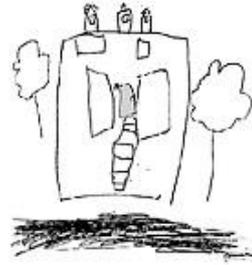


LONDON BOROUGH OF BARNET
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BEHAVIOUR POLICY

INTRODUCTION

Children's behaviour cannot be viewed apart from children's learning. Children do not learn well when they cannot control their behaviour. When children are involved and interested in their learning their behaviour is positive and controlled.

BEHAVIOUR POLICY

We wish to aid children towards:-

- An understanding and respect for the needs, feelings and views of others and our differences and similarities.
- The development of confidence and social skills in order to be a responsive and positive member of society.
- An understanding of and respect for the environment they live in both inside and outside the school.
- An understanding of those actions that could be dangerous to themselves and others.

We will achieve these aims by:-

- Developing key skills and attitudes shown in our Teaching and Learning Policy, e.g. patience, co-operation, problem solving.
- Providing a good role model by developing good staff relationships with common aims and consistent approach to developing children's positive behaviour.
- Creating a nursery environment that is well ordered and calm but stimulating and extending, an environment that provides choices for the children, support to help them achieve their goals, and space for both energetic play and quiet seclusion.
- Maintaining close contact with parents at all times, encouraging an atmosphere in which parents and staff can approach each other in a spirit of combined interest

in the child's well-being.

- Maintaining high and clear expectations of children's behaviour and a positive attitude to children's behavioural difficulties.
- Planning to spend time with new children in such a way that they will quickly determine what is permissible and what is not.
- Acknowledging that good planning and good time management aids good learning and positive behaviour
- Acknowledging that leadership and support in maintaining these common aims must come from the Head Teacher and Governors

GENERAL GUIDANCE

Unacceptable behaviour should be dealt with immediately. Adults should stay calm and reassure the child that it is the behaviour not the child that is unacceptable or disapproved of. The opportunity for a 'fresh start' is always planned for. Staff should deal with behavioural issues and incidents, not parent helpers, volunteers or work experience students. At times a stern face and voice is required to show extreme disapproval. This can shock and frighten small children and reassurance and comfort should be given as soon as possible. It should be made clear to the child that it is the behaviour; not the child you disapprove of. We deal with an incident as quietly and as positively as possible - don't make it public! Shouting at children is counterproductive unless possibly a very dangerous situation is about to occur and the child is out of reach.

Helping to put things right will help them to understand cause and effect and acknowledges that they are also capable of creating order eg mopping up water they have deliberately poured on the floor or sweeping up sand they have thrown. It also allows the adult an opportunity to praise.

It is dangerous to label children. Remarkable changes can take place in children's learning and behaviour in their early years.

Children with poor attendance or punctuality will find difficulty in making and retaining social contacts. Good social development is important for children's positive behaviour and it will be helpful to discuss this with parents to ensure regular and punctual attendance.

In some extreme cases restraint may be necessary for the child's own safety or the safety of others. This should be done in accordance with safer restraint training.

DISPUTES AND FIGHTING

For example, Children fighting over a piece of equipment should be helped to make decisions to find their own resolutions. This is best done if the adult is holding the disputed object. Younger children will need an adult to discuss with them how the situation can be best resolved.

If a child has been hurt because of another child's aggression the injured child should be comforted while another member of staff addresses the aggressor who may be encouraged to comfort or assist with minor first aid that may be needed, chatting and explaining during this process.

If a child destroys another child's play e.g. blocks, sand and water, they can be encouraged to help you to assist in putting matters right. It may also be helpful to steer the child towards a legitimate 'set up and destroy' activity e.g. making their own tower to knock down.