

Abbey Green Nursery School and Children's Centre  
Behaviour Policy

"...whenever the child behaves in a way that does not please us we are ready to act. We do so out of our own good or bad humour at the moment, out of a habit of doing so, out of our principles, but rarely out of a full knowledge of what in the child's mind has led him to do the thing we don't like. Yet without that knowledge we cannot be sure we are dealing with him in the way most likely to help him"

Susan Isaacs 1929

**Rationale**

July 2014

We believe that our behaviour policy is a key strategy in supporting children's development, raising achievement and working with families. It is an important part of our curriculum for Personal, Social and Emotional development, but is also closely linked to successful learning in all areas. It forms a key part of the Prevent Duty, 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 conflict, fear, humiliation, guilt or rejection.

**Aims**

1. To promote an environment where children and adults feel safe, accepted, valued and respected and that their individual rights are upheld.
2. 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.
3. To use developmentally appropriate strategies for children's behaviour management, which encourage and support children's self discipline.

## Objectives

- To make each play and learning experience enjoyable and to make sure that each child can succeed.
- To agree clear expectations and boundaries.
- To encourage children to use equipment and resources safely and with respect to make learning experiences enjoyable.
- To plan activities which will promote children's self esteem, offering them praise.
- Help children to begin to understand the effect of their behaviour on others
- To encourage children to share and take turns, showing them how to behave in friendly ways.
- To acknowledge and support children's efforts to be helpful and kind
- To give children choices, within limits
- To use positive strategies in behaviour management to show children we value what they are doing.

**Abbey Green Nursery School and Children's Centre**  
**Strategies for Raising Self-Esteem and Promoting Good Behaviour**  
**Strategies for Dealing with Unacceptable Behaviour**     **appendix 1**

"For children, being special to someone and well cared for is vital for their physical, social and emotional health and well being. By being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments to these people"

"Children who are encouraged to feel free to express feelings such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations."

### **Early years Foundation Stage**

#### **1. Strategies for raising children's self-esteem and promoting good behaviour**

- Every child has a key worker

The following Strategies should be used:-

- Show appreciation of and value children's behaviours giving immediate feedback to raise self-esteem where possible individually - verbal (I like/don't like), non-verbal (smile, clap, thumbs up), taking photo, crouching down to child level, eye to eye contact, physical contact as appropriate
- Show appreciation at group times, and use as a teaching opportunity sharing examples of good behaviour. e.g. good sitting/listening, helping tidy up.
- Lots of positive feedback from adults( "I like it when you....." , "That makes me feel sad/happy")
- Take children to visit other rooms/staff to share successes/work
- Plan activities/projects/themes or use stories to promote self-esteem
- Develop good relationships with children through acknowledging and extending their interests and individuality.
- Give children opportunities for responsibility and to help other people

- Encourage collaborative games and communal sharing time which enable young children to take more responsibility for their actions.
- Plan opportunities for children to explore emotional boundaries safely through experience and talk (e.g. persona dolls, puppets, stories, pictures, songs. " Has Teddy hurt himself? What can we do to make him feel better?")
- Break down activities into achievable steps to support all children, including those with disabilities, to promote achievement and avoid frustration
- Provide materials, resources and activities to value children's diversity
- Provide accessible resources so that all children can choose what they need to begin an activity independently
- Encourage children to participate in making any rules
- Ensure consistency of staff and routines as far as possible, warning children of any change in activity.
- Give parents, carers positive feedback whenever possible
- Liaise with parents to ensure that children who need comfort objects, have them readily available, valuing what parents/carers have to tell us about their children behaviour.

## 2. Strategies for dealing with unacceptable behaviour

- Changing behaviour must enhance learning and development.
- Children need to be confident if they are to cope with all the challenges they meet.

There are a number of reasons which may lead to children behaving in an anti-social or aggressive way. Anti-social behaviour may well be related to a child's stage of development and will form a normal part of coming to terms with developing social skills. e.g. when a child sometimes displays challenging behaviour is part of the journey towards independence

However, it may also be a symptom of some underlying anxiety/confusion/upset or the result of a child's special needs. Lack of

consistency in routines and in carers could also be a contributory factor. Strategies to deal with these behaviours should include the following, dependent on the circumstances:-

Recognise negative behaviour without reprimanding or dismissing the child and explain what behaviour you expect. Respect the child.

- Acknowledge children's feelings e.g. anger but encourage and develop an understanding of the consequences of actions. Ask questions such as "How are you feeling today?" to encourage children to acknowledge their feelings.
- Where behaviour is attention seeking (e.g. pouring water on floor) - where possible ignore it and praise good behaviour elsewhere
- Distract children from negative behaviour and provide alternative resources/activities/ where appropriate
- Provide support for the "injured" child (comfort object, cuddles, reassurance)
- Duplicate resources and materials where possible to avoid potential conflict
- Recognise factors affecting children's behaviour such as hunger/tiredness/discomfort and take action to remedy
- Pre-empt possible conflict or negative behaviour by watching carefully even if from a distance.
- Judge which conflicts you would allow children to resolve themselves without immediate adult intervention
- Some children may need to be withdrawn from a situation to enable them to calm down or to keep children safe. Where children need this 'time out', adults should ensure that they stay close to the child and explain the reasons for their removal. This should be conducted in a supportive manner.
- Adult to remain calm
- Work as a team to ensure consistency in response
- Value what parents/carers tell us about the child's behaviour and use this to plan our approach.
- Any discussion about a child's unacceptable behaviour should be done privately and discreetly and not in front of an audience (parents/children) but ensure "injured" party knows that action has been taken.

- Where a child has hurt/offended another child encourage the child to apologise/make friends as appropriate
- Discussion with parents regarding a child's negative behaviour should be arranged as soon as possible
- Establish shared understandings with parents about ways of responding to childrens' emotions and about a consistent approach when responding to negative behaviour

Persistent problems in unacceptable behaviour

**Persistent problems should always be discussed at team meetings and further strategies should be developed in consultation with the SENDCO.**

Reviewed December 2014/September 2016