



Policy Date: December 2018

Gainsborough Nursery School Behaviour Policy

Objective

It is our intention that every member of our Nursery School community feels valued and respected and that each person is treated fairly, equally and considerately. We are a caring community, whose ethos is built on mutual trust and respect for every individual. The Nursery School behaviour policy is designed to support the way in which we all live and work together in a supportive way. Our intention is that everyone feels happy, safe and secure.

How we develop our children's behaviour skills

The teaching of Personal, Social and Emotional Development (PSED) is essential to developing thoughtful and respectful behaviour. The Nursery school curriculum is planned from the Early Years Foundation Stage and the High/Scope Key Experiences. The EYFS guidance states that we should provide opportunities that enable pupils to "learn how to cooperate and work harmoniously alongside and with each other and to listen to each other"

By the end of the EYFS pupils should be able to:

- Play co-operatively, taking turns with others.
- take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly
- Understand that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right, wrong and why
- Consider the consequences of their words and actions for themselves and others

The Nursery School staff model behaviour and encourage respect with one another through the behaviour they demonstrate, as well as planning a curriculum which provides opportunities for children to work towards these Early Learning Goals. The staff are very experienced and understand that all children develop at different stages for their ages. This means that we differentiate our planning with careful consideration for all of our children according to their ability and whether they have any additional needs.

During the school year we plan and provide opportunities for the children to:

- Make and express plans, choices and decisions
- Solve problems encountered in play
- Take care of their own needs
- Express feelings in words
- Participate in group routines
- Be sensitive to the needs and feelings of others

- Build relationships with children and adults
- Create and experience collaborative play
- Deal with social conflict

In providing these opportunities we are supporting children to develop an understanding of their own feelings and to take responsibility for their own behaviour.

To support the children, staff will:

- Demonstrate standards of behaviour which will provide an example for the children to follow.
- Show that we value friendship and co-operation so as to help the children develop respect for other people and cultures.
- Provide equipment that will encourage the children to share and to work together.
- Help children to develop the appropriate language so that they can negotiate with other children; in the case of conflicts saying, 'STOP' and using the stop hand signal.
- Provide an environment which is thoughtfully presented and organised to encourage children to develop a sense of pride and belonging.

The Role of Staff in Developing Appropriate Behaviour, staff will:

- Provide enough space and a variety of materials
- Establish consistent and fair routines
- Support and extend children's choices and interests
- Ensure that transitions from one part of the routine to the next are active, and give children the opportunity to move their whole bodies if they have been sitting for a little while.
- Accept behavioural differences
- Respect and acknowledge children's ideas, concerns and feelings
- Set realistic and reasonable expectations of children's behaviour
- Stop destructive or aggressive behaviour (see 'Supporting Challenging Behaviour')
- If a child's behaviour should give cause for concern, then the child's teacher or Early Years Practitioner will discuss the difficulties with the SENCO and the other staff. We will then differentiate our planning to support the behaviour to improve. If the concerns continue, then we will involve the parents and the SENCO in our discussions and plan an IEP to support the child.

Supporting Challenging Behaviour: The Law says:

School staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Very rarely, children's behaviour may pose a danger to themselves and/or others around them. It is sometimes necessary for an adult to support a child to calm their behaviour and comfort them physically or restrain them so that they are not able to cause harm to themselves or others.

Encouraging Positive Behaviours

At all times staff will:

- Join children in their work and play when appropriate
- Listen to and acknowledge all children's contributions
- Encourage children's efforts
- Have fun together
- Use gesture, facial expressions and physical comfort such as a cuddle, if necessary
- Use recall time or end of session time to discuss positive behaviours with all the group
- Share positive behaviours with parents at the end of sessions

Problem Solving Steps to Avoid

Conflict

- When an incident occurs staff will: Approach calmly
- Acknowledge children's feelings
- Gather information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow up support
- If other methods are not working- "time out" away from the other children
- Withdrawal of attention- it may be appropriate in some cases to ignore the child's behaviour if they are not harming anyone else

Resources

- Puppets- to model all sorts of behaviour! Including Dogum to discuss feelings and Lola to listen
- Books to discuss feelings like, "I'm angry" and story sacks and stories that provide role-models like "Alfie gives a Hand".

Assessing and Monitoring Children's Progress

All teachers, Early Years Practitioners and SEN workers make regular assessments of children's learning and we use this information to inform our planning. Assessment takes

the form of observation and we review children's progress using our pupil profile which is linked to the EYFS. If we identify pupils that are not making progress we will support pupils with individual or small group opportunities. In the nursery school, children's achievements, plus a focused objective of developing emotional competencies are formally monitored three times a year and shared with parents and governors.

References

Curriculum Guidance for the Early Years Foundation Stage
High/Scope Guidance