Behaviour policy
Tachbrook Nursery School

‘Happy, healthy, high expectations’

Reviewed: September 2024

Behaviour Policy

Introduction
At Tachbrook Nursery, we are committed to creating a positive and respectful environment that supports the social and emotional development of children. This policy outlines our approach to promoting positive behaviour and addressing challenging behaviour's in a developmentally appropriate manner.

Vision and Objectives
Our goal is to foster a safe and nurturing atmosphere that encourages children to develop essential social skills, self-regulation, and empathy. We aim to:
- Promote a sense of belonging and emotional well-being among all children.
- Staff model respectful behaviour and treat every child with kindness and empathy, setting a positive example.
- Teach children appropriate ways to express emotions and interact with peers.
- Collaborate with families to reinforce consistent behaviour expectations between home and school.
- We recognising that each child is unique, we provide individualised support for those who may need extra support.
-Parents and staff should work in close partnership with one another in order for children to develop respectful and considerate behaviour toward other children and adults. Children must first see the adults around them behaving in this way.

Positive Behaviour Reinforcement
- We emphasise positive reinforcement by acknowledging and celebrating appropriate behaviour's through praise, encouragement, and modelling behaviours we want.
- Children are taught, encouraged and supported to develop strategies' to manage their behaviour, fostering a sense of responsibility.

Clear Expectations
- Age-appropriate behaviour expectations are established and communicated clearly to children, setting a foundation for respectful interactions.
- Staff model expected behaviour's and provide/ model gentle reminders when necessary.
-We recognise that not all children develop in the same way and at the same time, an expectation that might be appropriate for one child, may need be for another.

Special Needs and Individual Differences
-We provide additional support and accommodations for children with special needs, recognising that their behaviours might stem from unique challenges.
-Individual behaviour plans are developed collaboratively with parents, ensuring a tailored approach to managing behaviours.

Emotional Regulation
- We teach children strategies to manage their emotions, such as deep breathing, walking away, counting to ten and expressing feelings through words.
- Staff support children's emotional regulation, by helping children to regulate themselves this may include strategies such as deep compressions, rocking a child, sensory diet etc.

Resolving Conflicts
- Children are guided through resolving conflicts using peaceful communication techniques and problem-solving skills.
- Staff will mediate discussions and encourage children to find solutions together.

Dealing with unwanted Behaviours and Learning Opportunities
- Consequences for challenging behaviours are designed to be educational rather than punitive, allowing children to understand the impact of their actions.
- Discussions centre around the behaviour, its consequences, and alternatives for future situations.
-Weekly circle time covers topics and issues children are likely to experience in their early years and when in nursery.

Partnership with Parents
- We maintain open communication with parents regarding behaviour expectations, challenges, and progress.
- Parent-teacher conferences and regular updates ensure a collaborative approach to behaviour development.

Our approach to behaviour is that we will model the kind of behaviour we wish children to develop. We will talk about behaviour in positive ways and praise appropriate and generous behaviour to show that this is what we value; parents are always included in this.

We have simple guidelines which underpin the way we work with children and adults at nursery:

•Respect for each individual
•Respect for different backgrounds and experiences
•Care for each other
•Allowing everyone to have a voice
•Expecting everyone to listen carefully to what others have to say
•Developing understanding of being part of a community, and how this means learning to share and to compromise

Young children are learning about behaviour as part of their wider learning of the world, within nursery and outside of it. Young children have a great capacity for love and kindness and even the very young children show their concern for other children and adults. They let us know that they understand what other people are feeling and what they need. We will work to support young children's developing understanding of themselves and their relationships with others.

We expect all users of the nursery to respect each individual child and adult.

We ask all parents and carers to work with us to teach young children how to behave in caring and responsible ways towards others.

