



Behaviour Policy

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Behaviour Management Policy

This policy document has been written to inform all those who work within the school or who have contact with its; parents, staff, governors, representatives of the LA; visitors and members of the local community; and any students who have a placement here, about Abbey Wood Nursery School's approach to Management of Behaviour in our setting.

Good behaviour and discipline are key factors in an educational and caring environment. Without a calm and orderly atmosphere, learning cannot take place. The school aims to help children to develop a positive attitude towards themselves and others, with a strong sense of self-respect. We believe that staff provide important role models for children. We further believe that the way staff behave provides a model for other adults, such as students, visitors and parents. Positive self-esteem is important for good behaviour and high levels of achievement.

We recognise that children's actions are not always intentional, and that they are not always able to foresee the consequences of their actions. We are aware that factors such as a new baby, changes at home, illness, etc, all cause children to behave in different ways. We therefore encourage parents and carers to share such information both formally and informally so that we can provide appropriate support. Members of staff try to offer individual support at all times for children with behavioural difficulties—some of whom may also have emotional difficulties.

Some behaviour problems are caused by the child's frustrated attempts to express emotional needs, such as feeling loved and cared for, being included, feeling important and valued, having friends, feeling safe from harm. These needs can result in behaviour such as: inappropriate attention seeking to feel worthwhile, controlling others to feel important, seeking revenge and hurting others.

Central to our provision is our commitment to working in partnership with all parents and carers. We have high expectations of positive and cooperative behaviour and mutual respect and support for one another. We expect all adults in school regardless of whether they are; parents; carers; staff; volunteers; students; to provide a positive model of behaviour by treating children with friendliness, care and courtesy.

The establishment of a good relationship between adult and child is central to working effectively with all children. A planned curriculum that includes differentiation, mutual respect and effective classroom management is conducive to building and maintaining these good relationships.

The promotion of positive behaviors rests within five areas.

1. Emotional security. Do the adults in the nursery provide warm, consistent care and attention to the child? Who does the child go to if upset and/or seeks out on arrival? All staff recognize the importance of acknowledging children's positive behaviour rather than highlighting their challenging actions.
2. A purposeful, organised atmosphere. Do the children know where to find the resources they want to play with? Is there space for them to play? Are there quieter areas and spaces in which to be active and physical? Are transitions managed well for the child? From the session, into tidying up time? From story groups to lunchtime/ home time or Extended Day? Does the child need extra support or cues at these times? We have routines to enable children to predict what is to happen next e.g. Every classroom has a visual timetable to help the children understand the flow of the day or week.
3. The child's age and stage of development. Do the adults know the child's needs well? Is the child able to share equipment, or does the child need support or protected time to play, without the pressure and competition of other children? Some children may need help with shy and withdrawn behaviour.
4. Effective staff communication. The base room teams regularly meet together, for a children's meeting. At this meeting, we discuss the needs and developmental levels of the children, so that we are all using consistent strategies to support all the children. Weekly briefings enable each room to share information about their children and any strategies that they may be using that need to be used across the school.
5. The curriculum. Are there first-hand or play experiences that interest the child? Is the environment an enticing and motivating place to be? Do the learning, resources and equipment on offer, engage, extend and capture children's attention?

Some instances of emotional and/or behavioural difficulties can be caused by undiagnosed medical or psychological problems. A known medical condition even when effectively managed by medication can cause emotional and/or behavioural difficulties. Sometimes the treatment itself can cause side effects that may lead to emotional and/or behavioural difficulties.

Our school's ethos of respect, includes all interactions within school – between children and children, adults and children, and adults and adults. Respect includes caring not only for one another, and their property, opinions and creations but also for equipment, surroundings and living things. It is important for children to know that adults always listen to them, will support them in making relationships and in dealing with difficult situations, including if they are upset or hurt by another child.

An ethos that promotes positive behaviour.

