



The Limes Nursery School and Children's Centre

Learning Behaviour Policy

Date Adopted: May 2012

Reviewed April 2016

Review Date: September 2017

Rationale

We acknowledge that children's exhibited behaviour is an expression of their feelings and is often shaped by previous and/or current experiences and learning. As adults we appreciate that such interactions may offer an opportunity to see into their world, and give us deeper insights to their inner selves. By using this information we are then able to respond appropriately on an individual basis promoting positive interactions, enabling children to succeed, and feel good about themselves.

Aims

Through our interactions with children we aim:-

- To enable children to feel good about themselves
- To promote high self esteem and confidence
- To enable children to experience positive interactions
- To ensure children feel safe, secure and happy
- To empower children to have control over their own behaviour
- To empower children to become assertive in order to protect themselves appropriately from other peoples' behaviour
- To encourage care of self, other people, environment and property
- To foster respect for self, other people, environment and property.
- To enable children to learn that different behaviours are acceptable in different situations

Guidelines: Adults will have high expectations of children's behaviour and maintain a calm and consistent approach at all times, using voice, gesture and body language to communicate.

- By making the school a secure and nurturing community and environment, where each and every child and adult develops a sense of belonging.
- By adults respectfully showing consistent care of self, other people, environment and property
- By adults giving explicit and relevant praise to all children in appropriate situations and enabling them to feel valued
- By making it explicit that children have the right to be safe and be assertive with others to ensure their well being, and be confident to seek adult support
- By supporting children to articulate and express their emotions appropriately.
- By offering a curriculum that empowers children to be independent and make appropriate choices about their learning
- By enabling children to experience positive interactions
- By adults modelling and enabling children to acquire and use skills of negotiation
- By adults providing good role models
- By encouraging children to act independently in difficult / different situations
- By providing consistent and agreed boundaries for expected and acceptable behaviour
- By working closely in partnership with parents/ carers, sharing significant daily events, and involving them in planning for and promoting positive behaviour
- By “wherever possible staff using positive, preventative, calming, defusing, and problem solving skills, and on many occasions this will be successful
- By adults drawing on their professional skills and judgement to employ a range of appropriate strategies which may include:-
highlighting specific behaviour; making consequences explicit; modelling strategies; pre-emptive action; distraction; reward positive behaviour; use peer support; give verbal warning; give choices; remove from situation; use safe touch, holding and restraint; give thinking time; record behaviour; liaise with parents/ carers; planned programme of response; Individual Education Plans

- **Children want adults to:-**

Treat them as a person
Help them learn and feel confident
Make the day a pleasant one
Be just and fair
Have a sense of humour

Anti-Bullying

We recognise the right of every child to attend nursery in a safe environment free from harm. On rare occasions children’s behaviour or comments made by children about their peers may be perceived to amount to bullying. In such instances these issues will be followed up with parents of the children involved and we will agree relevant strategies within our behaviour policy.

Safeguarding

We recognise the right of all children to attend nursery in a safe environment free from harm. On rare occasions children’s behaviour or comments made by children about their peers may be either

perceived to a safeguarding nature. In such instances staff should follow our safeguarding policy informing the DSL of the 'allegation' in order that appropriate steps can be taken to safeguard those involved.

Conclusion

By experiencing a range of supportive interventions, children are able to decentre and take account of how other people feel. These experiences will enable children to begin to make informed choices and develop self control, learning that can be transferred to a variety of situations and settings. It is important that all members of our community experience justice and fairness in all their dealings within our setting.

Related policies: Safeguarding and Child Protection

Conflict Resolution Steps

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than taking sides.
- **Acknowledge children's feelings.** Say something simple such as "you look really upset;" let children know you need to hold any object in question.
- **Gather information.** Ask "What is the problem?" Do not ask "why" questions as young children focus on what the problem is rather than understanding the reasons behind it.
- **Restate the problem.** "So the problem is" Use and extend the children's vocabulary, substituting neutral words for hurtful or judgemental ones if needed.
- **Ask for solutions and choose one together.** Ask "what can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children's accomplishment, e.g., "you solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

