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Batford Early Years Centre **Behaviour Policy**

Policy reviewed: February 2016

Next Review date: February 2018

Signed..... Head of Centre / Headteacher Date:

Signed..... Chair of Governing Body Date:

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Children's Centres



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Behaviour Policy Statement

We aim to support children to enable them to:

- Show respect for themselves and others
- Show appreciation for others and what they do for us, for example saying please and thank you
- Feel and show remorse when they have hurt someone, whether physically or emotionally
- Make amends in a way appropriate to their stage of development
- Make successful relationships with their peers and appropriate adults
- Be able to negotiate, take turns and share

The Adult's Role in Supporting This

- To praise positive behaviour by using specific description. For example, 'Well done, it was very kind to share the book.' Rather than, for example, 'Good boy.'
- To encourage a sense of responsibility by asking a child to pick up something they have dropped or to help them mend something they have broken
- To support a child to make amends according to the circumstances and their stage of development. E.g. get a tissue, help rebuild a model etc.
- To have clear, consistent boundaries and explain these to the child in a way they will understand
- To show, by our own behaviour, respect for each other, the children and parents

Managing Unacceptable Behaviour

This can take the form of:

1. Hurting someone physically e.g. biting, hitting, kicking, throwing things at people
2. Hurting someone verbally e.g. name calling, racist remarks, shouting
3. Emotional sarcasm, threats or manipulation
4. Showing lack of respect for the property of others
5. Showing lack of respect for the feelings of others e.g. not waiting a turn, spoiling someone's work

The judgement of this should be made according to the child's age and stage of development, bearing in mind that 4 year olds and 2 year olds respond very differently.

Factors such as how tired the child is and events happening at home should also be considered. It is important to encourage parents to share these in confidence with the key person e.g. a parent being in hospital etc. If the behaviour is uncharacteristic your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

Possible strategies to use when dealing with incidents.

Staff should always approach a situation in a regulated and neutral manner.

- Approach, try to quieten and calm the situation.
- Stop the behaviour if someone is being hurt or is in danger.
- Comfort the child who has been hurt. This may mean someone else does this while you deal with the other child.

- Acknowledge and name children's feelings. E.g. 'I can see that you are angry/sad/upset/disappointed etc.' This introduces the concept of emotions and is crucial to the longer term understanding for the child.
- Gather information from the children involved, trying to find out the reasons for the behaviour, then restate the problem for the children. Ask for ideas for solutions.
- Depending on the children's level of maturity, help them to resolve the dispute themselves, choosing a solution.
- Explain clearly and in language appropriate to the child's level of understanding what it is that is unacceptable.
- Label the behaviour rather than the child e.g. 'That was an unkind thing to do instead of 'you unkind boy/girl'. Try to avoid using the word 'naughty'.
- Help the child to make amends appropriately e.g. comforting the victim, getting a tissue, mending the broken toy, model
- Whenever possible use positive language e.g. 'We always walk in the nursery,' rather than 'Stop running indoors.'
- Tell the child clearly the consequence of repeated unacceptable behaviour.
- If the behaviour is a result of inability to choose or concentrate, spend 'time in', modelling and demonstrating good play behaviour.
- Give follow up support, taking opportunity for positive praise.

Some points to consider

- Get down to the child's level
- Try to maintain eye contact to emphasise that you are serious but be aware that children with a diagnosis of ASC (Autistic Spectrum Conditions) cannot easily do this.
- Use a firm and controlled voice rather than a raised voice.
- Don't embarrass or humiliate the child.
- Call a colleague for help if you feel yourself getting upset or angry.
- Deal with behaviour immediately and *never* hold a grudge. Every child needs a new beginning.

Safety

- It is the adult's role to judge the safety of what a child is doing and to decide the appropriate response. This decision should balance the need of the child to explore and stretch their strength and abilities with the risk of them injuring themselves or others. This can sometimes vary according to the adult's own personal confidence and experience so a consensus of opinion may need to be taken for certain areas e.g. climbing trees.

If the Problem Persists

- Discuss with colleagues at end of day review.
- Talk to parents to discover if this behaviour is repeated at home.
- Along with the SENCO, agree a strategy to be used at the setting and home and share this with all staff involved
- Review after an agreed time and use further strategies to support if necessary.

- If behaviour issues persist beyond the age related developmental stage, in consultation with HT, SENCO and the parents, begin a staged record.
- Agree a review date
- Monitor behaviour and record observations.
- If behaviour persists and in consultation with parents, the SENCO will consult outside agencies.