



Sandy Lane Nursery and Forest School  
"Nurturing curiosity and inspiring imagination"

# Behaviour Policy

## DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School <i>With acknowledgement to the behaviour policies of Wingate and Rainhill Nursery Schools.</i>	1	21.03.16	Approved by school's Curriculum Committee

## Legislation

Education and Inspection Act 2006, sections 88, 89 and 93

## Approval

Governing Body (behaviour principles – written statement – s88; reasonable force – s93)  
Headteacher (school behaviour – s89)

## Review Frequency

Governing body/headteacher free to determine

# Sandy Lane Nursery and Forest School

## Behaviour Policy

### Introduction

Everyone in Sandy lane Nursery and Forest School, whether child or adult, is respected and valued. The school seeks to create a positive environment in which children and adults care for each other and for the environment. The aim is for children to fulfil their potential by learning to manage their own behaviour.

It is accepted that there will, from time to time, be occasions when children will need to be reminded of the behaviour expected of them in school. As they learn to interact with each other and develop personally, socially and emotionally, they will need support from **sensitive, skilled adults**. They will begin to understand what is and is not acceptable and be able to assert their own views and emotional needs in appropriate ways.

The purpose of this document is to provide information and guidance which will enable all staff to deal with issues of behaviour that may arise within the school. The guidance is also designed to help parents and carers understand the philosophy of the nursery in relation to behaviour and to ensure the development of supportive relationships between home and school.

### Aims of the policy for behaviour and discipline

- To provide information for all staff, children and parents about the acceptable forms of behaviour in school
- To provide a reference document for new staff, parents and students
- To provide suggestions for ways to deal with behaviour problems
- To ensure a consistent approach to behaviour management throughout the school
- To outline strategies to help children to develop a clear view of right and wrong
- To provide a framework for ensuring that all children feel safe in their work and play within the school and that they are not at risk from bullying or intimidation

### Long-term aims for pupils at Sandy Lane Nursery and Forest School

- To have the motivation to enable them to reach their full potential in all areas of development
- To treat themselves and other people, both children and adults, with respect
- To be able to give and receive friendship and affection
- To be able to express their feelings in ways which are acceptable to others
- To contribute positively to the groups of people with whom they live - their family, the school and the wider community

The supportive school environment offers children the opportunities to practise:

### Taking Turns

The task of waiting for "a turn" or for an adult's attention is geared to each child's maturity.

A very young or immature child may need one-to-one adult company while waiting for a turn, eg, to speak to an adult or waiting for their turn on a bike. Board games with just 2 players, then 4, then 6, help children to gradually be able to wait longer for a turn or passing the items around a very small, then a bigger group.

Sand-timers make the passage of time visible and make waiting easier for young children to understand.

## **Sharing**

Children who are used to owning all their toys at home can find it hard to understand that resources at school are to be shared. Equipment and games which are more fun with two or more children, eg, see-saw, picture lotto, domestic play, help children to appreciate the advantages as well as disadvantages of sharing.

## **Politeness**

Some children already use words, such as "please", "thank-you" and "excuse me", before they arrive at school but others need guidance and the example of adults to learn to use these phrases routinely and regularly. Children may need to learn to share and not to take more than their share (eg, at snack time) but this may need an adult to help develop such social skills.

## **The routine of the session**

Creating a stable and familiar environment and knowing what will happen within the school helps children feel secure and to recognise what is expected of them. It also helps them to develop a feeling of responsibility and a commitment to the well-being of others and to be aware of their own role in this.

## **Handling conflict**

Children can learn techniques for handling conflicts. They need help to recognise the **source of the conflict** initially. It is important for adults not to make value judgements about the situation but to help both sides to see the situation from someone else's viewpoint. They may need help to recognise that there is nothing wrong with what either of them wants to do but they have different ideas.

Once they have been helped to see the nature of the problem, children will often be willing to become involved in looking for a solution. If they cannot suggest a way out themselves, the adult may suggest alternatives and help them to make a decision and then gradually withdraw.

