

Ightenhill Nursery School



Behaviour Policy



'The focus of the school community at Ightenhill Nursery is to nurture each child in a happy and secure environment, encouraging them to develop and learn and to meet their full potential whilst having fun'.

We nurture, we learn, we grow

Statement of Principles

We are very proud of the behaviour of our children at Ightenhill Nursery. Our nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through positive interactions with caring adults who show them respect and value their individual personalities. Positive, caring and respectful behaviour will be encouraged and praised at all times in an environment where children are encouraged to make close attachments/relationships with others, have a strong sense of well-being and sense of belonging within their community and develop an independence and sense of control over their lives and choices they make. We believe that this environment and provision will underpin children's chances of developing essential life skills, enabling them to be successful individuals in a diverse society in which we all live.

We will actively promote Fundamental British Values and in particular for the purposes of this policy: The Rule of Law and Mutual Respect and Tolerance.

Aims

Ightenhill Nursery School believe that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. These expectations are applied consistently and fairly for all children irrespective of their gender, age, race, religious belief or social background.

This policy has been written in line with the recommendations made by Amy Lew and Betty Lou Bettner which have been based on years of research into why some children become successful and others do not. Research has shown that children who succeed have close relationships with others, feel valued by their community and have a sense of control over their lives. Children in trouble feel isolated, useless to society and powerless.

We agree with Bettners' findings that children must develop four innate beliefs that will protect them in life and enable them to meet challenges. The four vital protections are:

- Feeling **connected** to others in their community. Each child needs to believe "I have a place and belong"
- Feeling they are **capable** of taking care of themselves. Each child needs to believe "I can do it"
- Feeling that they **count** and are valued by others. Each child needs to believe "I can make a difference".
- Having **courage**. Each child needs to believe " I can handle what comes".

Promoting children's belief that they have a place and belong will be developed by:

- Always trying to give positive attention to children
- Always listening carefully to what children are communicating through voice, actions, facial expressions or behaviour
- Never ignoring a child

- Talking to children about their individual skills and interests
- Involving children in planning the activities and their environment
- Ignoring negative behaviour
- Developing self-sufficiency through the continuous provision
- Facilitating turn taking activities and games

Promoting children's belief that they are capable will be developed by:

- Giving children opportunities and choices allowing children to display power constructively
- Avoiding setting up power struggles
- Giving children support when requested or needed by offering suggestions for the child to consider
- Always maintaining a calm and friendly attitude towards the child

Promoting children's belief that they count will be developed by:

- Showing children appreciation in the relationships that we build with them
- Identifying for the children their positive qualities
- Offering children chances to help
- Avoiding negative feelings such as anger or hurt

Promoting the development of children's courage will be developed by:

- Noticing and acknowledging the child's strengths and ignoring the negatives
- Ensuring that individual children's learning is recognised and that they are given challenging tasks that are manageable and have a guarantee of some success
- Involving children in evaluating what they have learned
- Allowing and helping children to discuss their problem openly
- Encouraging children to try again
- Praising children's efforts rather than the outcomes

Responding to children's negative behaviour:

Child's Behaviour	Child's Feelings	Adult's Possible Impulse	Adult's Response
Attention seeking behaviour	Insecure Alienated Alone	Irritated and annoyed	Don't ignore the child but ignore the misbehaviour. Give the child some positive attention.

Showing the adult that they can't stop me doing something. Deliberately not doing what an adult has requested	Inadequate, dependent. Others are in control	Feeling challenged. Insisting child does as they say	Don't try to win. Give child opportunity and choices so he/she can display power constructively. Maintain a calm, friendly attitude
Hurting others. Saying unkind things to others.	Insignificant Feels disliked and wants to show how that feels	Wanting to punish or reprimand	Stay calm, avoid anger. Identify positives in the relationships. Offer chances to help sort out what happened and understand the feelings through talking about them
Lack of effort in what they are doing or lack of engagement	Inferior Useless Hopeless	Wanting to give up, it's no use	Notice only strengths. Set up steady exposure to manageable tasks that have a guarantee of success. Ensure no criticisms are made.

Care and Control of Children

The setting aims to keep children safe and promote their welfare. Sometimes the use of reasonable force may be used to keep the child or other children/adults safe.

The over-riding principle of our approach is that reasonable force must only be applied when all other behaviour management strategies have failed. We make the following definitions:

'Reasonable force':

We recognise that there is no legal definition of reasonable force, however we will use the DfES and Department of Health guidance that the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

'Physical contact': situations in which proper physical contact occurs between staff and pupils (for example, in the care of pupils with learning disabilities; in games or physical education and to comfort pupils).

'Physical intervention': may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

'Physical restraint': will involve the use of reasonable force when there is an immediate risk to pupils, staff and property or to maintain good order.

This will always be seen as a last resort.

Incidents

Incidents of aggressive behaviour (bullying, biting, scratching, or hitting etc.) which are reoccurring will be recorded and discussed with parents and a course of action planned. The SENDCO will work closely with the parents to identify the root cause and triggers of the behaviour and an Individual Behaviour Plan will be created and implemented to meet the

needs of the child. Advice from outside agencies will be sought where appropriate with parents' permission.

Exclusions

A child has never been excluded from Ightenhill Nursery and we aim for no child to ever be excluded in the future. Staff and governors are aware that difficult behaviour displayed by a child is usually a form of communication, indicating that the child is having difficulty. If extreme behaviour is displayed and is beyond normal stage of development behaviour then support would be sought from outside agencies in order for further assessments to be undertaken. We would work in very close partnership with parents. If we felt the displayed behaviour was due to difficult home situations then a referral would be made with parental consent in order to gain support for the whole family. In school the SENCO (and DSL if appropriate) would work very closely with the family to meet the needs of the child.

Bullying

Staff take bullying very seriously. Ightenhill Nursery School fully agrees and has adopted LCC's guidance that 'every school must have measures....to prevent all forms of bullying amongst pupils.'

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups or it might be motivated by actual differences between children, or perceived differences.

Should bullying take place in nursery, staff will follow the policy and procedures in the Anti-Bullying Policy.

Curriculum

Children's personal, social and emotional skills will be developed through a broad and balanced curriculum and personalised learning, ensuring all children's individual needs are met.

Children are taught to care for and respect one another. Extra intervention is planned for children who need extra support with their emotional and learning needs. For example play therapy and drawing and talking sessions.