•We will not discriminate against any individual child or group of children.
•We will model positive behaviour, to children, parents, carers and to each other.
•We will show this through our talk, our body language and our actions.
•We will discuss with children, from the earliest age, what respect, care and friendship mean

•We will make it clear that behaviour that discriminates against any individual or group is unacceptable, and offer children ways of understanding why this matters.
•We will not dismiss what children have to say, but listen to them carefully and take their concerns seriously.
•We will be sensitive to the efforts of young bilingual children to communicate, and understand that before they share a language with others they may use more physical play to make links with other children or draw attention to a need.
•We are aware that there are different expectations and patterns of behaviour within different communities and in individual families. We will work closely with parents to ensure we have as much knowledge as possible about the different backgrounds from which families come, so that we can support children well.
•We will draw children's attention to positive behaviour and will praise all children for thoughtful and sensitive behaviour.
•We will help children to understand how people can apologise and how apologies are accepted - using opportunities to model this for children and helping children become aware of how this is important whether the behaviour is intended or accidental.
•We will support children sensitively as they begin to understand the difference between letting somebody know when something is happening that is not acceptable and interfering or 'telling tales' about other children.
•We will encourage children to always tell an adult about anything that concerns them.
•We will discuss our approach with parents and carers, and share any concerns with them.
•Equally we will encourage parent and carers to share with us anything that is affecting their child, causing them to be stressed, unhappy or worried at any time. This may be something from their current home situation, such as the illness of a close family member, or something in the centre that they find difficult.

Our approach to unacceptable behaviour

We will always make it clear that it is the behaviour that is unacceptable, not the child, who is still loved and respected.

•We will deal calmly and sensitively with all the children involved.
•We will reassure any child who has been hurt, and let them know that we find the behaviour unacceptable and we will take action to prevent this happening again.
•We will show children how to apologise for any hurt or harm caused, supporting them so they are able to do this independently when they are old enough.
•We will make clear to any child, in ways appropriate for their age and understadning, what is wrong with the behaviour and discuss alternative ways of behaving.
•We will ensure we praise all children for good behaviour, taking particular care to make sure this happens for any child who is currently finding it difficult to behave well.
•Staff will not us any physical reprimand or threat of force.
•Staff will not restrain children unless it is necessary for their protection or the protection of others. This restraint will be as light and as brief as possible.
•Staff will not shout at children, or use any language or other form of action which humiliates a child.
•We will support each other, drawing on the shared expertise of the team to promote good behaviour.
•We will support each other when situations develop that are stressful, recognising that challenging behaviour may be difficult to manage and that staff may need extra support at this time.

Managing unacceptable behaviour

"Corporal punishment (smacking, slapping or shaking) is illegal in maintained schools an should not be used ... It is permissible to take necessary physical action in an emergency to prevent personal injury either to the child, other children or an adult or serious damage to property. " The Children Act 1989.

Procedure

•Stop the behaviour
•Comfort a child who has been hurt
•Try to establish exactly what happened by listening to all involved parties
•Help children see the consequences of their behaviour. This is an important step in helping them to take responsibility for their actions
•Make sure children understand what is unacceptable about the behaviour
•Suggest an alternative way of settling the dispute (if mature enough, guide children towards working this out for themselves)
•Help children make amends e.g. comforting the victim, fetching tissues, repairing book, toy, construction, clearing up a mess
•Encourage children to express their sorrow meaningfully by e.g. making eye contact or a hug
•Tell child clearly what will happen if behaviour continues e.g., restricted choice of activity

Strategies for dealing with unacceptable behaviour

All children are taught about consent, appropriate behaviours and how to deal with unwanted behaviours throughout their time at nursery. Through circle time and modelling by adults children are taught the phrase "Stop it, I don't like" to use when someone does something they do not like. This forms the basis for consent in our nursery.

Staff will follow this procedure:

•Use a firm and controlled voice rather than shouting - assertion not aggression
•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 the child eg "that was an unkind thing to do "rather than "you are unkind boy/girl "
•Deal with behaviour immediately and then drop it. Don't prolong or give unnecessary attention
•Follow up by praising wanted behaviour eg "it was very kind to share your playdough
•Get down to the child's level
•Insist on eye contact, explaining that you want to see that the child is listening but be sensitive to variations
•Make physical contact eg holding hands may help a child to concentrate on what you are saying
•Redirect child to more acceptable activity
•Read stories that highlight caring, consequences, feelings
•Give children alternative language
•Provide suitable outlets for expressing anger and frustration e.g. banging clay, hitting, cushions, kneading dough, kicking a football, plan circle time activities' to explore issues arising
•Teach children to negotiate, say no, say what they want, walk away, listen to others,

