

Windsor Nursery School

Behaviour Policy

At Windsor Nursery School we believe

- It is essential for the whole staff team to have a clear, consistent approach to behaviour management based upon a well-researched and shared understanding of young children's learning and development
- Parents play a full and shared role in the development of children's self-regulation

We recognise

- The developmental stage of the children at Windsor is a key time for children to develop their social and emotional competencies leading to effective self-regulation
- The importance of seeing children's behaviour within the context of their individual stage of development
- Many children will start Windsor with limited experience of being with lots of other young children their age and so this is a significant part of their learning
- The warm approval of others who are significant to them and recognition of their efforts and achievements with praise and encouragement are crucial to building their sense of self and well being
- Children learn to treat other people and the environment with care and respect if they themselves are treated with care and respect.

We aim to

- Use strategies that enable young children to develop these social and emotional competencies - through supporting them to develop an understanding of their emotions, their feelings, the feelings of others and to experience the joy that comes from a positive sense of well-being and self-esteem
- Create an environment in which children can take increasing responsibilities for themselves. Clear boundaries are set, the reasons for them are agreed with shared and explained to children

Behaviour we wish to encourage

(based appropriately upon the age and development stage of the child)

- Care and respect for themselves and other people.
- Building in time for children to develop strategies for managing their own feelings (eg anger & overwhelm)
- Care and respect for the environment and resources
- Understanding of how learning to co-operate with each other and adults is enriching
- Negotiating skills.
- Strategies to solve conflict.
- Concentration and perseverance.
- Turn taking.

- Sharing.
- Moving safely

Behaviour we wish to discourage

- Unsafe behaviour that could result in harm e.g. climbing on equipment, trying to open locked doors etc.
- Showing physical aggression towards others e.g. hitting, kicking, biting, snatching or throwing objects.
- Using verbally aggressive language
- Damaging resources or the environment.
- Disrupting the involvement of others by for example shouting, physically invading their space or exhibiting attention seeking behaviour.
- Hiding or running away from adults.

Strategies to encourage good behaviour

(based appropriately upon the age and developmental stage of the child)

- Setting clear and consistent boundaries and involving children in creating rules.
- Having consistency of action & consequences to mark positive and negative behaviour
- Using developmentally appropriate levels of language when talking about behaviour, so things can be explained simply and clearly to the children.
- Being clear with children about the behaviour that you are wishing to encourage and praising the action children take e.g. "Kaitlin thank you for sharing the cars with Asher that is kind".
- We strive for children to have the intrinsic motivation and understanding for good behaviour and so want to behave well because it makes you feel good rather than relying on the reward of stickers given by others in order to motivate them to self-regulate their own behaviour
- Setting up environments with open ended generous resourcing that support children's social and emotional development
- Finding genuine opportunities to mark/notice/recognise achievement, especially for children who exhibit more challenging behaviour.
- Talking to the children about positive behaviour at circle time, telling stories that promote understanding of concepts such as friendship, kindness and development of feelings
- Staff modelling respectful language and behaviour e.g. "Thank you Jamie for helping me carry the fruit".
- Staff being able to intervene to turn conflict into learning opportunities by;- teaching children to express their needs and understand the needs of others and distracting children into more positive activities.
- Staff encourage children to practice appropriate behaviour and then praise e.g. "Shall we sing happy birthday to Sanjay again, it's his special day, it is kind to sing beautifully not to shout".
- Staff express disappointment at action not disapproval of the child.eg "Thomas it is not kind to shout at our friends"

- Staff will offer two positive choices to enable a child to resolve a situation. If the child will not make a choice, the adult will choose for them.
- In certain circumstances and if age appropriate when a child refuses to co-operate they may be withdrawn from the situation for a short period of time (the same minutes as their age). This is a time where a child is given time to calm down emotionally, be warmly supported by staff and as appropriate for their developmental stage be encouraged to say sorry or consider their actions.
- Staff encourage children to make amends for their negative actions and show they are forgiven quickly e.g. if they have thrown toys on the floor they should be asked to pick them up.
- Any actions taken involving very young children should be immediate. Situations should be resolved as soon as possible and the child should be enabled to understand that it is their behaviour – not the child that we do not like, and help them to understand what is acceptable
- Open dialogue with parents eg When children find co-operating with others difficult parents will be asked in an informal way by the key person. For example “Liam has had a difficult morning, he has fallen out with his friends, can you think of any reason why he may be unhappy today?”
- When children show a continual difficulty in regulating their own behaviour this will be discussed with the Head teacher/SENCO/and parents and the reasons behind the behaviour will be investigated eg attachment difficulties, emotional regulation difficulties, sensory needs, linked with Special Education Needs and Development appropriate strategies/ support put into place according to the needs of the child. (These may result in time investment to fill up children’s emotional tanks rather than giving time out, referrals to other agencies)
- In any consultation with parents about their child’s behaviour staff should always be positive and leave the parents feeling able to cope with their child’s behaviour.
- The DfE Guidance ‘Use of Reasonable Force’ July 2013 is adhered to at Windsor. If through the school’s special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a child make progress, a risk assessment will be carried out. If appropriate, an individual positive handling plan will then be drawn up for the child with the parents and team involved at the TAC meeting. It will be reviewed at each TAC meeting. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out.

Code of Behaviour

The following code of behaviour has been devised through consultation with the children. It is part of the Pack for Parents which is given to each new family and is shared with children

Windsor winners



We have some simple rules in nursery to make sure we take care of everyone and everything.

	<p>Always share kindly with everyone</p>
	<p>Always have kind hands and feet</p>
	<p>Always use kind words</p>
	<p>Always help to tidy up</p>