



Policy

Behaviour

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| Statutory or Non Statutory | Statutory |
| Frequency of Review | Every Three Years |
| Last Review | May 2017 |
| Next Review | May 2020 |
| Website | Yes |

Canterbury Vision

At Canterbury, children and their families are at the heart of an encouraging and challenging environment, where everyone recognises and celebrates differences, actively communicates the importance of learning and believes everyone can achieve.

“...whenever the child behaves in a way that does not please us we are ready to act. We do so out of our own good or bad humour at the moment, out of a habit of doing so, out of our principles, but rarely out of a full knowledge of what in the child’s mind has led him to do the thing we don’t like. Yet without that knowledge we cannot be sure we are dealing with him in the way most likely to help him”

Susan Isaacs 1929

Rationale

We believe that our behaviour policy is a key strategy in supporting children’s development, raising achievement and working with families. It is an important part of our curriculum for Personal, Social and Emotional development, but is also closely linked to successful learning in all areas. It forms a key part of citizenship and children learning about their role in society.

We know that children respond best where there is mutual courtesy, kindness and respect.

We wish to promote strategies which encourage and support children’s self esteem, empathy for others and a respect for the world in which they live. We wish to avoid strategies which may lead to fear, humiliation, guilt or rejection.

Aims

1. To promote an environment where children and adults feel safe, accepted, valued and respected and that their individual rights are upheld.
2. To develop an inclusive ethos where children and adults are happy and grow in confidence, care for each other and contribute to a sense of community.
3. To use developmentally appropriate strategies for children’s behaviour management, which encourage and support children’s self discipline.

Objectives

- To make each play and learning experience enjoyable and to make sure that each child can succeed.
- To agree clear expectations and boundaries
- All staff to be consistent in their approach
- To encourage children to use equipment and resources safely, independently and with respect.
- To plan activities which will promote children’s self-esteem, offering them specific praise (Avoid generic praise e.g good boy, good girl).

- Help children to begin to understand the effect of their behaviour on others
- To encourage children to share and take turns, showing them how to behave in friendly ways.
- To acknowledge and support children's efforts to be helpful and kind
- To give children appropriate choices where ever possible
- To use positive behaviour management strategies to show children we value what they are doing.

Racist and Bullying Incidents

Racism and bullying are learned behaviours. Sometimes young children will repeat something they have heard an adult or older sibling say or copy a behaviour they have seen. If a member of staff hears or sees a child saying or doing something to another child which could be interpreted as using racist language or bullying behaviour they will deal with it sensitively using the guidance set out in this policy.

The following strategies should be used to raise children's self-esteem and promote good behaviour:

- Show appreciation of and value children's behaviours giving immediate feedback to raise self-esteem where possible individually - verbally, non-verbal (smile, clap, thumbs up), taking photo, crouching down to child level, eye to eye contact, physical contact as appropriate
- Develop good relationships with children through acknowledging and extending their interests and individuality.
- Specific positive feedback from adults - "I like it when you....." , "That makes me feel sad/happy")
- Take children to visit other rooms/staff to share successes/work
- Plan activities/projects/themes or use stories to promote self-esteem
- Give children opportunities for responsibility and to help other people
- Encourage collaborative games and communal sharing time which enable young children to take more responsibility for their actions.
- Plan opportunities for children to explore emotional boundaries safely through experience and talk (e.g. puppets, stories, pictures, songs. "Has Teddy hurt himself? What can we do to make him feel better?")
- Break down activities into achievable steps to support all children, including those with SEND, to promote achievement and avoid frustration
- Provide materials, resources and activities to value children's race, cultural identity and gender
- Provide accessible resources so that young children can choose what they need to begin an activity independently
- Encourage children to participate in making any rules
- Ensure consistency of staff and routines as far as possible
- Give parents, carers positive feedback whenever possible

Strategies for dealing with unacceptable behaviour

There are a number of reasons which may lead to children behaving in an anti-social or aggressive way. Anti-social behaviour may well be related to a child's stage of development and will form a normal part of coming to terms with developing social skills e.g. a two year old's tantrum is part of the journey towards independence

However, it may also be a symptom of some underlying anxiety/confusion/upset or the result of a child's special needs. Lack of consistency in routines and in carers could also be a contributory factor. Strategies to deal with these behaviours should include the following, dependant on the circumstances:

- Recognise negative behaviour without reprimanding or dismissing the child and explain what behaviour you expect.
- Acknowledge and name the children's feelings but encourage and develop an understanding of the consequences of actions.
- Where possible ignore negative behaviour and praise the behaviour you want to see
- Distract children from negative behaviour and provide alternative resources/activities/ where appropriate
- Provide support for the "injured" child/baby(comfort object, cuddles, reassurance)
- Respond to and build upon children's actions, expressions and gestures.
- Maximise the use of facial expression and body language to convey meaning
- Duplicate resources and materials where possible to avoid potential conflict
- Recognise factors affecting children's behaviour such as hunger/tiredness/discomfort and take action to remedy
- Pre-empt possible conflict or negative behaviour by watching carefully even if from a distance.
- Judge which conflicts you would allow children to resolve themselves without immediate adult intervention
- Adults to remain calm at all times
- Work as a team to ensure consistency in response
- Any discussion about a child's unacceptable behaviour should be done privately and discreetly and not in front of an audience (parents/children) but ensure "injured" party knows that action has been taken.
- Where a child has hurt/offended another child the emphasis should be towards supporting the injured child.
- Discussion with parents regarding a child's negative behaviour should ideally be dealt with by one person (keyworker)
- Establish shared understandings with parents about ways of responding to children's emotions and about a consistent approach when responding to negative behaviour
- Where children are subject to Safeguarding plans, any behaviour which is concerning or changes unexpectedly should be noted down and passed onto a named person as it may be relevant.

Persistent problems/unacceptable behaviour

Persistent problems should always be discussed with a member of the SLT and further strategies should be developed in consultation with the SENDco.

This may lead to an individual behaviour plan

If a child is exhibiting extreme behaviour the Governors will make every effort to ensure reasonable adjustments are made for the safety and well-being of staff and children. In the event that every

effort has been made to make reasonable adjustments and the safety and well-being of the staff and children is compromised a decision may be made to reduce the hours the child is in nursery.

Reasonable Force

This is where a child may need to be guided to safety by the arm or restrained to prevent injury to themselves or others. Key staff on each unit have been trained in Team Teach to ensure this is done in the most supportive way possible.

Confirmation the Policy in respect of Canterbury Nursery School and Centre for Children and Families has been discussed by the Governing Body

Signed by:

Chair of Governors: Date:

Executive Head / Head of School: Date

Agreed at the Governing Body Meeting on: