour continues.

### **Outside Sessions**

1. Discuss behaviour with the child and explain appropriate behaviour.
2. Ask the child to choose another activity and work with them to divert attention.
3. Walk with the child for a short time.
4. The child returns to a chosen activity but if he/she continues, exclude him/her for a very short time, 2-3 minutes - 5 minutes maximum.
5. Refer to Headteacher if all the above steps have been followed and the unacceptable behaviour continues.

If behaviour is persistent and is not addressed by the above an 'Individual Behaviour Programme' (IBP) will be implemented. This will be done in consultation with the child's parents Class Teacher and Headteacher.

### **Exclusion**

In the very rare event of sanctions and normal behaviour intervention not having any effect a child will be sent home or have time reduced. This will be with full co-operation of the parents.