



# Rosemary Nursery School & Children's Centre



## Behaviour Policy

### RATIONALE

At Rosemary, we value the well-being of all who work, play and visit here. We recognise the impact that adults' behaviour has on children's behaviour, and the importance of mutual respect in all our interactions.

### AIMS

- To ensure a consistent approach throughout the setting, with clear and high expectations of children's behaviour.
- To support children in developing self-awareness and self-control.
- To work in partnership with parents and carers to provide the right support for behaviour for every child.

### KEY STRATEGIES

1. All children and families are welcomed on arrival at the setting, ensuring that the first contact of the day is positive
2. Circle Times, stories and group times are used to teach the skills of co-operation and conflict resolution.
3. Staff support children in recognising and naming their emotions and promote positive ways of expressing these: for example, through symbolic play.
4. Staff members acknowledge and praise appropriate behaviour.
5. Staff use open body language and appropriate physical contact, such as an arm around the shoulder or a hand to hold, to show approval and offer support, when appropriate.
6. Staff show how much they value and respect children's ideas and achievements by listening to, sharing and celebrating them. (See Assessment Policy)
7. In keeping with our philosophy and Bristol City Council policy, staff do not discipline children physically (e.g., smacking) or allow physical punishment or verbal abuse to be used with children at the setting.
8. Staff and Governors will challenge any incidents of physical punishment or verbal abuse of children that occur on the premises.
9. All staff are trained in **Conflict Resolution** and this practice is at the heart of our approach to children's behaviour. (Please see Appendix 1)

### BEHAVIOUR AND CONSEQUENCES

1. When children behave inappropriately- for example, by putting themselves or others at risk or misusing equipment - staff make clear that it is the behaviour and not the child that is unacceptable.

2. The following strategies may be used, according to the unique child and context: Non-verbal messages, tactical ignoring, description of reality, simple direction, choices and consequences. (Please see Appendix 2 – Layered Intervention)
3. When a child is offered a choice to support their behaviour- e.g., ‘you can sit quietly next to your friend or sit next to me’ -expectations and consequences will be clearly communicated in language/signs the child can understand.
4. If necessary, for example, if a child hurts someone, he/she may be removed from an activity but will remain under staff supervision at all times.
5. Whilst it is sometimes appropriate to remove a child from an area or activity, no aspect of the Early Years curriculum will be withheld as punishment or offered as reward for behaviours.
6. In instances where a child has hurt someone, the parent/carer may be asked to take the child home.
7. Parents/carers will always be informed when a child’s behaviour is causing concern.
8. An Individual Development Plan will be drawn up where behaviour continues to be a concern after a settling period. This will be done in full consultation with parents and shared with all staff who work with the child to ensure maximum consistency.

### **FURTHER INFORMATION**

1. Children with Special Educational Needs and Disabilities have an Individual Education Plan. These plans, alongside the setting’s ‘local offer’ and SEN Provision Plan, provide more detail on how children with SEND are supported to manage their behaviour.
2. This Policy should be considered alongside our Safeguarding Policy. All staff will be trained in Child Protection and the safe handling of children.
3. The School and Centre provide a range of parenting support including groups, workshops, courses and home visits. (Please see our current programme)
4. Please note that before the start of nursery sessions, and after staff have handed the children back to parents/carers at the end of sessions, parents/carers are responsible for the behaviour and safety of all children with them.
5. We work closely with support professionals; Health Visitors, Speech and Language Therapists, Educational Psychologist, Family Support Workers, Social Workers. Where appropriate, referrals will be made after consultation with parents.
6. Exclusion will be used only if allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or of others in the school. Only the head teacher can exclude a pupil from school. Should it ever become necessary to exclude a pupil, Local Authority guidance will be followed carefully.

This Behaviour Policy was first drawn up through a process of staff consultation in September 2006.

It was last reviewed in May 2020– minor changes

## BEHAVIOUR POLICY - CONFLICT RESOLUTION

### APPENDIX 1 - THE PROBLEM SOLVING STEPS

- 1. Approach calmly**  
Breathe, place yourself between the children on their physical level.  
Use a calm voice and a gentle touch. If an object is involved in the conflict say something like **“I’m going to hold this while we talk about the problem”**.
- 2. Acknowledge feelings**  
Give recognition to the feelings children are expressing by using simple descriptive words, for example  
**“You look upset . . . you look upset”**  
Make sure the children have ‘emptied out’ their feelings before moving on to the next stage.
- 3. Gather information**  
Ask the children open ended questions that will help you find out what exactly the problem is. Questions like **“What’s happening?”** or **“What’s the problem?”** or **“What’s going on?”** are useful at this stage. Repeat children’s words back to them to help them clarify their thoughts.
- 4. Restate the problem**  
Say exactly what the problem is. Use words like **“So the problem is . . . “**  
Use the needs and details the children have described.
- 5. Ask for ideas for solutions and choose one together**  
Say something like **“What do you think we can do to solve this problem?”**. Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. If children say they can ‘share’ explore this idea further so that everyone is clear how the sharing will happen.
- 6. Be prepared to give follow up support**  
When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like **“so you’re going to . . . and you’re going to . . .”**. Then acknowledge that the children have solved their problem by saying words to the effect of **“You did it! You solved the problem!”** This helps to build children’s confidence in their capabilities as problem solvers.

# Rosemary Nursery School & Children's Centre

## Appendix 2 - Layered Intervention

### Non Verbal messages

Eye contact. Gesture – indicating what you want the child to do or copy, or stop doing (e.g. finger on lip). Touching. Standing or sitting near child.

### Tactical ignoring

Planned ignoring of specific inappropriate behaviours (to avoid reinforcement). Deferring intervention until a more appropriate time is available to talk to the child.

### Description of reality

Describe what is happening, e.g. "Oh look, the puzzles are all over the floor" / "This is a funny looking circle", thereby drawing the children's attention to the problem and inviting their solution.

### Simple direction

Use child's name and give clear, short, explicit instructions, e.g. "(Name), sit down please"

### Reinforcement of expectations

"We walk inside" / "Well done for remembering to walk" / "We all help at 'Sorting Time'" / "When it's raining, we wear waterproofs"

### Question and feedback

"What are you doing?" / "What *should* you be doing?"

### Choices and consequences

"You can sit here with us, or you can sit on your own."

### Assertive statements

Give short, clear commands, and just keep repeating them until the child complies, e.g. "(Name), pick up the train"

Reviewed May 2019 – no changes

Next Review Date: May 2020