



## **ABBEY WOOD NURSERY SCHOOL BEHAVIOUR POLICY**

### **Introduction**

Abbey Wood Nursery School aims to achieve acceptable behaviour based on a positive approach and mutual respect between all members of the community.

Good behaviour and discipline are key factors in an educational and caring environment. Without a calm and orderly atmosphere, learning cannot take place. The Nursery School aims to help children to develop a positive attitude towards themselves and others, with a strong sense of self-respect. Positive self-esteem is important for good behaviour and high levels of achievement. If a child's behaviour is presenting difficulties, it is also likely that the child has poor self-esteem, so action needs to be taken to address this.

We are aware that factors like a new baby, changes at home, illness etc. all cause children to behave in different ways. We therefore encourage parents and carers to share such information both formally and informally so that we can provide appropriate support. Members of staff try to offer individual support at all times for children with behavioural difficulties - some of whom may also have emotional difficulties.

Some behaviour difficulties are caused by the child's frustrated attempts to express emotional needs, such as feeling loved and cared for, being included, feeling important and valued, having friends, feeling safe from harm. These needs can result in behaviour such as: inappropriate attention seeking to feel worthwhile; controlling others to feel important; seeking revenge and hurting others.

The establishment of a good adult / child relationship is central to working effectively with all children, especially those who experience emotional or behavioural difficulties. Primarily this relationship will be developed with the key person or second key person. A planned curriculum that includes differentiation, mutual respect and effective classroom management is conducive to building and maintaining these good relationships; however it is inevitable that in certain cases the relationship will break down or never be forged.

Many instances of emotional and / or behavioural difficulties are caused by undiagnosed medical/ psychological problems such as hearing loss or visual impairment. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional and/ or behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional and / or behavioural difficulties.

### **Agreed Code of Behaviour**

- Be kind to everyone
- Share or take turns

- Think about each other
- Help each other
- Listen and do as we are asked
- Help look after the toys and equipment

### **Unacceptable Behaviour**

- Physical behaviour which hurts others
- Verbal - name calling, racist remarks, shouting,
- Emotional - putting down,
- Disrespect for others and their property
- damage to books and equipment
- knowingly taking what does not belong to you
- consistently refusing to tidy up
- snatching something from someone else rather than waiting for a turn

### **Managing Unacceptable Behaviour**

- Use positive strategies to stop the unacceptable behaviour
- Comfort a child who has been hurt, Help children see the consequence of their actions
- Try to establish what actually happened by listening to all parties involved.
- Let children know what is unacceptable about the behaviour.
- Suggest an alternative way of settling the dispute (if mature enough, guide children in working this out for themselves, e.g. "What could you do?")
- Help children to make amends when suitable e.g. Comforting child who has been upset, fetching tissues, cold compress, repairing book or toy, clearing up a mess.
- Encourage children to express their sorrow meaningfully by e.g. making eye contact or with a hug.
- Tell child clearly what will happen if behaviour continues, e.g. time out for only a short period of time, could also be to say 'come and have quiet sit down with me.' (never withhold a treat like joining in at a party or having food).

If the problem recurs persistently

- Discuss at end of day review/planning meeting.
- Talk to parents.
- Monitor behaviour - record frequency and include with information from all staff
- Share action plan with parent.
- Tell all staff strategies being used,
- If behaviour persists, seek further advice from inclusion co-ordinator and other agencies

Strategies for dealing with unacceptable behaviour

- Deal with behaviour immediately and then drop it. Don't prolong or give unnecessary attention
- Reflect children's feelings back to them, e.g. "I can see that you are feeling angry."
- Get down to the child's level [making eye contact if possible]

- Use a firm controlled voice – do not shout unless to prevent a serious accident.
  - Don't embarrass or humiliate children
  - Don't get emotionally involved - if necessary, call a colleague, walk away and cool off
  - Label behaviour rather than child, e.g. say "that was an unhelpful/unkind thing to do" rather than "you are an unhelpful/unkind boy/girl."
- Explain that you want to see that the child is listening.
  - Make physical contact, e.g. holding hands. This may help the child to concentrate on what you are saying.
  - Redirect activity to one that is more acceptable.
  - Praise good behaviour when you see it.
  - Read stories with morals, caring, consequences and feelings.
  - Give children alternative language.
  - Provide suitable outlets for expressing anger and frustration, e.g. banging clay, cushions, kneading dough.
  - Teach children to - negotiate, say no, say what they want, walk away, listen to others, seek help from an adult if other strategies fail.

### **Parental Involvement**

Parents are made aware of our behaviour policy as part of their introduction to the Abbey Wood Nursery School. Individual instances of poor behaviour will be discussed with parents, but it is essential that they understand the matter has been dealt with at the School and no further action is necessary. Where a child has behavioural difficulties, lengthier discussions to agree a consistent approach may be necessary.

### **The Classroom Staff**

The classroom staff have prime responsibility for pastoral care. This includes watching out for children who are behaving out of character and looking for signs of distress and upset. Through talking and listening to children, suspected occurrences of non-accidental injury or child abuse can be picked up and must be reported to the Head Teacher for further investigation.

The Nursery School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the child.

### **Positive Feedback**

Praise is a very powerful tool to use. The general practice of classroom management involves positive feedback being given to children on a daily basis. This includes:

- Using specific about praise e.g. 'I really liked the way you...'
- Giving verbal praise, sending children to another adult for praise;
- Celebrating children's achievements in the classroom through displays and portfolios. Staff will ensure that all children are represented over time so they will experience pleasure and self-satisfaction;

- praising the child at group time
- Make sure all children get praise

### **Outside Agencies**

We have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help. However on certain occasions help may need to be sought from outside agencies.