



Portman Nursery School Behaviour policy

Reviewed September 2023

Introduction

At Portman Nursery School, we are dedicated to fostering a nurturing environment that provides the essential support for children's learning, ensuring they feel valued, secure, and encouraged to explore and grow. This policy outlines our approach to promoting a positive learning environment and the way in which we manage challenging behaviours in a developmentally appropriate way.

Vision and Objectives

We aim to meet the personal, social and emotional needs of children by providing clear, consistent and developmentally appropriate expectations for behaviour. We encourage children to treat each other, staff, and resources with respect and kindness. We do however acknowledge that conflict will arise between the children. We are guided by 13 key principles that shape our behaviour strategy approaches as follows:

13 Guiding Principles:

- **1 Respect and Kindness:** Encourage children to treat each other, staff, and resources with respect and kindness. Teach the importance of sharing and taking turns.
- **2 Positive Reinforcement:** Use positive reinforcement such as praise and encouragement to acknowledge good behaviour and efforts. Reinforcing the idea that positive actions result in positive consequences.
- **3 Clear Expectations:** Clearly communicate age-appropriate expectations for behaviour, emphasising the importance of listening, following instructions, and participating in learning.
- **4 Gentle Guidance:** Employ gentle guidance and redirection techniques when addressing challenging behaviour. Focus on helping children understand appropriate alternatives and to recognise and name their own emotions.
- **5 Safety First:** Prioritise safety by teaching children about the importance of staying within designated areas, using equipment appropriately, and reporting any potential hazards to the staff.
- **6 Effective Communication:** Foster open communication between staff, parents, and children. Ensure parents are informed about their child's behaviour and progress, and seek input from parents on strategies that work well at home.

- **7 Consistency is Key:** Maintain consistency in applying rules and consequences. Children thrive when they understand the predictability of expectations and outcomes. We will work together as a team to ensure a fair and consistent approach to managing incidents
- **8 Conflict Resolution:** Teach children simple conflict resolution skills, such as using words to express feelings, signs and visuals as well as seeking help from a nursery practitioner when needed. Encourage problem-solving through positive dialogue.
- **9 Inclusive Environment:** Foster an inclusive environment where diversity is celebrated. Teach children about different cultures, backgrounds, and abilities, promoting understanding and acceptance.
- **10 Parental Involvement:** Encourage care giver involvement by inviting parents to participate in school activities, meetings, and discussions related to behaviour management strategies.
- **11 Understanding and compassion:** Support children to understand other people's views and experiences and to be caring and tolerant towards others
- **12 Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.
- **13 Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.

Parents as Partners

We strongly believe in the importance of a collaborative partnership between our nursery school and parents and carers in managing children's behaviour. Open lines of communication are fostered to ensure a shared understanding of expectations and strategies for consistent behaviour management between home and school. Regular feedback sessions, parent-teacher meetings, and workshops are organised to exchange insights, discuss challenges, and celebrate successes. By working together, we aim to create a cohesive and supportive approach that extends beyond the nursery, providing a holistic and unified foundation for the child's behavioural development.

Managing Challenging Behaviour

In instances where behavioural challenges arise, our nursery school embraces restorative practices that focus on building relationships and fostering a sense of responsibility. When conflicts occur, we prioritise a restorative approach, guiding children through simple, age-appropriate conversations that allow them to express their feelings and understand the impact of their actions. Staff act as facilitators, helping children involved in a situation to find resolutions collaboratively. This approach not only encourages empathy but also empowers children to take responsibility for their actions and learn from their experiences.

By promoting a restorative mind set, we aim to cultivate a positive and supportive atmosphere where children can develop essential social and emotional skills, laying the foundation for respectful interactions and cooperation. 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. Strategies we employ to managing behaviour are always rooted in positive guidance and respect. We strictly prohibit any form of corporal punishment or inappropriate handling. Instead, we emphasise constructive methods, employing gentle guidance, redirection, and positive reinforcement to encourage desired behaviour. Our staff are trained to address challenging situations with patience and empathy, prioritising the emotional well-being of each child while fostering a safe and supportive learning environment.

We will never:

- Use raised voices
- Use corporal punishment to manage behaviour
- Use Inappropriate physical restraint
- Use humiliation to manage behaviour.
- Get emotionally involved when dealing with challenging behaviour
- Name and shame

Trauma Informed Practice

When children present with challenging behaviours we recognise that there could be a potential impact of trauma on young children. Our nursery school adopts a trauma-informed approach to create a safe and nurturing environment. Understanding that children in this age group may face various challenges, we prioritise sensitivity and flexibility in our interactions. Our staff are trained to recognise signs of distress and respond with empathy, considering the potential underlying trauma.