•Seek help from an adult if other strategies fail

If the behaviour or problem recurs

•Discuss at daily review/planning meetings
•Talk to parents
•Discuss with head teacher
•Make out an action plan
•Share action plan with all staff and parents
A child risk assessment may need to be written if behaviours are causing harm to others or to themselves
•Monitor behaviour and record
•If necessary refer to Educational Psychologist/ CAMHs etc
•Refer to SEND policy

Challenging behaviour and role modelling positive approaches

Young children may sometimes behave in ways that are hurtful to others. This may include times when they snatch or hit out and times when they may use offensive or hurtful language. Young children are still finding out how to behave in the world, trying out different behaviours and discovering things about themselves and others.

Frequently, difficult behaviour occurs when children are stressed or facing new and confusing challenges such as new people in their lives or big changes in their routines. Challenging behaviour may occur alongside very caring and loving behaviour. For example, when a new baby is born older children may be both very gentle and loving and very challenging.

There may also be underlying causes for difficult behaviour. For example if a child is struggling to hear properly frustrations may cause a child to behave in challenging ways.

Inappropriate or rude behaviour is always challenged and positively re-modelled with the child by an adult. Children are taught manners and how to respond appropriately to adults and peers. Role modelling real life situations to children and through play gives staff the opportunity to share and support consistent approaches with behaviour expectations. We work with children to develop their awareness of acceptable behaviour towards others and themselves.

It is against the law for staff to hit, smack or physically punish children. Physical intervention may only be used as a last resort to prevent a child injuring themselves or hurting someone else. At all times it must be the minimal force necessary. Sometimes children require gentle reassurance or assistance to help them with transitioning from one place to another. This may involve guiding a child by the hand or aiding them to walk somewhere if they have mobility issues or a special educational need.

When there are concerns we will:

•Observe children carefully to see if we can identify what may be causing the difficulty.
•Work closely with parents and carers to share our knowledge of the child and explore possible reasons together.
•Work closely with parents and carers to develop strategies to support the child.

•Make sure that all staff are aware of the need for extra support.
•Ensure that parents of any other children affected by the behaviour are informed about any incidents and about what we are doing to keep all the children safe and secure. Although young children's behaviour can only rarely be described as bullying, where this may be the case we will take this very seriously.
•Ask the parents of the any child affected by difficult or aggressive behaviour to respect the nursery's approach to managing the behaviour and to allow staff to deal with the situation, not to take on this matter themselves either with a child or a child's parents.

Behaviour concerns that may be related to a special educational need or disability

Challenging behaviour is not necessarily an indication of a special educational need. However, sometimes very young children do have specific difficulties with behaviour. When this may be the case:

•We will monitor the child carefully and keep records of both difficulties and successful time.
•We will share this with parents on a regular basis and whenever there is a specific incident.
•The SENCO will work closely with other staff and parents to identify strategies to support the child in conjunction with the SEND policy.
•Working together with parents we will liaise with any other professionals / agencies to ensure assessments are made and appropriate support put into place.

Behaviour Log

Any serious incident that occurs are recorded by the member of staff involved to ensure that we can learn how to support children in their behaviour and to monitor any patterns of behaviour that appears to be emerging and by identify possible triggers.

Exclusion
It is the policy at Tachbrook to avoid exclusions, fixed term or permanent whenever possible. The school will follow its 'Strategies for dealing with unacceptable behaviour' when unacceptable behaviour occurs. The decision to exclude a child from school permanently is regarded as a last resort, and usually only after a range of these strategies have been undertaken as outlined above 'If the problem recurs'. Parents will be informed of such decisions at all times. If a child is excluded from school it will follow guidance set out by the DfE 'Exclusion from maintained schools, academies & pupil referral units in England' DfE 2017.

Parents
We must explain our policy to parents. Parents should read and accept our behaviour policy. It is important for children's development in this area that there is a consistency of approach. If parents tell children to hit back at school then our work is undermined. If this happens then the class teacher or head teacher needs to go through the policy with the parents. Time and effort must be expended to ensure that parents will support our approach in school Parents need to accept that when in school they may not discipline their child or anyone else's in a manner that is not in keeping with this policy.