1. At Abbey Wood Nursery School, we believe that children will often behave as well as the adults they come into contact with. Therefore, it is expected that staff, students, volunteers, governors, mums, dads and carers will be good role models for all the children. We believe a nurturing approach that builds strong relationships is at the heart of our behavior policy.
2. Abbey Wood Nursery School has an approach of positive reinforcement towards the behavior we want to see, as well as one of listening, understanding, empathy and mutual respect between all members of the nursery community. We protect and value the unique nature of each child. The child's individual spirit and character, their drive to learn and develop, must be cherished and nurtured.
3. Positive behavior and an individual's ability to self-regulate are key factors in an educational and caring environment. Without a calm, warm, welcoming atmosphere, where all feel valued and there is a sense of belonging, learning cannot take place. We really value children's increasing capacity to regulate and show self-control and to take responsibility for their own actions, in age and developmentally appropriate ways.
4. We aim to support children to develop a positive attitude towards themselves and others. Self-esteem, self-respect and confidence is important for positive behavior and high levels of achievement. However, we do also recognize that there are many factors that can affect a child's ability to demonstrate positive behavior.
5. All children require positive attachments (relationships) with adults that are attuned to their needs. We are aware that factors such as a new baby, changes at home, illness, tiredness etc. can all cause children to behave in different ways. We encourage mums, dads and carers to share such information, both formally and informally with staff, so that we can be mindful of children's emotions or states and provide appropriate support.
6. As the staff team get to know the children they become highly attuned to them and their developmental level. They are able to offer individual support, and other regulation for children who may be struggling with their behavior, emotions or who are developing their ability to self-regulate.
7. Children who are learning how to be with other groups of children and who are looked after by adults other than their family members can become frustrated in attempts to express their emotional needs. Therefore, feeling loved and cared for, being included in play and activities, feeling valued, making friends, having a turn and asking for help if something goes wrong supports children who may be struggling.
8. Sometimes these emotional needs can result in **attachment** seeking behaviours, such as hurting others or depending on developmental stage, tantrum like behaviours. To help prevent this, staff support children's emotional wellbeing and expression of emotions in a variety of ways including symbols, visual support, signing/**makaton**, and stories and actively listening to and talking with children. We want children to be able to recognize and name their feelings.
9. Another factor that can affect behaviour can be undiagnosed medical /

psychological needs such as hearing loss or visual impairment. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can leave children struggling with self-regulation. Indeed, the treatment itself can sometimes cause side effects that may lead to such. Information that is gathered at admission point, Home Visits, or any family meeting, can help to build a fuller picture of an individual child and the factors or context that might affect their self-regulation/behavior.

- i. The team at AWNS are knowledgeable and sensitive to this and each child's individual need. Establishing positive attachments and relationships between adults and children is central to working effectively with ALL children but especially for those who have additional needs.
 - ii. Initially, as children settle in to school, this adult-child relationship will be developed with the child's key person.
10. A curriculum and learning environment that captivates and engages children and that includes **personalisation**, mutual respect, active listening, and effective classroom management is conducive to building and maintaining these relationships and attachments. This also encourages positive behaviours.

Understanding why children behave in unacceptable ways.

During INSET day training and staff briefings, we work with staff and Governors to focus on the behaviour of children and how we can manage behaviour that we do not want. A large part of this has been exploring what might have caused the issue. Is it because they are only two and are behaving developmentally appropriately, but need the adult to support and move them on from this behavior? Is it because they have additional needs that require other interventions to support both the child and the adults working with them? Is the child acting out behaviour that they have witnessed? Behaviour 'good/bad' for the child may be a way of expressing feelings, or emotions that they cannot manage or cope with in any other way, or telling us that they cannot cope. We must remember that nursery schools are very busy and noisy places, with few places that a child can go to for space or peace. (The fish tank area and sensory room are both places often used by children, to help self-regulate.)

This understanding of the causes of the behaviour can then go a large part of the way to support the adults in developing strategies and approaches to move the child away from the undesired behaviour. It is very important that we take parents on this journey with us. They know their child best and by working together, we can ensure that their child does not become confused with mixed messages.

Strategies used at Abbey Wood Nursery School to support children.

We have a wealth of experience and positive strategies, which we are able to use with children of different ages; developments; and needs. This includes expectations that all adults in the setting, parents and staff will model respectful caring relationships.

We do not use language that labels the child e.g. 'naughty' or 'silly', this does nothing to address the behaviour.

The approach that we use is based on rewarding the behaviour that we want from the child rather than punishing the behaviour that we don't want. This strategy is one that our partners from other agencies also promote, e.g. CAMHS and means that we are not giving children and families mixed messages.