It is also important for children to realise the effect their behaviour can have on others.

*The adult can support this by helping the child to name their feelings and helping the child to express them, making a connection verbally between the event and the feeling, 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?'*

Additionally, the adult can support children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings, 'When you hit Adam, it hurt him and he didn't like that and it made him cry.'

If one child in the conflict has been hurt or upset, the adult will need to help the perpetrator to make amends - saying "sorry" is sometimes not possible and, in any case, meaningless but a hug or a smile can work wonders for improved relationships. A solution to a problem which children can reach together will be much easier for them to accept than one imposed from outside by an adult. It also provides a useful message that conflicts can be resolved without quarrels and fights if they are tackled together.

### **Rough and tumble play and fantasy play**

Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes but their behaviour is not necessarily a precursor to hurtful play or bullying, although it may be inconsiderate at times and may need addressing.

The role of staff in supporting such play is:

- To develop strategies to contain play that are agreed with the children and understood by them, with acceptable boundaries to ensure children are not hurt
- To recognise that fantasy play also contains many violent dramatic strategies (blowing up, shooting, etc) and that themes often refer to 'goodies' and 'baddies'; as such, these offer opportunities for us to explore concepts of right and wrong
- To be able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution

### **Involving the children**

Children themselves can be given strategies to cope with the unacceptable behaviour of others by being taught to hold up their hand, palm outwards, and saying firmly, "Stop! I don't like that.". Also, circle-time activities can give children opportunities to consider and reflect upon aspects of behaviour.

#### **Rules are:**

**we will discuss this at the staff meeting e.g. should we engage the children in determining their own rules?**

#### **"Do as I do..."**

The adults have a critical role to play, not only in enforcing rules but also in providing the role models for the kind of behaviour we want to encourage among the children.

Adults demonstrate by their behaviour towards each other how people within the school are expected to interact. If adults are generous and thoughtful, support and help each other, they create a model for children to copy. By the way they handle equipment and care for the school, adults demonstrate how they value it. In a group where **everyone** picks up books and returns equipment to the right place, and leaves activities tidy, ready for someone else, attitudes of care and respect are encouraged.

In an environment in which kindness, politeness and sharing are the norm, children can be supported in developing the skills and attitudes which will help them behave in ways which are acceptable to other people and satisfying to themselves.

## **Role of staff in supporting behaviour and discipline**

Staff need:

- a) To understand the development, emotional and cognitive needs of young children;
- b) To be aware of what is 'typical' behaviour and to be aware that some kinds of behaviour may arise from a child's special needs (the SENDco will advise all staff on specific strategies to be used to support any individual children and refer to the SEND Behaviour Policy);
- c) To have high expectations of the children in both their achievements and behaviour;
- d) To provide an attractive, stimulating learning environment which is well organised, enables children to demonstrate good behaviour and encourages children to take responsibility for resources and equipment;
- e) To follow the school's policy for behaviour when dealing with children's behaviour;
- f) To liaise with parents and keep them informed of children's achievements and progress, as well as where they need support with learning or behaviour;
- g) To seek support and advice from the headteacher and other colleagues when necessary;
- h) To ensure that children understand clearly what is expected of them;
- i) To monitor continuously the behaviour of the whole group, even when working with an individual/small group;
- j) To model the standards of showing courtesy to others that they expect from children;
- k) To emphasise the positive among children and colleagues, including praise for good behaviour, as well as good work;
- l) To make sparing and consistent use of reprimands and not to shout or raise their voice in a threatening or intimidating way, taking care to be firm but kind and, most importantly, to listen in order to establish the facts;
- m) To use physical restraint, such as holding, only to prevent physical injury to other children or adults and/or serious damage to property (for further information, refer to SEND Behaviour Policy);
- n) To show a willingness to recognize their own mistakes and make amends where appropriate;

- o) To make it clear at all times that it is the behaviour of which they disapprove, rather than the child.

