



Hillside Nursery School

Behaviour Management Policy

At Hillside Nursery School good behaviour is seen as essential to enable the children in our care to feel safe and be happy.

We aim to create a safe, happy, caring, warm environment where every child can reach their full potential, an environment which is safe and fair for all, where everyone is valued and respected. Everyone has the right to feel secure in nursery so we encourage everyone in our learning community to show respect for each other, to think about others' feelings and to respect the nursery environment.

We expect children to use appropriate behaviour in relation to their age and stage of development.

We acknowledge that there may be times when children show challenging behaviour.

Staff have to be consistent in the way we manage children's behaviour – how we reward good behaviour and how we manage unacceptable behaviour following the guidelines in this policy.

Staff will work alongside parents, keeping them informed in order to resolve any issues in a supportive way for the child.

What is good behaviour?

In Nursery, we have developed a set of expectations many of which are related to how we want the children to behave.

- We encourage children to have kind voices, kind hands and kind feet
- We are always kind and helpful
- We always think about how our friends are feeling
- We always share and take turns
- We always say please and thank you
- We always use quiet voices inside
- We always walk in Nursery
- We always try to do things for ourselves

These expectations are displayed throughout the Nursery and are shared with parents and are often re-visited on newsletters to parents. Staff refer to the expectations when dealing with children, throughout the sessions, using the same language so that children become very familiar with them and so that they come to understand the need for rules both for safety and fairness. It is important to discuss with the children what good behaviour is and why certain behaviour is considered to be unacceptable. This is part of the learning process which enables individuals to function as a member of a social group.

Adults need to help children to develop appropriate ways of expressing their feelings and opinions.

Opportunities such as group time will be used to discuss relevant situations using stories to illustrate the moral or ethical point.

Promoting positive behaviour

In Nursery, we believe in positive behaviour management which means that we recognise and praise good behaviour.

- Using our expectations to explain to children how we want them to behave
- Ensuring that good behaviour is recognised and commented on during group times
- Giving ongoing verbal praise to children who behave well in the session
- Using every opportunity to value and encourage positive behaviour
- Using positive language at all time – Good listening, I like how you are walking in nursery
- Adults setting good examples

Good behaviour may be rewarded by the use of stickers, sticker charts, certificates and will be celebrated within nursery and with parents.

Dealing with inappropriate behaviour

Staff intervention may be necessary to encourage some individuals to share and take turns or to protect the interests of less assertive children. Children must be helped to understand why their behaviour is inappropriate and what they need to do to improve their behaviour.

Staff will be consistent when dealing with difficult behaviour using a firm and calm manner.

The procedure for children who are behaving inappropriately will be as follows:

- Using positive language, giving praise to other children who are behaving in the right way
- Trying to divert the child's attention to focus on something else
- Giving a child a choice - either/or; when/then
- Directing/instructing children using positive language and not the word 'DON'T'
- Talking to the child about the inappropriate behaviour and giving clear explanations about what is expected
- Refer to Nursery expectations

- Talk about kind hands, kind voice, kind feet
- Look at pictures of faces showing different emotions
- Asking children to explain their behaviour -

What happened?

What were you thinking / feeling at the time?

How do you think / feel now?

Has anyone been upset or hurt by what has happened?

How?

How are they feeling?

What do we need to do to make it right?

- Adults should let children know how disappointed they are with the child's behaviour - by facial expression, body language etc.
- Adults keeping calm
- Other adults giving support as needed

For a child who consistently displays unacceptable/inappropriate behaviour

1. Give child a warning – count to 3 slowly and give them a chance to conform. Repeat twice more, then after three times children will be asked to sit out
2. Sometimes it might be necessary to change the voice, pass the child onto a different member of staff
3. Adult will talk to child about their behaviour, speaking clearly and calmly to help the child understand and explain what he/she has done wrong
4. Child will be asked to explain their actions and to consider how their behaviour makes them and others feel
5. Child may be able to return to the activity
6. Should the behaviour continue then withdrawal from the situation will again be made and the child will do an activity with adult support
7. The member of staff involved will again discuss the situation and decide when a return to a free play situation can be put in place
8. A return to acceptable behaviour will be encouraged and praised by staff
9. When inappropriate behaviour has been displayed then the keyworker involved will discuss the situation with parents on the same day
10. The headteacher will liaise with parents regarding any incidents of serious aggressive behaviour, both of the children who offended and the recipient of the aggressive behaviour. In the absence of the headteacher the teacher in charge will assume the liaison role
11. If a child shows continued behavioural problems, then a process of observation, recording of incidents and staff discussions will be implemented. Concerns will be discussed with parents/carers.
12. Staff will need to look for triggers and complete ABC monitoring form to enable us to look for patterns, times of day, activities which spark things
13. Outside influences such as home concerns, peer conflicts, environmental issues will be looked at as well as any cognitive concerns which may result in behavioural problems.

14. The child may be placed on the SEN register and relevant procedures followed.
15. To support parents with their children, staff will organise a 'behaviour management' group as required.
16. Physical punishment such as smacking or shaking is never used; children are not threatened with these.
17. On very rare occasions it may be necessary to use some element of physical intervention for the purpose of averting immediate danger and/or personal injury to a person (including the child) or to manage the child's behaviour if absolutely necessary

Staff will intervene in any incidents of inappropriate language, racist name-calling or unpleasant behaviour on the Nursery premises, whether by a child or adult, in an appropriate manner.