We strive to create predictable routines, offering a sense of stability for children who may have experienced adversity. Additionally, we collaborate closely with parents to gather insights into a child's unique needs, ensuring a supportive and understanding community. By incorporating trauma-informed practices, we aim to provide a foundation where every child feels secure, valued, and capable of flourishing despite any past or current challenges they may have encountered or be encountering.

Ultimately, we recognise behaviour as an expression or mode of communication. We will always try and understand the behaviour in front of us in a non-judgemental way.

Consent

In our nursery school, we actively foster an understanding of age-appropriate consent among children aged 2-5. Through age-specific discussions and interactive activities, we introduce the concept of personal boundaries and respecting the boundaries of others. Staff guide children in recognising and communicating their comfort levels during activities, encouraging a culture of consent in a developmentally appropriate manner. By instilling these foundational concepts early on, we aim to empower children with a sense of autonomy and build a foundation for healthy relationships, setting the stage for respectful interactions as they grow and learn.

Emotional Regulation

At our nursery school, we prioritise the development of emotional regulation skills for children, recognising the significance of emotional well-being in early childhood, we integrate activities and strategies that help children identify and manage their emotions effectively. By fostering emotional regulation, children learn to express themselves in socially acceptable ways, navigate challenges, and build resilience. This crucial skill not only enhances their overall mental health but also lays the groundwork for successful social interactions and

academic achievement. Our staff are committed to modelling healthy emotional expression, providing a supportive environment where children feel encouraged to explore and understand their feelings. Through these efforts, we aim to empower young learners with the tools they need to navigate the complex landscape of emotions, promoting a positive and enriching early learning experience.

Behaviour and Special Educational Needs

Our nursery school is committed to providing a nurturing and inclusive environment that supports children of all abilities, including those with special needs. Recognising the diversity of learning styles and behavioural needs, we collaborate closely with parents, specialists, and support staff to create individualised learning plans when necessary.

Our staff receive ongoing training to effectively implement strategies that cater to diverse needs, ensuring that every child can fully participate in the learning experience. We prioritise open communication with parents, fostering a partnership to understand and address the unique requirements of each child. Through these inclusive practices, we strive to create a supportive community where every child, regardless of their abilities, feels valued and can thrive in their early learning journey.

We will always...

- Label the behaviour not the child, e.g. saying “I don’t like it when....” or “It’s not okay to....”
- Use non-confrontational language, e.g.” When sand is thrown....” instead of “When YOU throw sand...”
- Use a positive statement, e.g. “If you want to throw something, you could go outside and throw a ball”
- Explain any concerns e.g. “If you lean back on your chair you may fall over”
- Encourage co-operative and caring behaviour at all times.
- Support children to develop a sense of respect for one another.
- Develop children’s social skills and support children to acknowledge what is acceptable behaviour.
- Develop children’s self-esteem, self-discipline and confidence.
- Acknowledge considerate behaviour.
- Practice positive reinforcement.
- Encourage children to resolve conflict.
- Support children to recognise and understand emotions.
- Support children to understand and acknowledge inappropriate behaviour.
Use developmentally appropriate strategies for managing behaviour
- Focus on the positive things they do
- Help children to recognise their feelings and express themselves in an acceptable way
- Encourage them to ask for help from peers as well as adults
- Encourage their attempts and identifying with a view to planning for their interests
- Build their independence through self-help skills
- Encourage them to see the good in others
- Encourage them to learn from each other
- Use conflict resolution and keeping calm
- Model appropriate behaviour
- Work on and reinforce the understanding of feelings, e.g. in circle time
- Name and make feelings clear including the consequences of their actions: reflecting back to children

- Being aware of the power of language, i.e. not being confrontational or negative
- Boost self-esteem
- Give time to listen and help acknowledging their responses sensitively
- Encourage children to wait their turn
- Promote children talking one at a time: listening to each other without interrupting when someone is already speaking
- Give children clear messages and setting an example
- Encourage children to use equipment appropriately
- Teach them about health and safety
- Encourage them to help mend broken toys and equipment
- Looking after the equipment ourselves and therefore modelling it
- Look after the environment by tidying up together
- Displaying children's work
- Picking up rubbish
- Provide labelled storage
- Look after outdoor plants
- Explain proper care and use of areas (painting area, home corner, sand pit etc)
- Notice, acknowledge and praise 'careful handling' and model sharing responsibility.
- Looking after nursery pets
- Looking after personal belongings