



The Early Years Centre Nursery Behaviour for Learning Policy

2022 - 23

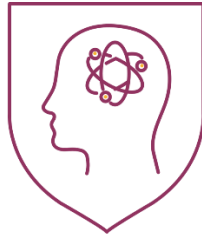
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Lead Reviewer(s) | Nursery Manager



“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”



The Science of Learning



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Student Agency and Innovation

Introduction

We believe that children develop and learn best when they are fully aware of expectations and routines. Children should have the intrinsic desire to behave in a kind, caring and positive manner and should be supported in developing an understanding of positive behaviour. The Nursery positive discipline and guidance techniques ensure the development of a safe environment for the children, allowing them the opportunity to solve their problems and to develop the social skills necessary in a group setting. All staff, children and parents have share the responsibility to create a positive environment. Children gain respect through interactions with excellent role models who show kindness, patience, respect, care and understanding and who value children’s individual personalities and differences. At the Nursery, we expect all children, parents and staff members to keep to these rules.

Aims and Objectives

- To provide guidance and expectations to staff and parents
- To enhance and support the health and wellbeing of children
- To build an ethos where children feel happy, safe, valued and part of the Nursery community
- To provide an environment where there is a shared understanding of acceptable behaviour and where children learn to respect themselves, other people and their surroundings
- To foster strong relationships between children, and between children and adults, based on mutual respect and effective communication

Methods

Everyone is a role model.

- We require all staff, volunteers and parents to become positive role models of behaviour by treating children, parents, staff and visitors with friendliness, courtesy and care at all times in the Nursery.



- The Nursery Manager is responsible for ensuring that the behaviour for learning policy is understood by all staff, consistently implemented and shared with parents.
- The role of the Education Team is to explain, model and ensure that all the children understand the expectations of the Nursery with regard to behaviour. The Key Teacher has a particularly important role to play within the team ensuring that there is excellent communication with parents and other members of the team about any issues which may arise with individual children.

Managing Behaviour

We avoid creating situations in which children receive adult attention only in return for negative behaviour. In all cases, the Nursery Staff uses praise and encouragement to reward good behaviour such as kindness, turn-taking and willingness to share. Positive behaviour is praised and discussed with the children, such as

- being gentle
- being kind and helpful
- listening to people
- looking after property
- working hard
- being honest

Respect for property is to be fostered, and children are encouraged to take care of books, toys and games and to help tidy resources away.

If behavioural issues occur, our philosophy is to help the children learn through their mistakes and to take responsibility for their choices. The Nursery Staff handle the discipline of each child in an individual manner that is appropriate to the child's developmental level focusing on teaching the child the acceptable behaviour. The Nursery staff aims to use firm and consistent voice tones in response to a child's unwanted behaviour. Shouting or raise our voices in a threatening way is not acceptable. Equally, we do not tolerate parents or visitors shouting in the Nursery or on school premises.

The teacher uses positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, focusing on:

- using encouragement for appropriate behaviour
- reminding a child of expectations
- redirecting negative behaviour into a more acceptable choice.

We use a conflict resolution approach, designed by High Scope, for young children aged 18 months to five years. The approach is based on six simple mediation steps:

- approach calmly, stopping any hurtful actions
- acknowledge children's feelings
- gather information
- restate the problem
- ask for ideas for solutions and choose one together; give praise for resolving the problem
- be prepared to give follow-up support

The process of resolving conflict helps children build their independent problem-solving and social skills.



The six steps are used differently depending on the age and developmental levels of the children. With toddlers, the adult observes what is going on and provides much of the language describing both the problem and the solution. Children's participation and agreement with the process is important, even when children's language skills are limited. A young child may confirm with the teacher by nodding, answering yes/no questions, or pointing.

As children mature, they are able to take over more and manage more of the process themselves, and eventually are able to do it independently.

Children who have hurt another (by action or words) may need time to calm down and regain control in a quiet place. Teachers must ensure that the child is safe and supervised at all times. When appropriate the teacher needs to kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others, apologise and move forward positively.

Any incidents where a child has been hurt or has become extremely upset must be recorded using a Monitoring Behaviour Form (see Appendix 1).

If the child has been hurt by another child or children the parents of both parties must be seen by the key teacher on the same day to explain the incident professionally and with sensitivity. Repetitive negative or disruptive behaviour will result in a meeting with the key teacher and Nursery Manager. This and subsequent meetings must be recorded on our parent communication recording system, Pulse. A behavioural plan may be developed between the Nursery and parents to ensure consistency, and this is monitored and reviewed regularly.

Sanctions for Repeated Behaviour Concerns

For severe patterns of behaviour and multiple serious incidents as well suspensions and exclusions, please refer to the whole-school Behaviour for Learning Policy which can be found on our school Internet page.



Appendix 1

Monitoring Behaviour Form

Name of child being monitored: _____

DOB: _____

Staff name: _____

Occurrence* No:	Date:	Time:
Context (please provide details about events leading up to incident including activity type, resources available)		
Group size:		
Possible Triggers:		
How did the child who had bitten behave immediately after the incident?		
Action taken by staff:		
Was the action effective? Yes / No		
Incident relayed to the parents of all parties: Yes / No		
Entry on Pulse completed: Yes / No		
Signed by staff member:		

*An occurrence means one or more incidents within a very short period of time. For example, a small group of children all try to get hold of the same toy, one child bites two other children. The two biting incidents count as one occasion as they are triggered by the same situation.