



# Behaviour Policy

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## **Introduction**

The policy is founded on the principle that children's behaviour is intrinsic to their learning. Children's learning is adversely affected if they are unhappy or anxious and similarly if they are unable to control their behaviour.

When children are involved and interested in their learning, their behaviour is more likely to be positive and controlled. Therefore, the provision of a stimulating, developmentally appropriate environment where children are supported by adults sensitive to their needs is crucial.

## **Aims of the policy**

The prime focus of a behaviour policy should be to support and encourage positive behaviour rather than dwelling overtly on the negative aspects which can be damaging to children's self image and confidence.

It would be unrealistic, however, to deny the existence of negative behaviour in children (and adults).

Such behaviour can:

- Hurt others by word or action
- Damage or disrupt the environment
- Be dangerous to the child or others
- Impinge on their own or another's ability to learn

## **In monitoring positive behaviour we aim to help children develop:**

- An understanding of and respect the needs, feelings and views of others, accepting and enjoying our differences as well as our similarities
- Confidence, a positive self-image and social skills in order to be a responsive and responsible member of society
- A sense of responsibility for their actions understanding cause and effect

- An understanding and respect for the environment in which they live, both within the school and home and in the wider setting
- The ability to care for, maintain and enhance the environment understanding the consequences of neglect. (With young children this will apply to their immediate environment)
- An understanding of actions that could be dangerous to themselves and others and an ability to act safely and with consideration
- The confidence to anticipate and prevent dangerous acts, alerting an adult if necessary
- An understanding of and respect for the needs of others for space, quiet and calm in order to reflect and learn
- The ability to assist others in their learning in a sensitive and constructive manner

**We will achieve these aims by:**

- Helping children develop key attitudes and skills including cooperation, responsibility and problem solving. Providing a good role model where staff work in harmony with each other, share aims and adopt a consistent approach towards developing positive behaviour in children
- Creating a well-organised nursery environment that will encompass the full range of children's learning and developmental needs. It will be stimulating, extending children's learning, but will also provide opportunities for children to be reflective and calm. The environment will provide choices for the children and help them achieve their goals, where space is provided for activities ranging from energetic play to quiet seclusion.
- Liaising closely with parents, encouraging an atmosphere in which parents and staff can approach each other and work together to support the child's development
- Signposting parents to the school's behaviour policy through the school prospectus

- Holding discussion groups to help parents understand and manage their children's behaviour and apply the principles and strategies contained within the behaviour policy
- Maintaining high and clear expectations of children's behaviour together with a positive attitude towards children's behavioural difficulties
- Challenging derogatory remarks including those of a racist or sexist nature
- Explaining and setting realistic boundaries for children showing challenging behaviour
- Maintaining children's respect for their parents whilst explaining that some behaviour which is acceptable at home is unacceptable at school. Children can then be helped to understand that behaviour needs to be different in other settings
- Acknowledging that good planning and time management aid constructive learning and positive behaviour
- Providing planned opportunities for children to discuss with an adult feelings and behaviour; for example circle time and Persona dolls
- Acknowledging that leadership and support in maintaining these common aims must come from the SLT and Governors

### **Strategies to support positive behaviour and cope with unacceptable behaviour**

- Rewards that are intrinsic and meaningful to children should be used including:
- Expression of genuine interest in individual children's development and learning
- Individual care, attention and respect
- Giving children a sense of responsibility and trusting their judgements
- Praising children's achievements and positive behaviour

### **Sanctions**

- Unacceptable behaviour should be dealt with immediately.

- Adults should stay calm and reassure the child that it is the **behaviour** and not the child that is unacceptable or disapproved of.
- A three-point strategy can be adopted when unacceptable behaviour is noticed.
- First time in one session:                   Explanation that behaviour is unacceptable and why.
- Second time in same session: Reminder of previous explanation and the need to remove the child from the activity if repeated
- Third time in same session: Removal from activity – alternative suggested
- At each point the child will be helped towards positive behaviour with suggestions and explanations or by the adult joining the play to provide a model.
- A fresh start is made at the beginning of each session, rather than referring to previous negative behaviour.

### **Tantrums**

- Children who are having a tantrum are angry, confused and frustrated. Whilst the child should be left to calm down, an adult should stay near throughout.
- The adult should reassure other children within hearing of the distraught child that you understand the anger being expressed by this child and that the child will calm down when ready, when the child will be comforted
- The child should be given responsibility for saying when he or she is feeling better and comfort and reassurance given
- Sometimes it may be necessary to remove the angry child to a quieter place to help the child calm down and avoid distressing other children

### **Children fighting over a piece of equipment**

- They should be helped to make decisions. This is best done if the adult holds the disputed object.
- The children will need an adult to discuss with them how the solution can best be resolved.

### **Helping children make their views known.**

- Some children find it difficult to express their disapproval and can be intimidated by other children. Another child may be chasing or poking them, for example, causing distress to the child concerned. Adults can provide the child with a verbal strategy encouraging him or her to speak in a firm voice saying, "Please don't do that, I don't like it." If this does not bring a successful outcome, the child needs to be encouraged to seek adult support.
- Parents sometimes report that their child has told them they have been mistreated by another child after the event. Reassurance should be given to the parent that the situation will be monitored and dealt with appropriately.
- At times a stern face and voice may be required to show extreme disapproval. It should be made clear to the child that it is the behaviour and not the child that is disapproved of.

### **Children who have been hurt**

- Children who have been hurt by another child's aggressive behaviour need to be comforted. The aggressor should be helped to explain the reasons for his or her behaviour and alternatives suggested by the adult.
- The aggressor should be encouraged to comfort or assist with minor first aid, if needed, whilst an adult soothes and helps restore a positive relationship between those concerned.

### **Destructive behaviour**

- If a child destroys another child's play, the child should be encouraged to assist in putting matters right.
- It can be helpful to steer the child towards a legitimate "set up and destroy" activity, for example making a tower to knock down.
- Encouraging a child to mop up water he or she has deliberately poured on the floor will help the child understand cause and effect and to acknowledge that he or she is capable of creating order.

- It also provides the adult with the opportunity to praise and be positive towards what had originally been a negative activity.

Children should not be labelled or judgements made too soon. Children often make remarkable progress in their learning and behaviour in their early years.

### **Managing and motivating behaviour**

- Try to deal with behaviour incidents quietly to avoid the escalation of a situation
- Behaviour that is causing more than usual staff attention should be discussed at whole staff meetings
- If a child's behaviour is still causing concern after discussion, the matter should be discussed further with the child's parents. It may be necessary to meet with the SENCO for further strategies or outside support.