### **Strategies for dealing with behaviour problems**

- a) Adopt a calm approach with a quiet voice, “containing” the incident rather than drawing attention to it.
- b) Position oneself at the child’s/children’s eye level, rather than standing above the child/children which can be perceived as intimidating/threatening.
- c) Ask the child/children involved to explain what has happened if they are able, ensuring that all parties receive a fair hearing – listening may avoid the risk of jumping to conclusions.
- d) Support an “aggrieved” child or children in expressing their unhappiness with words, modelling vocabulary and ensuring they have time to formulate what they are saying.
- e) Encourage children to listen carefully to each other.
- f) Support them to find a solution to the problem themselves by, for example, asking them to suggest ways of moving forward or making amends.
- g) Praise children for listening to each other and for the suggestions they make.
- h) Speak, **firmly but kindly**, to the child whose behaviour is causing concern and explain why the behaviour is unacceptable, reminding them of what is acceptable behaviour in these circumstances.
- i) Ensure children know that it is the child’s behaviour which is causing disapproval, rather than the child.
- j) Leave children with an expectation of good behaviour in the future.

It is expected that most situations will be resolved in this way. However, it is recognized that, occasionally, unacceptable behaviour will continue or become more persistent. In these circumstances, it is important to bring the matter to the attention of the parents or carers in order to ensure that the child is supported in understanding expectations at home and at school. During the nursery session, **if the unacceptable behaviour continues:**

- Consider separating the child for a short period of time – explain to the child, firmly but kindly, the reason for the separation and ensure that the child is kept with an adult who will engage them in a purposeful, supported activity;
- Explain to the child that s/he will be able to return to her/his friends when the activity is finished;
- At the end of the period of separation, leave the child with the expectation of good behaviour in the future;
- Discuss the matter with the parent/carer and ask for their support in ensuring that the child understands that the repeated behaviour is unacceptable.

It may be necessary to monitor the situation in school, through regular observations, in order to gain a clear picture of the circumstances of the inappropriate behaviour and to understand why it might be occurring. Parents or carers should be advised of this, as well as of the period of time for which monitoring will take place. At the end of the monitoring period, the outcomes will be discussed with parents or carers. If necessary, a clear plan will be devised to support the child in improving its behaviour. Such a plan should be drawn up by the class teacher along with the SENDco and the parents/carers and, if appropriate, the child. The plan should set out clearly the desired improvement in the child's behaviour, together with what the child can expect if they make an effort to improve (for example, a "special time" each day with a favourite toy). The plan should have a specified date for review by the school and parent or carer. It may be necessary, in certain circumstances, to consult the advice of other professionals and, if so, to seek the agreement of the parent or carer. At the same time, school will signpost parents or carers to other services which may be available to them, for example, through children's centres, should they require support in managing behaviour at home.

## **Rewards and praise**

Sandy Lane Nursery and Forest School believes that children will learn better in an atmosphere of positive encouragement and in one which develops self-esteem. Equally, children are to be encouraged to recognize that good behaviour is the norm, and is expected.

Children's behaviour will be encouraged through:

- Verbal praise from an adult and reasons given for the praise –immediately after the good behaviour;
- Smiles, facial expressions and positive body language;
- Praise given when rules are adhered to, rather than admonition when they are not;
- The encouragement of children to praise each other;
- Attention of parents/carers drawn to the good behaviour where possible.

Often, it is possible to improve the behaviour of a child by praising the behaviour of others - instead of saying 'Ben, don't bend your name card.', say, 'I like the way Adam is holding his name card so carefully.'

## **Conclusion**

Sandy Lane Nursery and Forest School exists to help all children to develop to their full potential in all areas. This includes opportunities to build up social skills and to learn behaviour that will enable each child to go out into the wider community with confidence.

In school, children are learning what they **can** do and are encouraged to feel that this is **their** nursery where they are individually valued and to which they each make their own special contribution. Within this secure and nurturing framework, both children and adults are free to grow and develop happily, with high self-esteem, confident, independent and emotionally strong.