



CHILD BEHAVIOUR MANAGEMENT / DISCIPLINE POLICY

AIMS AND VALUES

Self respect and respect for others are an important part of a child's social development. For children to feel safe and secure, we believe that children need to have a clear understanding of behaviours that are appropriate and acceptable. The nursery school promotes positive behaviour to ensure that all children will develop a caring attitude and become responsible members of society. We consider it is important to have consistent staff and parental expectations of behaviour so that children receive the same message from parents at home and from all staff they meet during their time in school. We will work in partnership with our parents to achieve our aims.

The policy:

- ❑ To develop a feeling of trust and respect for the staff, other children and equipment in the nursery
- ❑ To create a safe, friendly inviting atmosphere
- ❑ To set clearly defined limits that will ensure fair play
- ❑ To encourage children to share
- ❑ To encourage children to co-operate
- ❑ To encourage self-discipline
- ❑ To promote good manners

The content of this policy is in accordance with the school's policies and procedures re Child Protection, Pastoral Care, Anti-bullying and Safe handling.

GENERAL STRATEGIES

We help children look after themselves by:

- praising and acknowledging the positive things they do
- helping them to recognise their feelings and communicate in an appropriate way
- encouraging them to ask for help from peers as well as adults
- encouraging their efforts, identifying and planning for their interests
- building their independence through self-help skills
- encouraging them to learn from each other and the nursery environment

We help children to care about others by:

- using conflict resolution
- modelling appropriate behaviour and language – eg We use our quiet voice
- working on and reinforcing the understanding of feelings especially during the first term and as the opportunity arises throughout the school year
- naming and making feelings clear including the consequences of their actions: reflecting back to children
- boosting self esteem
- giving time to listen and help, acknowledging their responses sensitively

We help children to be polite by:

- saying good morning or good afternoon – we model the behaviour we want them to imitate
- saying and encouraging them to say 'please' and 'thank you'
- encouraging them to wait for their turn
- talking one at a time, listening to each other and not interrupting when someone is already speaking
- introducing new visitors at appropriate times and with sensitivity

We ask children to look after equipment by:

- teaching them about health and safety – eg appropriate use of the sinks in the bathroom, mopping up spills,
- having drinks or snack in the appropriate place at the appropriate times
- encouraging them to put equipment and resources away in the correct place
- encouraging them to help and mend broken toys and equipment
- playing games – eg completing a jigsaw; in music or story time putting toys away "where does it go?"
- having group discussion – "how do we look after this?"
- looking after the equipment – eg tidying, washing toys; telling staff about breakages and damaged items

We help children to care about the environment by:

- sharing responsibility
- making it as attractive as possible
- providing labelled storage
- explaining proper care and use of areas and the reason for any limitations
- cleaning tables
- tidying up together
- displaying their work
- teaching about the natural environment and caring for living things
- modelling careful handling of natural materials and living things;
- noticing, acknowledging and praising positives
- picking up litter, recycling and composting

Staff will:

- Treat everyone with respect
- Anticipate trouble – use of diversionary tactics

Any form of unacceptable behaviour by a child will be dealt with in the following way:

- An immediate verbal response to the action
- A gentle explanation to the child as to why the behaviour was unacceptable.
- If unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period.
- If necessary, a child may be taken to another area of the nursery school to calm down.
- Maintaining the personal safety of all children and staff may, on occasion, require the use of some form of physical intervention when other approaches have been tried without success. Staff will adopt one or more of the approaches described in the Safe Handling policy in a situation involving risk to the safety of staff or pupils
- Parents will be informed if we feel that a child's behaviour is particularly worrying or if we feel their child is persistently misbehaving and needs further support.
- Nursery school staff and parents will work together to promote desired behaviour.
- All nursery school staff will be consistent in their approach to behaviour management.
- If a child's behaviour shows no sign of improving, advice will be sought from an external source eg EA Behaviour Management Team.

□ The implementation of this plan will be monitored.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Staff Guide (to action applicable in a situation involving discipline) Solving Problems and Resolving Conflicts

1. Approach calmly
 2. Acknowledge feelings
 3. Gather information
 4. Restate the problem
 5. Ask for solutions and choose one together
 6. Be prepared to give follow-up support
- Be firm and consistent
 - Act with confidence and sympathetic firmness when disciplining
 - Action should be well timed
 - Speech will be quiet, firm and calm – always positively phrased
 - State what is acceptable behaviour in simple clear terms, with choices if possible, adding a statement about why the behaviour is not acceptable if this is relevant
 - Consequences of inappropriate behaviour should be immediate, of short duration and should not humiliate the child
 - It should bear some relation to the act if possible and should be consistently applied and maintained
 - It should allow the child a choice (you may play with... or with

Effective consequences are:

- Restrictions of space / where to play
- Restrictions in use /what to play with
- Restrictions in activity should not be used / sit on a chair
- Try not to increase the child's feeling of guilt – accept any restitution s/he wishes to make and leave it there

Anticipating and preventing misbehaviour reduces the necessity for discipline

BEHAVIOUR CODE

Entrance Hall, Coat area and Playing

-  We walk in school
-  We use our quiet voices
-  We hang up our coats and bags
-  We do not throw sand
-  We put things away when we have finished using them
-  We all help to tidy up

Toilet

-  We ask an adult for help if we need it
-  We always flush the toilet
-  We always wash our hands after we use the toilet

Our Friends

-  We share toys and wait for our turn
-  We listen to our teacher
-  We try to help each other and be kind
-  We tell the teacher if someone is hurt or if someone is hurting us

Outdoor Rules

-  We care for our friends and our nursery school
-  We ride our tricycles on the paths and not on the sponge
-  We treat creatures with respect

Snack routine

-  We wash our hands before we eat
-  We sit at the table when we are eating
-  We remember to say please and thank-you

Agreed by Governors:

Review date: Autumn 2019

Next Review: Autumn 2022

Signed: _____ Chair of Governors