



Behaviour Policy

At Gamesley Early Excellence Centre is our fundamental belief that each child's foundation and stages of development are unique. Their emotions and subsequent behaviours will differ, not only between children, but also on an individual day to day basis according to a child's feelings and experiences.

Aims

It is our aim to understand children's behaviour and help them start to understand their feelings and behave appropriately. We all aim to recognise that behaviour (positive or negative) is always a means of communicating. Our overall aim is one of supporting and developing children as they navigate through their early experiences and feelings.

Equal Opportunities

As in all areas of learning, we recognise and accept that some children will need more, or less guidance in different areas of their behaviour. Our child centred philosophy and teaching ethos of planning in the moment allows us to identify and respond as necessary. At Gamesley we believe that it is vital for all children to be treated respectfully and positively, regardless of their behaviours. We aim to ensure that all children must be all given the chance to reach their potential and behaviour should never be a barrier to this.

In order to strive for the above mentioned aims, there is an outline of how we organise, plan and work in the Nursery School. This is as follows;-

The Nursery Environment

At Nursery we aim to have a calm and positive emotional environment, this enables all children to feel safe and secure and learn effectively. Our teaching style enables children to make decisions and choices, which helps negate potential frustration as well as enabling children to achieve and gain self-esteem. They are able to access activities at a level and desire they feel comfortable with and incorporate varying degrees of challenge. This will vary between different children and again on a day to day basis depending on how they feel.

Organisation and Resources

On a day to day basis the Nursery School is set up with familiar areas and resources that the children can access independently. This enables them to feel secure and confident as they participate in activities of their own choice. Such familiarity is important for young children and helps their general sense of security and consequent behaviour. We also strongly feel that the children should have outdoor continuous provision to enable them to choose according to their emotional, social, and physical needs. There is much evidence to suggest that outdoor activity promotes mental health as well as being a good platform for learning.

Specific resources, activities and time with an adult.

At Nursery we will sometimes use different methods to assist and support a child who has been identified as needing extra help with their behaviour. This could include using the therapy room, calming or tactile toys, specific activities that the child likes to play. We also will utilise one to one time, quiet and calm areas for stories etc.

There may be an individualised plan to help a child with behaviour and this is shared and worked on between home and school. Skilled relationships at such times are required as the practitioner aims to understand what the child is communicating through any problematic behaviour. It is therefore our aim to train staff to understand issues such as attachment and basic neuro science, which may underpin behavioural concerns.

Rules and Boundaries

At the same time the Nursery (and life) does necessitate rules and children are taught and supported to learn and adhere to these boundaries of behaviour. As part of our ongoing teaching, opportunities are often taken to make, discuss and reinforce Nursery rules. Such steps are vital for children to accomplish in order for them to be happy and secure in school and life.

To achieve our aims outlined in this policy we recognise that the most influential factor in the environment is the staff! Knowing this to be true, we ensure that:-

- All adults continually model high standards of behaviour.
- Adults raise and reward positive behaviour
- We explicitly teach the children about their feelings.
- We use opportunities within children's play to teach them to respect themselves and others
- Use positive language to describe the behaviour we would like to see (e.g. Please walk, rather than don't run!)

To draw attention to and celebrate positive behaviour we use 'Wow' moment stickers. All staff members can give these out and write exactly what the child has done to make us (and them) proud. This makes it clear to the child and then to their parents exactly what it is that they have done that deserves acclaim. It is important to note that such achievements will vary enormously and may seem small or grand! If a child is wearing a 'Wow' sticker other

staff are encouraged to read it and celebrate this with the child. Such a system very much helps develop self-esteem as well as reinforcing good and desirable behaviours.

Dealing with conflict

Firstly it is important to recognise that with such very young children, conflict is going to occur on quite a regular basis! How we deal with this needs to be calm, consistent and any sanctions eventually given must be appropriate and achievable. We do not want to add fuel to any fires!

During a disagreement or emotional outburst the child is likely to be in a state of crisis and will not be able to focus or understand complex enquiries or discussion. They will be totally entrenched in that moment of what is so important to them at that particular moment, for example wanting the blue car that their playmate has already got hold of! This is quite a simple scenario to interpret, but what about behaviour that appears to 'come out of nowhere?' A child who will suddenly run and kick out at someone at the other side of the room. Remember, both of the scenarios are the child's communication. The second one is more complex and may need more time and attention to deal with. The important thing is that both are initially dealt with in the same calm and consistent manner.

The following step approach is a useful reminder to help deal with challenging behaviour consistently and productively.

The Five Step approach

1. Approach the situation calmly. Watch what is going on and be positive. Keep the voice at a normal level and use facial expression to show displeasure. Get to the children's level and reach out to the upset child allowing them to come to you.
2. Recognise both children's feelings and express them e.g. "you look sad Joe and you sound angry Sam".
3. Gather information and restate the problem. This involves listening to both children and asking basic questions to help everyone understand the issue.
4. Ask for ideas/solutions. Support and encourage the children to talk to each other.
5. Retell any suggested solutions. Accept the children's suggested solution and support children to act on their decision. Give encouragement to the children as they manage their problem and stay close to clarify the decisions made if necessary.

When rules are being broken:

- Children are given positive reminders about expected behaviour through "You need to..." instructions (e.g. "You need to use walking feet", "You need to keep your feet on the floor") in the first instance.
- If a negative behaviour persists, the child is told "You need to stop" and is given a simple explanation as to why the behaviour is unacceptable.

- If the behaviour continues the child will be made aware of the consequences: "If you carry on I will have to give you some time out"

. • If the child continues to be uncooperative and persists with the unacceptable behaviour they may be given time out of the situation. This gives the child an opportunity to think about his/her behaviour. This time out will be given with a three minute timer. It happens immediately and is not delayed.

- We ask our children to apologise for unacceptable behaviour, which may be a verbal or a non-verbal apology. We always encourage children to reflect on their behaviour and acknowledge the impact on the feelings and needs of others.

- Parents and carers are informed of any of their child's unacceptable behaviour at the end of a session in an effort to reinforce action taken by the staff and to encourage them to work with us and thus ensure consistency of approach. They are reminded that the incident has been dealt with immediately in school and no further discipline is needed.