



## **Knowles Nursery School Behaviour and Discipline Policy.**

### **Rationale**

- We believe that the safety, security and happiness of the children in our care is our prime responsibility.
- We believe that the children need the security which comes from a well-controlled and well-ordered environment.
- We believe that the personal, social and emotional aspects of each child's development are of paramount importance, both for their present welfare and happiness and for their future as good citizens.
- We recognise that children's behaviour may reflect their emotional well-being and will therefore treat every child as an individual when determining the best strategies to modify behaviour.
- We believe that very young children are essentially ego-centric and that developmentally, they may find it difficult to see beyond their own wants and needs. They may have little idea that their actions impinge on others or that other people have feelings too.
- We believe that every child should be encouraged to develop the skills of self-discipline and an understanding of the needs and feelings of others.
- We encourage the children to take responsibility and make decisions for themselves and believe that this is crucial if the children are to develop self-discipline.
- We don't like to label a child as 'naughty', we prefer to try and understand what the child is telling us by their behaviour - is there a problem at home? Are we not meeting their needs at Nursery? Is it attention seeking?

### **Aims**

At Knowles Nursery School we aim to ensure that:

1. Every child feels safe, secure and happy.
2. Every child is treated as an individual in supporting their social and emotional needs.
3. The children develop appropriate attitudes such as a sense of fairness, justice, honesty, truthfulness, care and respect.
4. All children are clear about what is acceptable and unacceptable behaviour, and why.
5. The adults working within the nursery model appropriate behaviour for the children at all times, by treating the children and each other with care and respect.

6. Parents are informed and consulted about every aspect of their child's development, including social and emotional, and staff and parents work together in support of their child.
7. Every child develops appropriate feelings of self-esteem and the ability to establish effective relationships with others.
8. No child or adult should ever feel afraid of or threatened by another child and steps will be taken immediately to remedy any such situation.

## **Guidelines**

### **1. Parents are treated as partners with staff, working together in support of their child.**

We emphasise this at our initial home visit and emphasise the need for parents to inform us of any little thing which may be worrying their child. However, we will not tell parents about every little behaviour issue, most of which will be entirely appropriate for children of this age, as they learn to share, take turns and be kind to their friends and so on. We will share the information with parents if the undesirable behaviour is consistent so we can work together to change it.

**2. The 'rules' of the nursery are made clear to all the children, including the reasons for them.** For Example, 'We don't run indoors because you may bump into other children and hurt them / we don't throw sand because it may go in other children's eyes, which can be dangerous.'

**3. All the nursery staff work together to present a unified and consistent approach to discipline.** The majority of staff have undertaken 'Signs for behaviour and feelings' training and this is being used with the children on a daily basis, with songs and stories and in real life events. This will help our children to develop their sense of empathy and enable them to name their feelings. We believe that 'feelings' can be frightening for young children, particularly when they can't name them. By giving them names, it enables the child to 'own' those feelings and be less anxious about them. Discussion of how we can change these feelings and improve matters should encourage the child to reflect.

**4. All staff will take a positive approach to discipline, rewarding and praising good behaviour.** We aim to catch children making 'good choices' by attention to the child by demonstrating desirable behaviour and praising them e.g. 'That was kind, you helped me by carrying the box.' We also use proximal praise (praising children close by to highlight desired behaviour to another child) e.g. 'I can see...is listening really carefully.' Under no circumstances will physical punishment or harsh verbal chastisement of any child be allowed. Shouting should only be used in cases of danger to draw the child's attention.

**5. We recognise that this positive approach may not be successful with all of the children all of the time** and that in order to protect the other children from anti-social behaviour a series of strategies, agreed by all the staff, need to be in place. These strategies will be discussed on an individual basis as and when needed, to make them appropriate for the specific child.

**6. Such strategies may involve general classroom management.** For example, strategic placing of the furniture may be enough to prevent the children running in the nursery.

