

Kay Rowe Nursery School



Together a better future

## ***Kay Rowe Nursery School and Children's Centre***

# **Kay Rowe Nursery School and Children's Centre Positive Behaviour Management Policy**

**Date: September 2021**

**Governor's signature: \_\_\_\_\_**

### Aim of The Policy

The school and centre behaviour policy applies to everyone who comes into the school, children, parents, carers, staff and visitors.

At Kay Rowe we are committed to providing a secure and happy stimulating environment in which every child has the opportunity to develop a positive self image and a mutual respect for others in the community.

Everyone at the school has:

- A right to feel safe.
- A right to feel respected.
- A right to be supported in their learning.
- A right to be treated fairly.
- A right to have property kept safe.
- A responsibility to make sure that other people's rights are respected

### Home School Partnership

We believe in strong and effective partnerships between parents/carers and school as parents are their first and most enduring educators (**see parent/partnership policy**). We believe it is our responsibility to manage the behaviour of children in our care and parents will not be told of minor issues. However, parents will be consulted if there is a significant change in behaviour, a pattern of negative behaviour or of serious incidents.

Parents will not be used as a "threat" e.g. to be called if a child has misbehaved.

Parents can be offered support through discussing issues with the child's key-person, class teacher, the Headteacher, or centre staff. They may be referred onto parenting support groups run at the Centre or in the community, Early Childhood Psychologists or to Child and Family Consultation Service

### **We would request that Parents will :**

- act as positive role models
- support the school and centre in reinforcing boundaries of acceptable and unacceptable behaviour
- feel confident that staff will take seriously any unpleasant incidents

We have a few simple rules at nursery which everyone is encouraged to follow:

**We are friendly to each other and use our gentle hands.**

**We listen to each other**

**We use kind words when talking to each other**

## **We take care of our Nursery toys and books and help to put things away.**

If children forget or have not understood the rules they will be reminded in a positive way: either by a positive statement on what we would like the child to do e.g. "please walk inside" rather than "don't run" or by redirecting the child e.g. "you can run as much as you like outside"

### When a Child Hurts Someone

Young children often lack the verbal skills to negotiate, discuss and compromise and will sometimes resort to snatching, pushing, hitting etc in order to get what they want. Children need to be supported to see how they have affected the other person (consequences). And told very simply that the other person is hurt because of what they have done and are feeling or sad or whatever is appropriate. Adults will model the appropriate behaviour of giving sympathy and support to the person who has been hurt. Adults can model language and behaviour e.g. you have to ask "can I have that next please" as a means of resolving issues in the future. The offending child may be requested to "look after" the child that has been hurt.

Other Strategies Include:

- Hi Scope Conflict resolution technique
- PALM behaviour management strategies
- Staff acting as role models of good behaviour.
- Noticing when children are getting things right and praising explicitly e.g. "I like it when you share your toys with your friend" or "Look at \_\_\_\_\_ sitting really well"
- Lots of praise
- Asking a child about their feelings or commenting on how they appear e.g. "you look cross or sad" etc
- Developing really secure relationship with key worker.
- Using an ABC(or other) chart to work out why an incident has happened.
- Always separate the action from the child- it's the behaviour in question not the child and making that clear.
- Give the child a fresh start once issues have been solved.

### **More Persistent or Significant Difficulties:**

- Will be raised at staff meeting for discussion/ resolution and consistent strategies where appropriate.
- Discussed with the parent/carer to find out if they have relevant information to share.
- The strategies used will depend upon the child involved.
- Child may be asked to come in from the garden and be redirected or hold an adults hand for a few minutes. They will be supported to reflect on what they have done and then make amends e.g. pick up equipment thrown around or listen to a child tell them how their actions made them feel..
- Support and advice may be requested from other agencies.
- Support and advice from the Family Support Team .

Specific activities may be planned in order to meet individual needs e.g. learning to recognise emotions, having specific means of getting rid of anger, being allowed a special toy as a reward etc

### **Environment**

Incidents of negative behaviour can occur when children are trying to share limited resources. Staff will constantly seek to improve the classroom and playground environment so that there are more things for the children to be interested and involved in.

### **Being aware of children's age and stage of development.**

Some younger 3 year olds and 2 year olds and children with additional needs may need longer to process instructions-

- They may need you to state the emotion they are feeling
- They may need more time to process what is happening before being encouraged to move onto another activity.
- Some younger 3 year olds who may seem articulate may be still be struggling with social and emotional development