

# Moss Hall Nursery School



## Behaviour Policy

***“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” EYFS Framework, 2017, p.6***

### **Introduction**

At Moss Hall Nursery School, we acknowledge that children have unique personalities. They are learning from their surroundings and all their experiences. Their brain is still developing and they are learning to regulate their emotions and at times require adult help and support.

Children’s behaviour is adversely affected if they are unhappy or anxious or unable to control their behaviour.

We recognise the impact of behaviour on learning; children who are unable to control their behaviour are unable to engage the prefrontal cortex area of the brain, which is responsible for thinking and reasoning. In addition, unacceptable behaviour can disrupt the learning of other children.

We believe that it is through the school and parents working together that we can ensure the best learning for children, and this includes learning acceptable behaviour in a range of situations.

Personal, Social and Emotional development is a prime area in the Statutory Framework for the Early Years Foundation Stage(EYFS). Learning in this area underpins the development of positive behaviour, which is essential for learning.

The early learning goals which children are expected to achieve by the end of the reception year are in Appendix 1

### **Aims of the policy – why do we need a behaviour policy?**

- To promote good behaviour for learning in calm, safe and secure environment
- To ensure a shared understanding with staff, parents and children of how positive behaviour will be promoted in Moss Hall Nursery school
- To ensure consistency in approach, in establishing routines and in applying rules and boundaries
- To keep children and staff safe

### **What behaviour do we want to encourage from the children?**

We want children at Moss Hall Nursery School to:

- be respectful to each other, to staff and parents and to their environment.
- learn to regulate their emotions.
- develop empathy and emotional literacy.
- develop resilience – so they can manage change

- be confident and willing to try new things
- develop understanding and respect for the needs, feelings and views of others, accepting and celebrating similarities and differences
- understand and follow agreed rules

### **How will we achieve this?**

We are committed to practice that promotes positive behaviour, which is based on a deep understanding of child development.

We do this through developing positive relationships, creating and maintaining an enabling environment and planning for learning and development.

### **Positive Relationships**

Human relationships underpin all learning and development. Children need the emotional security provided by adults who provide consistent care and attention. At Moss Hall Nursery School, we have a strong key person approach where we build good relationships between child, parent and key person ensuring that children are given individual care and attention; this relationship encourages the development of a strong attachment that provides security and reassurance.

We work closely with parents and create an atmosphere of mutual respect to support the development of all children.

Staff are engaged with children; they are physically and emotionally available. They soothe and calm children when necessary and help children find ways to deal with their emotions. All staff role model the positive behaviours we wish to see in the children, treating each other and the children with kindness and respect. Staff's body language and tone of voice is as important as their verbal communication. They notice and praise positive behaviour, acknowledging effort as well as when children fully meet the school's behavioural expectations.

Children with additional needs will be given appropriate resources and time to meet behavioural expectations

### **Enabling Environments**

We create an environment that is welcoming to everyone, where children are treated with respect. The indoor and outdoor areas are attractively presented; space, resources and activities are organised to support independent learning and to avoid unnecessary conflict. The layout of the physical environment is predictable and there are clear routines and a consistent approach. Each classroom has a visual timetable.

Rules/expectations and boundaries are developmentally appropriate and staff make use of visual cues, visual timetables and Makaton signs when talking to children.

The environment offers balance throughout the day with time and space for both stimulating and challenging experiences and opportunities to be quiet and calm. Children have access to the garden for most of the day, which naturally lowers the stress hormone, cortisol as well as providing important physical activity and challenge.

We are equally committed to an emotionally enabling environment, which has many links to the section about Positive Relationships. Adults use quiet voices and interact sensitively with all children.

### Learning and Development

We believe that learning should be enjoyable, exciting and stimulating; this is supported by our planning in the moment approach, which supports children's interests and leads to high levels of involvement. There is time to play uninterrupted and periods of sitting still are kept to a minimum. Children are able to make choices about where to play and who to play with. Meeting children's needs for active physical play ensures a positive release of excess energy and enables them to maintain focus at a later time.

Key group times are small and short with opportunities for interaction and movement. Positive behaviour strategies are taught as part of the day to day practice at the nursery and not only as a response to an incident. Emotional literacy is taught through stories and small group discussions helping children to develop an understanding of the needs of others and the consequences their behaviour may have on others. We acknowledge and name feelings and help children to take responsibility for their own behaviour.

Children are involved in setting boundaries and agreeing rules. We support children to resolve conflict including encouraging children to be assertive and say "no" when appropriate. Visual cues, PECS (Picture Exchange Communication System) and Makaton signs are used where this is helpful.

### How do we manage unwanted behaviour?

We recognise that children are learning and will need continued support to behave appropriately and a child's age and stage of development needs to be taken into account. We give children support to learn how to manage difficult emotions and situations using them as a learning opportunity. We also recognise that all behaviour is communication and we endeavour to understand what the child's behaviour is telling us. We make it clear that it is the behaviour that is unacceptable and not the child.

Unacceptable behaviour includes (but is not limited to):

1. Behaviour that hurts others, which may be physical (e.g. hitting, biting, kicking, spitting), verbal (name calling, swearing, racist, homophobic remarks) or emotional (e.g. "I won't be your friend")

2. Damage or disruption to equipment or the environment
3. Bullying. Bullying can develop from a young age. Bullying is deliberately setting out to hurt or undermine another person in a systematic way over a period of time. It is not the result of a one off quarrel or a conflict over time. It can happen once children are at a developmental stage where they understand and are capable of carrying out acceptable behaviour.

Bullying and discriminatory behaviour **will not** be tolerated at Moss Hall Nursery School.

**In the case of unacceptable behaviour, we**

- Ignore minor, attention seeking behaviour.
- Deal with situations as they arise and allow children to start afresh. We deal with incidents quietly and calmly to minimise the chance of escalation and to maintain the self-esteem of the child.
- Get down to the child's level and maintain eye contact
- Keep calm – a quiet voice and slow breathing is very effective
- Staff **do not** raise their voice or shout at children unless the child is in immediate danger. This should only be in exceptional circumstances and the voice should be clear and not aggressive.
- Redirect unwanted behaviour
- Use a problem solving approach to behaviour management and support children to find solutions, model language and label feelings
- Help children to put things right – fixing a broken model, fetching a tissue for a child who is crying. We do not insist that children say sorry as this is often meaningless; children may learn to repeat this word without feeling sorry or having any awareness of the consequences of their actions.
- Give children warnings and a chance to modify their behaviour.
- Are fair and consistent, firm and clear.
- Use positive language to tell children what they should do
- Remind children of the rules; before a child returns to play staff will check they have understood the rule.

### **Dealing with tantrums**

- Children who are having a tantrum are angry, confused and frustrated. An adult stays close by while the child calms down
- The adult reassures other children nearby that this child will calm down and will be comforted when s/he is ready.
- When the child has calmed down the adult comforts and reassures her/him. At this point the cause of distress may be dealt with.
- If necessary, the child having the tantrum may need to be moved somewhere quiet to help her/him calm down or to avoid distress for the other children.

### **Supporting conflict resolution**

1. An adult approaches calmly, stops any hurting (remaining neutral and not taking sides). If a child has been hurt the adult will, if possible, first focus on the hurt child and give any necessary first aid.
2. The adult acknowledges the feelings of all children involved in the conflict, e.g. “you look really upset” (where there is a dispute over a piece of equipment it is best in the adult holds the equipment through this process)
3. The adult gathers information. They may say “There’s a problem here. What’s the matter?”
4. The adult re-states the problem using the children’s vocabulary and extending language as necessary. Hurtful words are substituted with non-hurtful words.
5. The adult invites solutions, e.g “what can we do to solve this problem?” Children’s own ideas are encouraged but initially adults may need to offer suggestions. The adult will praise children’s efforts.
6. Adults are prepared to follow-up and stay on hand to help.

### **How do we deal with persistent challenging behaviour?**

With persistent challenging behaviour the SENCo supports the class team to reflect on the behaviour they have observed, consider the possible factors that made this behaviour happen and make a plan to help the child. During this process the triggers for the behaviour (both visible and invisible) are discussed along with the possible feelings the child is experiencing and the consequences of the behaviour to identify possible reasons and to find a solution. The plan for the child focuses on how we can prevent the behaviour from happening again, what new skills the child can be taught to replace the unacceptable behaviour and the impact of our response to the behaviour.

A partnership between parents and the nursery is crucial in this situation, and we take a problem solving approach, asking parents as the experts in their own child for their

understanding and working together to develop consistent strategies to be used at home and at school.

If necessary outside professionals will be involved to support concerns about difficult behaviour.

Progress will be reviewed to ensure change and to be responsive to the changing needs of the child.

Signed by:

Annette Long

Headteacher

Date: 30<sup>th</sup> April 2019

Brian Salinger

Chair of governors

Date: 30<sup>th</sup> April 2019

## Appendix 1

### Early Learning Goals for Personal, Social and Emotional Development (PSED)

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

## Appendix 2

### Golden Rules at Moss Hall Nursery School

1. **Walk inside**
2. **Be kind. Be gentle**
3. **Listen to others**
4. **Look after our nursery**



Appendix 3

If you are concerned about a child's behaviour in the nursery Identify if it is **low level** or **high level**

**Low Level**

- Refusing to share resources
- Refusing to take turns
- Screaming or crying when frustrated or not getting what they want
- Physically withdrawing sitting away or lying down
- Saying swear words
- Not listening and following instructions

**High Level**

- Scratching others or themselves
- Biting, pushing, kicking or hitting others
- Pulling hair
- Throwing equipment at others
- Damaging equipment or the environment

**Strategies**

- Giving children choices
- Not giving attention to unwanted behaviour
- Anticipation and re direction
- Time with a member of staff
- Praise for good behaviour –using specific language
- Praise each tiny achievement
- Discussed during special week meeting

**Strategies**

- Not giving attention to unwanted behaviour
- Request a meeting with family to discuss behaviour at home/in public/ use the same strategies at home and at nursery
- Following three high level behaviour incidents consult SENCO and consider the following  
A pattern? What are the triggers?  
Where is the behaviour happening? Who is involved? What time of the day?

Resolved? **Yes**

Resolved? **No** continue with strategies liaise with SENCO  
Look at strategies for high level

Resolved? **No** – increase high level of adult support

Resolved? **Yes**

**Discussion** Meet with key person and SENCO and family to make a plan. Implement and review plan

Concerned resolved No? SENCO to make referral to appropriate agency