

Moorgate Nursery School

Behaviour Policy

We aim to ensure that Moorgate Nursery School is a welcoming, friendly and safe place where children feel happy and secure so they are confident to explore new learning experiences.

The purpose of this document is:

- To ensure that there is consistency amongst staff in the high expectations of children's behaviour, and their response to children's good or unacceptable behaviour.
- To provide the children with clear expectations of their behaviour and so enhance their feelings of security in the setting.
- To promote an atmosphere that is conducive to learning.
- To promote the children's moral development through an understanding of what is right, wrong and why.
- To promote the children's social development within a community.

Our expectations of children's behaviour

- To show respect and be considerate to all children, adults, the setting and community as a whole.
- To use appropriate language allowing for national, regional and cultural differences.
- To take turns.
- To share.
- To persevere at activities.
- To begin to understand the consequences of their actions to others and to communicate regret for harm and upset they have caused and find a way to make the other person feel better.
- To be polite, remember to say or sign please, thank you , excuse me
- To pitch your voice appropriately to surroundings.
- To demonstrate good table manners.
- To show respect for other peoples' work.
- To take care of resources and the environment.
- To move around the setting in a safe and orderly manner.
- To behave sensibly and safely around the setting, with regard to themselves and others.
- To be aware of differences in play, indoors and outdoors.

Good behaviour

We believe that our expectations of good behaviour will be met mainly through positive reinforcement. We employ a number of strategies to encourage good behaviour.

- Recognising and praising good behaviour to individuals.
- Recognising and praising good behaviour to groups of children.
- Good behaviour is held up as a model to other children.

- Rewarding good behaviour as appropriate (e.g. responsibility, choosing the story, being a monitor, shaking the tambourine, etc.)
- Inform parents of good behaviour in the child's presence.
- Comments in the "My Moorgate Book"

Achieving our expectations of good behaviour.

Children need to learn how to behave in different situations and we employ several strategies in addition to positive reinforcement to help in the process.

- Staff give clear explanations to individuals and groups about how we expect them to behave.
- Involve the children in setting our rules.
- During children's first half term staff model how to use the resources, the learning areas and move around the setting and the daily routines.
- Adults model appropriate behaviour on a daily basis.
- Adult use positive language e.g. "Good walking" rather than "Don't run".
- If children do run then ask them to go back and try again walking.
- Children are asked to apologise/make it better to others when they have caused harm or upset, whether it is accidental or on purpose (e.g. say sorry, or hurt child suggests what would make them feel better).
- If a child refuses to say sorry/express regret
 - the adult explains why it is good to say sorry/express regret.
 - The child is given 2 more opportunities to say sorry/express regret (n.b. adult may need to take a variety of approaches to help the child understand during this process, dependant on the child's level of language development and understanding. See ELKLAN early language builders).
 - If the child still refuses they are asked to sit and reflect for a specified length of time. (e.g. using a sand timer)
- The difference between an accident and on purpose is explained to the children.
- When a child has carried out an undesirable action.
 - Staff ask/remind/explain why the action is undesirable and ask the child to stop.
 - If the child repeats the undesirable action they are reminded not to do it and given the reason.
 - If the child repeats the action again, and it involves an area, for example, the sand they are asked to play elsewhere and staff explain to the child why they are being moved.
 - If the child repeats the action in other areas they are asked to stay with the adult or to sit and reflect for a specified time.(If appropriate to the child)(e.g. using a visual aid of a sand timer)
- If an undesirable action has caused some mess then the child is asked to clear it up (if appropriate).
- Staff use their knowledge of the children to gauge appropriate rewards and sanctions.
- If a child's inappropriate action has caused harm to another child, then both sets of parents are informed when the children are collected at the

end of the session.(It is not appropriate to mention the other child/children's name to the other parents)

- If a child refuses to change their behaviour and becomes agitated and/or aggressive the child is told that their behaviour is unacceptable, they are left to calm down, monitored and staff ensure the safety of the child, themselves and others. Once the child has calmed down the adult will talk with them about their behaviour and its consequences.
- Staff are vigilant, to gain a full picture of children's behaviour and the causes.
- When a member of staff has specified a consequence of repeating an undesirable action to a child they must carry it through e.g. "If this happens again I will ask you to play somewhere else".

Some children may persistently exhibit inappropriate behaviour. Parents are informed of staff concerns, via the Key person and following consultation with the line manager setting and family work together to identify causes for the poor behaviour and to develop and implement strategies to improve behaviour, and monitor progress. An Individual Behavioural Plan may be needed in some cases.

Physical Intervention

On a very few occasions a child's behaviour could put them at risk of harming themselves or others or damaging property. In such circumstances staff may need to take steps to intervene physically. Physical intervention uses the minimum degree of force necessary to prevent harm. This form of physical intervention may involve staff:

- Physically interposing between children.
- Blocking a child's path or harmful actions.
- Escorting a child.
- Shepherding a child away.
- Only in quite exceptional circumstances, staff may need to use more restrictive holds.

Where physical restraint has been used, parents will be informed at the earliest opportunity and records of the incident will need to be kept. A brief note should be made in the school's Serious Incident Book and a RF1 form completed (following procedures as detailed in the Serious Incident Book).

Staff will be made aware of the behaviour policy, procedures and physical intervention during their induction and through ongoing staff development.

Policy updated – February 2018.