Whole school strategies include but are not limited to;

- Adults being consistent and persistent and following through.
- Adult supporting children to reflect on the impact of their actions and to make amends.
- Adults modelling the behaviour and language of social interaction, e.g. turn taking; sharing; and negotiating skills.
- Reinforcing positive behaviour by taking all opportunities to reward children with attention and praise.
- Visual support to understand and follow routines and what is going to happen next, with visual timetables; symbols; and 'now and next' boards.
- Using tone of voice and facial expressions, together with simple language, to support children's understanding of how we feel about their actions
- Additional adult support at key times e.g. transitions home to school; or within the routines of the school session.
- Opportunities for physical large scale outdoor play in natural environments
- Access to calmer, quiet spaces to reduce anxieties.
- Warm and caring adults, who are responsive to children's emotional needs.
- Resources such as feelings books and social stories.
- Supporting children to develop independence skills so that they have the confidence to say 'No – stop it' or 'I don't like it' in social situations and know that they will be respected.
- Alternative opportunities for children who find large gatherings distressful or difficult to cope with
- Encouraging children to act as role models for their peers, including planned partnering so that they can support each other.
- Use of '2 choices' strategy to enable children who have a need to be in control to comply with adult requests
- Sand timers to support turn taking and sharing skills
- Targeting children to experiences they find emotionally calming e.g. the fish tank area, or singing.
- Ongoing communication with parents with an emphasis on building positive and constructive relationships.

- **Children who are identified as needing further emotional support may be involved in ELSA (Emotional Literacy Support Assistant) interventions with one of our trained staff.**

Managing challenging behaviour

(It is important that when reading these strategies it is understood that we will always intervene if a child is endangering themselves or others or if damage to equipment or resources might happen.)

Involving mums, dads and carers

Where a child's behaviour is challenging, the joint-work of the mums, dads, carers and the nursery is critical:

- Mums, dads and carers are experts on their own children.
- Mums, dads and carers should be involved as partners, not people to be blamed or told off.
- They should not receive unprepared feedback on their child's behaviour in nursery. Take a problem-solving approach, we need to work together to help your child with this... Can we all use the same strategies?
 - Think first – exactly what will you say? Talk it over first before meeting the mum, dad or carer, if possible.
 - Meet the mum, dad or carer in a confidential space where other families cannot overhear what is being said.
 - Explain the difficulty in nursery and ask if the mum, dad or carer has any particular understanding or clarification of the situation.
 - Arrange to review progress a short time later.
 - Feedback information from the meeting to the shelter/staff team.

Some children's behaviour is more challenging than others. When the nursery staff and the mums, dads and carers work closely together, then children's behaviour almost always improves.

It is important to help children whose behaviour is challenging whilst they are still young – things get much more difficult when they are bigger and older, and have started primary school.

- Adults will intervene immediately to keep children safe and support positive resolution, drawing upon our understanding of the individual child, consistent whole school expectations and using strategies detailed earlier.
- We encourage children to reflect on their behaviour, which might mean that they are asked to remain in their base room for a period of time. We do NOT use a 'naughty chair/space'. It does require an adult to spend time with the child talking to them about the incident and how they could have handled it better; encouraging them to work through other scenarios for handling the situation.
- If this continues to be a problem then a member of the Senior Leadership Team is asked to come to the classroom to support the team. It is not appropriate to be taking the child to the 'Heads office' as this is giving the wrong signal to the child

about different adults being more important than others. We can then work together to manage the child's behaviour which may include a member of the team or the senior leader taking the child to a quiet/calmer area.

- Parents always need to be spoken to if an intervention has been used.
- In discussion with the parents the Headteacher may involve other professionals or offer other services to parents e.g. a CAMHS consultation. This is will always be done with parental consent.
- If the problems continue then a TAC (Team Around the Child) meeting may be held involving the family and anyone involved in supporting them.
- The whole school team may be involved in supporting the base room team e.g if a child is going from adult to adult. This would be documented in a Behaviour Plan which would involve the parents.
- Restraining children can only be done by adults who have been on the correct training and must be documented and the parent informed on each occasion.