

Behaviour causing concern

In cases of serious misbehaviour such as racial, bullying, disablist, harm to other children or other abuse, the unacceptability of the behaviour and attitude will be made clear immediately, but by means of explanations rather than personal blame. Where a serious incident takes place it is reported to the head teacher on an incident form and discussed with parents. Where behaviour causing concern is persistent an Individual Support Plan will be put in place.

Working as a Team

As staff we talk through and agree ground rules – not too many – and stick to them. Staff need to have a consistent approach.

- ◆ We can talk about children's behaviour in an informal, everyday way – pass on information, discuss problems, raise queries with colleagues.
- ◆ We can work on challenging behaviour together – give each other praise and support – don't give up!
- ◆ We will talk to parents about worrying behaviour at an early stage (but also give positive feedback too). Our aim is to understand why children are behaving.
- ◆ We need to be aware that some kinds of behaviour may arise from a child's special needs.
- ◆ We will use assertive behaviours which clearly show children what is expected of them when needed e.g. 'I need everyone to be quiet now as I am going to explain something important'

Strategies when dealing with behaviours causing concern

- ◆ Avoid raising voices – walk over and speak quietly but firmly to them.
- ◆ Use eye contact and non-verbal communication – they can be more effective than words. Try to bend down to their level so you can establish eye contact.
- ◆ Always treat the child with respect – show that you are not happy about something she/he has done, but that you are not rejecting or 'rubbishing' her/him as a person.
- ◆ If you can see a conflict likely to develop, try to divert one or more of the children involved before it happens. That way you are giving children attention but not for inappropriate behaviour.
- ◆ Usually it is better for one member of staff to deal with an incident, although colleagues are always ready to support each other. Sometimes two adults are needed, one to comfort the victim, the other to talk to the child behaving unacceptably.
- ◆ In a large nursery, staff need to be aware of children playing one adult off against another e.g. going the rounds asking for something that has already been refused. It is good for children to hear staff checking this out with each other. That way children see that the staff work together on being fair and consistent.
- ◆ Talk calmly and quietly to children – try not to get them over-excited. But also show that you enjoy their company and are interested in what they do and say.



Strong Close Nursery School

Behaviour Policy

Parent's edition



"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow."

Alfie Kohn

Rationale

We believe that our behaviour policy is a key strategy in supporting children's learning and development, raising achievement and working with families. It is an important part of our curriculum for Personal, Social and Emotional development which is a core area of learning in the Early Years Foundation Stage, and is closely linked to successful learning in all areas. It also forms a key part of citizenship and children learning about their role in society.

We know that children respond best where there is mutual, courtesy, kindness and respect.

We wish to promote strategies which encourage and support children's self-esteem, empathy for others and a respect for the world in which they live. We wish to avoid strategies which may lead to fear, humiliation, guilt or rejection.

Aims

To promote an environment where children and adults feel safe, accepted, valued and respected and that their individual rights are upheld.

To develop an inclusive ethos where children and adults are happy and grow in confidence, care for each other and contribute to a sense of community.

To use developmentally appropriate strategies for children's behaviour management which encourage and support children's self-regulation.

How we will achieve our aims

- ◆ We acknowledge kindness, helpfulness, independence giving praise for genuine reasons.
- ◆ We will be specific in what we are praising e.g. "Thank you for telling me that X had fallen down – that was very thoughtful", this helps children to understand what being thoughtful means.
- ◆ We recognise that children need guidance on unacceptable behaviours i.e. the reasons why something isn't acceptable and help in avoiding them.
- ◆ We give children choice wherever possible within limits. We need to remember that children respond positively to adults who relate to them with empathy and affection.
- ◆ We are positive whenever possible e.g. we do not say "Don't leave your coat on the floor but " but "Please can you hang your coat up".



- ◆ We try to avoid dependency on adult approval e.g. rather than saying "I like the way X is sitting" which encourages children to please the teacher we say "Who can show me the right way to sit?"

An non judgemental and positive approach

There are many reasons why children's behaviour may be a cause for concern and where possible we need to understand the underlying reasons i.e. difficulty in managing feelings, inappropriate role models. Wherever possible we will employ the following strategies:

- ◆ We criticise the behaviour not the person e.g. not "You've hit someone again you naughty boy" but "I feel sad when you hit other children as it hurts them";
- ◆ We talk through conflicts with children and help them find solutions;
- ◆ We help children to understand the consequences of their actions e.g. "If you do X, then Y will happen, or you can choose to do A, which will result in B";
- ◆ We show them that we care about the feelings of the victim of any aggression;
- ◆ We acknowledge children's intense feelings even when they are inappropriate e.g.. "I know you are feeling angry, but you made X cry";
- ◆ We look out for and discourage labelling or scapegoating of "naughty children".