**7. Strategies also involve ways of dealing with an individual child or problem.**

For example: -

- a) Member of staff talks to the child about the sort of choice they made. The member of staff reminds the child of what the appropriate choice to make would be. Child may be redirected to a different activity.
- b) The child may be withdrawn from the situation until they have calmed down and can re-join or their attention may be diverted to a different activity.
- c) All staff will discuss strategies for managing child's behaviour, in the light of our knowledge of the child.
- d) Member of staff discusses the matter with the Headteacher.
- e) Member of staff discusses the matter with parents.
- f) In consultation with the parents, outside agencies such as the Health Visitors or Educational Psychologist may be called in.

## **8. We encourage children to develop the skills needed to self-regulate**

Self-regulation is described as such;

'Emotional and behavioural self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings and behaviour that eventually allows a child to become more skilled in their relationships with other children and adults, for example, when playing or making decisions together. In the preschool years, children's self-regulation skills are still developing and can often go up and down. Being able to consistently regulate their own feelings and behaviour is a major task for a young child. By school age, children become more flexible and are better at regulating their own emotions and actions. When children learn to self-regulate they have stronger friendships and relationships with others, are more able to pay attention and learn new things and deal better with the normal stresses and disappointments of daily life.'

Taken from 'How self-regulation difficulties affect children'

[www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)

## **9. When children are struggling to solve a disagreement we support them to use conflict resolution techniques using these four steps;**

- 1) If children are fighting over who rides a specific bike in the garden, the staff member will talk quietly to both of the children and help to de-escalate the issue.
- 2) The staff member will ask them, 'What can we do to make this better?' and listens to their answers
- 3) The staff member will help the children to come to a fair and sensible solution such as, 'we can take it in turns at riding it once around the track and then give it to the other person' or 'I will go on this bike, you go on that bike and then we will swap.' The staff member will suggest ideas if the children struggle to think of any.
- 4) The staff member will congratulate both children on making a 'good choice' and observe to ensure that the solution is carried out.

## 10. Saying sorry

As children get older they learn the value of saying sorry but younger children are still developing an understanding. Because of this we are mindful about insisting that children say sorry to each other and may encourage this once the child has developed a better understanding. We develop children's understanding of what sorry looks and feels like by discussing and describing what we can see e.g. 'I can see that you look sorry that you...'

**11. We teach children about emotions and feelings.** We use Sign4 Feelings and Behaviour and Big Feelings (BSL Sign language) to teach and highlight to children about the different emotions and feelings we all feel. We use puppets (Millie and Max) and stories to emphasis this and show that even though Millie or Max made a bad choice we still like them. When children are involved in disagreements or are struggling to self-regulate their own emotions we use the language and BSL sign to show them that we can see how they are feeling and then support them to calm down or resolve the situation. Parents are also supported through parent workshops so that we can provide consistency of approach when supporting our children to manage and articulate their feelings with others.

12. Sometimes it will become necessary to 'contain' a child who is distressed or being physically aggressive to themselves, another child or a staff member. Under no circumstances will force be used. This behaviour will be dealt:

- a) Calmly and sensitively
- b) By talking to the child quietly whilst removing them from the situation
- c) Taking them to a quiet corner or space
- d) Sitting with them whilst they calm down
- e) There are a number of ways to encourage the child to sit and calm down-

Sit behind them with arms around them to discourage them from hitting

If they kick, the adult can wrap their legs around the child's to stop this

If they are small enough, it may be better to sit them on the adult's lap where arms and legs can be contained safely. We have staff trained in Positive Handling and the legalities surrounding this.

f) Every time 'Containment' has to be used, it MUST be written down and reported to the Senior Leaders so the procedure can be reviewed with regard to that specific child. A behaviour plan may have to be written for that child so that everyone knows what to do in case of further issues.

Adopted by the Governing Body on: November 2016

Review Date: November 2017

## **Children Learn What They Live**

By Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

Copyright © 1972 by Dorothy Law Nolte