



**Sir James Knott Nursery School and
North Shields Children's Centre**

**River View, Tynemouth. NE30 4AG
Tel: 0191 200 5438 Fax: 0191 296 6897**

Behaviour Policy

We are kind and helpful and friendly to one another

We look and listen carefully

We use a quiet voice when indoors

We walk in nursery

**We look after our things and makes sure we keep our nursery
tidy**

**We make our teachers and our friends smile with kind words and
actions**

We love to be here and we make it a happy place!!

Sir James Knott Nursery School recognises the importance of using positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

Our Behaviour Management policy aims to help children to:

- Develop social skills and help them to understand what constitutes acceptable behaviour
- Develop confidence, self-control and self-esteem in an atmosphere of mutual respect and encouragement
- Develop a respect for one another
- Build caring and co-operative relationships with other children and adults

To achieve these aims

Sir James Knott nursery will manage behaviour using clear, consistent and positive strategies.

Parents/carers are encouraged to contribute to these strategies, raising concerns or offering suggestions.

Behaviour management in the nursery will be structured around the following principles:

- Staff and children will work together to establish a clear set of rules governing behaviour at the nursery. We will review the rules periodically to give new children an opportunity to have an input where appropriate. Parents/carers will also have access to the nursery rules to promote consistency,
- The nursery rules will apply equally to all children, staff and parents/carers,
- The rules will be displayed in view of the children, staff and parent/carers,
- Challenging behaviour will be addressed in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues,
- Positive behaviour will be reinforced with praise and encouragement,
- When dealing with challenging behaviour, staff will always communicate in a clear, calm and positive manner. For those children who need support in

order to behave in an appropriate manner, staff will investigate strategies and offer consistent care whilst at the nursery

- Staff and parents/carers will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff and parents/carers will avoid shouting in the nursery.
- Staff will instigate regular and open discussions with children about their behaviour. This will help them to understand the inappropriate aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns confidentially with parents/carers at the earliest possible opportunity in order to help identify the causes of inappropriate behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- The nursery will be well resourced and planned in order to meet the needs of the children thereby offering a variety of play opportunities.

PROCEDURES:

Good behavior should be modeled by adults and practiced by children. Once implemented there can be no 'off days' eg sometimes allowing children to run down corridors, shout out or be aggressive towards others etc.

Making procedures in the Nursery clear and unambiguous, re-reinforces acceptable behaviour patterns.

The environment is a key factor in supporting good behavior. Is it tidy and accessible? Are there enough resources? Is supervision adequate?

Language development is important as a means for children to express themselves and their feelings in ways that do not involve aggression. Model good examples eg 'Did you mean to ask Chloe for the scissors? Chloe may I have the scissors now please?'

Opportunity is given for children to talk about their feelings, to resolve conflicts and to think about ways of behaving during recall time and circle times on occasions. Negotiation skills are to be reinforced whenever possible.

The curriculum gives sufficient experiences for self expression, experiencing success and being proud of their own and others' achievements.

The safety of the children is a paramount requisite. Supervision and effective practice go a long way to ensuring appropriate behavior.

Demonstrate how to apologise and put it right until the child can do it themselves.

It is to be remembered that it is the behaviour that is unacceptable, not the child! Therefore make opportunity to reassure the child at some point.

Don't ignore the victim, who also needs reassurance.

Planning times and team meetings are the forum for discussing successful strategies. IBPs can be addressed during these times as everyone involved in the setting must be sure to understand and apply any recommendations.

The school will always inform parents and work in partnership with them to determine the cause and remedy the situation.

Bullying or racist incidents must not be ignored. The attitude is to be challenged at the time of the incident. Procedures will then be implemented to deal with the situation on a more long term basis.

Stories, drama and/or role plays may be used to introduce the concepts of relationships and how to build them.

They may help the children to come to terms with their feelings and fears.

They may also be used to introduce children to viewing incidents from the victim's point of view.

An ethos of sharing, understanding and respect must permeate the Nursery, its curriculum and activities.

If children need to be restrained for their own or other people's safety, then the North Tyneside's guidance on Restraining children will be implemented at all times.

Useful Phrases and Powerful Comments!

- It makes me feel proud when....
- I liked it when you ...
- Let me see you ...
- Show me your lovely smiles
- I'm really pleased with you for ...
- I know you can do it
- I am very disappointed / sad that ...
- (to a child breaking a rule) Oh! Did you forget? (benefit of doubt)
- Show me your best you
- How many sensible children can I see?
- Are you doing the right thing, which was come to the carpet?
- What a star!
- (having a special personal description) Top Cat, Fab Fiona, Cool Callum
- (to a child misbehaving) We need you to help us
- All eyes on me, 123 LOOK AT ME! Magnet eyes
- I want you to ... thank you!
- If you're finding it hard to... let me help..
- Speaking voices, thinking voices, playground voices, carpet / table

Voices

- Make me smile when we....
- Show me your perfect positions
- □(two children messing around on the carpet) Oh are you helping each other to listen? - Good boys!
- If I can see you all being really busy, then we can have a treat later
- (to a child misbehaving) You're not being kind to me Chloe

General Reminders

- Always use positive language
- Praise goes a long way. Give a whoosh, an Elvis, a marshmallow clap etc
- Tell parents about the child's achievements and other staff
- Get parents to use the same strategies - share the behaviour plan
- Nurturing philosophy - look behind the behaviour 'All behaviour is communication'.
- Ensure all staff who have contact with the child have seen / discussed his IBP it needs to be available at all times

- Use stories that illustrate positive behaviour e.g. Shirley Hughes

Books

- Referral to *Golden Rules* and use of the sun and cloud strategy (Jenny Mosley - *More Quality Circle time*)
- Calming music has been shown to enhance children's behaviour (especially Mozart!)
- Use of musical instrument as a signal to stop and raise your hand followed by 'tidy-up' music (change this regularly)
- Relaxation sessions especially at the beginning of a session
- Don't forget basic social skills - encourage please / thank you / excuse me at all times
- Class teams receiving points / stickers towards an award can have a great effect
- You are the adult - remain in control at all times!
- Don't forget to relax and have a laugh with the children - show them you love them

Suggested 'Golden Rules' for Nursery Children

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- Each rule must have a photo of the children displayed next to it to illustrate the rule
 - Display mounted at child level
 - Refer to the rules often! Keep them high profile!
 - If a child 'misbehaves' link it to the rules - 'Oh dear Chloe, you broke the rule!' Take her to the photo to remind her

Token Economies

Whilst we don't want children to think of following rules simply as a fast track to reward it can be a simple and effective method of reinforcing the behaviours you want to see and demonstrating to all how that makes you (and others) feel..

Kindness Tree

Paint a good shaped branch white or silver, put it in a bucket of sand. Make some 'leaves' from various shades of green paper. Whenever someone is kind, take them over to the tree and write the deed in silver on a leaf chosen by the child. Place on the tree - show parents.

Kind hands

Cut outs of hand prints with a positive action, a comment and a picture which show the aspirations of the class.

Reward Cards

A laminated card for every child displayed to show a sticker when they have achieved something from the rules. At the end of each line children take it to a key member of staff and receive a 'token gift'. A full card achieves a bigger gift.

Happy notes

Simple tear off sheets that celebrate achievement and are quickly annotated. Send home in wallets. Keep record of who has and hasn't had a note.

Smiley face book

if anything good happens (learning or behaviour) jot it down in the book quickly. At the end of the week, have an award ceremony when the children receive certificates. When they get 5 certificates, the fifth one is silver, the tenth one gold.

Sanctions

Only when unacceptable behavior cannot be quickly rectified or continues to the point of disruption and danger should sanctions be applied.

Time Out of activities using a timer and a safe spot, reintroduce calmly with a positive reminder of the expected behaviour and an apology related to the misdemeanor.

Time Out of room if the behaviour or education of others is being affected.

The child should be taken to another adult who has the capacity to give one to one time. Again the child must be helped to understand the behavior that has upset others and apologise before returning to home base.

Parents should be informed if behavior escalates or presents a danger to others. The process of LA involvement will begin at this point to determine best route for inclusion.