

# MARSH HILL NURSERY SCHOOL

## Behaviour Policy

### Introduction

The Early Years Foundations Stage (2021) requires that all children must be supported to learn and develop through a focus on positive behaviour management. It is recognised that a key element of this policy is the consistent understanding and implementation of it by all staff.

Our philosophy is based on valuing others and the stimulation of the children's awareness of a global society, being aware of self, valuing friendships, appreciating differences and developing tolerance.

“Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.” ***Keeping Children Safe in Education – September 2023***

At Marsh Hill Nursery School we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- Respect
- Understanding and compassion
- Responsibility
- Fairness and equality
- Kindness
- Support and the use of positive reinforcement

We want all children to thrive in an environment where there are high expectations for behaviour and conduct. Where every child feels like a valued member of or school community who is important in their own right and has something special to offer; having the right to be treated without prejudice in a safe, healthy and nurturing school environment.

Our principles and aims are guided by the principles of the EYFS:

- **A Unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.**
  - All children are individual and have different and varied experiences before entering the setting. We will treat children as individuals and always seek to take any personal and specific needs into account in managing their behaviour.
  - Some children, because of their lack of experience, skills or self-motivation may need more encouragement or reinforcement than others to produce the required behaviour.

- **Positive Relationships: children learn to be strong and independent through positive relationships.**
  - We will always seek to develop and maintain positive relationships with children and their families.
  - When children exhibit any inappropriate behaviour we will work in partnership with parents/carers on a solution-focused approach.
  - The setting expects children's and parents' cooperation in maintaining an orderly climate for learning.
  - All incidents of bullying will be taken seriously and dealt with by senior members of staff.
- **Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.**
  - We believe that all children have the right to be in a safe environment that is conducive to learning.
  - We expect children to behave appropriately and to adhere to our setting rules.
  - We will not tolerate violence or threatening behaviour or abuse.
- **Learning and Developing: Children develop and learn at different.**
  - Children will react positively if adults make a point of commenting frequently on good behaviour.
  - Once rules and routines are established in the setting and are clearly understood, most children will respond to specific praise and reminders and will behave appropriately.

### **Support behavioural strategies and procedures**

Where negative behaviours are recognised or observed staff will intervene appropriately, in a clear calm and positive manner, to support children to reconcile conflict. This will be done in an age-appropriate approach.

### **We help children to care about others by:**

- Using conflict resolution and keeping calm.
- Modelling appropriate behaviour.
- Working on and reinforcing the understanding of feelings e.g. in circle time.
- Naming and making feelings clear including the consequences of their actions.
- Being aware of the power of language i.e. not being confrontational or negative.
- Boosting self-esteem.
- Giving time to listen and help acknowledging their responses sensitively.

### **We help children to be polite by:**

- Saying "good morning" and where appropriate "please and thank you" (we model behaviours we want them to copy). Encouraging children to wait their turn.

- Talking one at a time, listening to each other without interrupting when someone is already speaking.
- Giving children clear messages and setting an example.

**We ask children to look after equipment by:**

- Encouraging children to use equipment appropriately look after it and tidy it away.
- Washing the dolls, bikes, toys etc.
- Reminding them to tell us about breakages.
- Looking after the equipment ourselves and therefore modelling it.

**We help children to care about the environment by:**

- Making it as attractive as possible.
- Tidying up together and picking up rubbish.
- Explaining proper care and use of areas - garden, painting area, home corner, sand etc.
- Noticing, acknowledging and praising 'careful handling' and modelling it.
- Sharing responsibility.

There will also be a regular assessment of the environment to ensure that it is not a negative impact on behaviour and that all children's needs are being met.

**TIAAS – 'Trauma Informed Attachment Aware' Practice**

Marsh Hill Nursery School is a TIAAS school. An Attachment Aware school promotes resilience, values relationships, supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. The ability to self-regulate is integral to positive emotional well-being and mental health. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others. We are a Birmingham Local Education Authority Lead TIAAS Lead Practitioner School and our SENCO is a TIAAS Lead Practitioner across Birmingham.

**Positive relationships and approach**

Positive teacher-pupil relationships are key to combating challenging behaviour. Our nursery school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- ❖ Welcoming pupils as they enter the classroom - creating a warm and welcoming environment
- ❖ Ensuring pupils understand what is expected of them - consistency from all
- ❖ Putting in place consistent and clearly understood classroom routines and systems such as snack time or collection of resources etc
- ❖ Creating a tidy, organised environment which promotes learning opportunity
- ❖ Creating a positive, calm environment where every pupil feels comfortable and respected and where routines are established early on
- ❖ Creating a tidy, organised environment which promotes learning opportunity

- ❖ Giving time to listen to children and help them understand their emotions using 'The Colour Monster' by Anna Llenas as a stimulus.
- ❖ Having an emotion zone in every classroom that children can visit independently or with an adult to self-regulate or co-regulate.
- ❖ Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- ❖ Using the TIAAS principles of 'connection before correction' approach.

### **Positive Reinforcement**

Always adopt a positive attitude in body language and verbal language.

When a child is displaying good behaviour tell him/her what they are doing that is good.

### **Examples of Behaviour and Strategies**

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to a nursery environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. Intervention will be low key and may include one of the following:

- Using a positive statement e.g. "Please remember to walk inside".
- Explaining any concerns e.g. "If you lean back on your chair, you may fall over".
- Giving choices.
- Having a group discussion or circle time about "rules".

### **Staff will deal with challenging behaviour by:**

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." Or "It's not ok to ....."
- Using non-confrontational language e.g. "When sand is thrown ....." Instead of "When YOU throw sand....."

### **Use Emotion Coaching & Co-regulation.**

Children's behaviour is a form of communication and a way for them to express an emotional need. Staff will respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than on the behaviour itself.

- Look beyond children's behaviour and think about children's needs.
- Recognise the child's feelings and empathise with these feelings and not the behaviour.
- Verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way.
- Use co-regulation activities with the child to help them regulate their emotions and calm down e.g. reading a book together, using squishy toys, running on the spot, yoga.
- Set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then.....

- Aim to problem solve with the child supporting them to identify how to make the situation better and identifying what needs to happen as a result e.g. next time someone takes a toy from you, you could ....

### **Behaviour Breeches**

Physical – hitting, kicking, pinching, biting, pushing.

Social errors – not sharing or taking turns, spitting.

Verbal abuse – swearing, shouting, name calling, unkind words.

Staff usually deal with behaviour incidents as they occur during the day and then the episode is over. Staff will discuss the best strategy with SLT/Headteacher before speaking to parents.

### **Inside Sessions**

1. Discuss behaviour with the child and explain appropriate behaviour. Use the TIAAS and emotion coaching steps a framework.
2. Ask the child to choose another activity and work with them to divert their attention.
3. If the child persists, remove them from the classroom situation again or calm the child whichever is appropriate with an appropriate adult.
4. Refer to SLT/Headteacher if all the above steps have been followed and the unacceptable behaviour continues.

### **Outside Sessions**

1. Discuss behaviour with the child and explain appropriate behaviour. Use the TIAAS and emotion coaching steps a framework.
2. Ask the child to choose another activity and work with them to divert attention.
3. Walk with the child for a short time or remove them from the situation with an appropriate adult.
4. Refer to SLT/Headteacher if all the above steps have been followed and the unacceptable behaviour continues.

If behaviour is persistent and is not addressed by the above an 'Individual Behaviour Programme' (IBP) will be implemented. This will be done in consultation with the child's parents Class Teacher and Headteacher.

### **Exclusion**

In the very rare event of sanctions and normal behaviour intervention not having any effect a child will be sent home or have time reduced. This will be with full co-operation of the parents.