



Our behaviour policy

Aims:

To support all children's social and emotional development so that they become happy, confident learners able to express their own feelings, thoughts and ideas and to contribute to the group.

We aim for all children to

- learn to form positive and appropriate relationships with adults and other children,
- enjoy being part of a group
- begin to understand their own feelings and how to express them appropriately,
- recognise the consequences of their actions,
- learn how and when to regulate their own behaviour
- understand the need for rules so that everyone stays safe
- recognise that by co-operating and sharing everyone can benefit
- learn to empathise with others

Our behaviour policy is based around the six principles of nurture

1. Our children's learning is understood developmentally

We understand that children do not develop at the same rate and need different things at different times that are individual to them.

2. Our school environment offers a safe base for children

Our nursery school should be a **calm, safe environment** for everyone with spaces to rest, relax, be active, be creative and most importantly feel safe and secure in the fact that your needs are being met.

3. We understand the importance of nurture for the development of wellbeing

We try to look after everyone in our school community, which in turn makes us feel good in mind and body. We have a theme of **showing kindness** running through our school. When we are kind to others, it makes them feel happy. It is good for our health too.

We aim to **celebrate achievements**, of everyone in our school community, no matter how small they might seem. When someone tells us we've done a good job, that makes us feel positive about ourselves. That's what nurture is all about.

4. Language is a vital means of communication

What we say **tells others a lot about us** and **how we're feeling**. We work hard to ensure that we support everyone in our community to communicate with us. There are many ways in which adults and children can communicate effectively and we celebrate and embrace all the different ways that we do this, verbally and non-verbally. We support and promote all the different ways in which children can communicate.

5. All behaviour is communication

We understand that it's not always easy to express how we feel in words. The way we behave towards other people says a lot about how we're feeling. We try to understand how people might be feeling and why a child might be behaving in a certain way. We use a range of visuals and objects to support communication where we need to.

6. We understand the importance of transition in our lives

We understand that change happens all the time. It can be exciting but it can also be scary, for adults and children. We plan transition times carefully for children and support them to feel safe and secure within a familiar routine. We support those transitions times with visuals and objects if children need them to understand what is happening and when. We allow as much flexibility and time in our routines as we possible can so that children can engage with them happily. We work closely with parents in our everyday work, but especially at times of transition.

We ask our staff to

- ... treat children and other adults with respect, providing a model of appropriate language and behaviour
- ... promote positive behaviour and give clear simple directions or invitations so that children know what they are being asked to do
- ... praise appropriate behaviour, acts of kindness or consideration and encourage children to value the help and support of others
- ... apply consistent boundaries and expectations based on safety, "fairness", and the need to recognise and take responsibility for the consequences of actions
- ... support children experiencing distress or anger and act to ensure the safety of everyone. This may involve physical restraint to prevent another child from being hurt.
- support parents in developing positive strategies to manage aspects of their children's behaviour

We will ask our staff working in the role of key person to....

- ... develop a relationship with children and their parents and carers and gain understanding of each child as an individual.
- ... observe and discuss children's social and emotional development and plan strategies, activities and experiences to promote appropriate behaviour and further understanding of themselves and others.
- ... share observations with parents and carers and involve them in discussion about children's social and emotional learning.
- ... support parents in developing positive strategies to manage aspects of their children's behaviour

We will help children, when they are ready to.....

- ... follow simple rules and routines
- ... negotiate, share ideas and work alongside their peers
- ... take part in group activities, take turns, listen to the views of others
- ... have fun as part of a group and learn to enjoy being by themselves
- ... resolve conflicts fairly and appropriately
- ... take care of their environment

Parents and carers

- ...will be involved in discussions about their child's social and emotional development.
- ...will be offered support if they are dealing with aspects of their child's behaviour, or experiencing difficulty with an aspect of their child's social and emotional development. (E.g. the arrival of a new baby could lead to some insecurity)
- ...will be sign-posted to other agencies where appropriate.
- ...will be encouraged to celebrate their child's achievements and developing confidence

When things go wrong.....

Developmentally we understand that children are learning to be with others and take turns or even share things. When things break down in children's play, we aim to involve the children in the process by asking them

“What shall we do?”

By doing this we hope to involve them in conflict resolution and include them in the process, teaching them essential skills that they can go on to use independently.

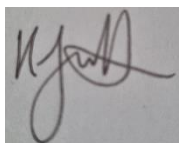
- Sometimes, we ask a child to 'watch' other children and guide them to notice how other children are co-operating / using their walking feet / taking a turn etc. Again, this involves them in the process in the hope that they can consider their own actions next time and make better decisions for themselves. It shows children what **TO** do.
- Occasionally, where repeated breakdowns have happened, staff will reduce the choices available to the child for a short period of time. For example, this might mean making a choice within a room where their key person is so that the child can continue to receive support in their own choices.

Our goal is to celebrate a choice that **the child themselves** has made.

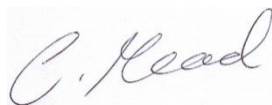
Therefore, we try **NOT** to

- Make choices for children (E.g. you will have to do ** now)
- Tell children what NOT to do (E.g Don't run, don't put that there)

Signed:



Headteacher



Chair of Governors

Date: September 24

Review Date: September 25