# Bensham Grove Nursery School

# Behaviour Policy

**Background and Context**

Behaviour at Bensham Grove Nursery School is seen as part of a child’s wider development. Children go through rapid changes within the early years both physically and in terms of their cognition, emotion and social interactions. Our behaviour policy is part of our wider ethos of learning and teaching and is rooted in our understanding of child development.

**Principles**

At Bensham Grove Nursery School we promote an atmosphere of respect and consideration. Adults are respectful of children and each other. We support children to know their views count and that we value the views of others. We encourage children to talks about their feelings and think about how we support the feelings of others. We promote a positive environment that helps children to understand their own behaviour and that of others. The children at Bensham Grove Nursery School are supported to understand themselves and their behaviour and the effect this has on themselves and others.

**Aims**

At Bensham Grove Nursery School we aim to achieve an environment in which…

•Everyone is treated with respect

•Staff observe each child individually and continuously assess their well-being

•Staff are knowledgeable of the context in which each child is growing up

•Staff and parents work in partnership to cater for children’s needs

•Everyone works closely as a team to communicate about children’s individual needs

•Everyone speaks kindly to one another

•Staff pay particular attention to sensitive transition periods for children

•Children are offered real choices and are consulted about their environment and learning journey

•Staff acknowledge children’s difficult feelings and work with them to understand and regulate those feelings

•Staff encourage children to talk about types of behaviour they do not like and to communicate how they want to be treated

**Practice and Expectations**

To support children, we will:

•Always consider the child’s age and stage of development

•Provide a safe environment that is appropriate for children’s emotional and physical needs

•Set consistent boundaries which make sense to the children

•Use intervention strategies that match the child’s level of development and understanding

•Acknowledge children’s endeavours to demonstrate positive behaviour in a positive way

•Help children to understand that people may have different views and that everyone has the right to make their own decisions

•Support each child in understanding their behaviour, why this happens, the effect it has and how to take control and to put things right when they have not gone the way they expected

•Work positively and constructively with parents and carers to provide the child with a sense of security and trust through honesty, consistency and fairness in dealing with any conflict

***Strategies that support the nurturing of positive behaviour at Bensham Grove Nursery School are…***

**The Key Person Approach-** each child has an allocated member of staff, their key person, who works with a group of children in the nursery. The key person builds a strong relationship with each child and their families and can support dialogue and support in the area of behaviour.

**The Leuven Scales of Well-being and Involvement**- these are two scales that have been developed by Prof Ferre Laevers. Staff observe children in the nursery and see whether they have low, medium or high levels of well-being and involvement; low levels on either scale can demonstrate a lack of self-esteem, self-confidence and impact on engagement with learning. If this is the case staff need to translate this information into a plan for raising a child’s well-being, involvement or both.

**The Characteristics of Effective Learning-** are an integral and important part of our curriculum- the Early Years Foundation Stage. They are a series of statements that show adults how confident and able a child is to learn. They explore how a child is able to play and explore, is motivated to be actively engaged in their own learning and is able to think for themselves (looking at things in new and different ways.) By having a strong emphasis on the Characteristics of Effective learning the children attending Bensham Grove will see themselves as confident, capable learners; will have a positive view of learning, will be intrinsically motivated to learn and will positively interact with others in the learning process.

**The Conflict Resolution Approach (**Taken from High/Scope Educational Research Foundation)

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children’s feelings;
3. Gather information;
4. Restate the problem;
5. Ask for ideas for solutions and choose one together;
6. Be prepared to give follow-up support.

**We seek to prevent conflict occurring by;**

* Providing enough space and variety of materials
* Establishing a consistent balance routine
* Supporting children’s choices and interests
* Planning for transitions
* Keeping waiting periods, short and active
* Accepting behavioural differences
* Respecting children’s ideas, concern and feelings
* Setting reasonable limits and expectations
* Stopping destructive and aggressive behaviour
* Using observations in daily planning.

**When children face difficulties, we will;**

* Observe the child and try to discover and understand when and why the challenging behaviour occurs and what the trigger may be
* Talk to the child about why this behaviour is not acceptable and what the consequences are to him/herself and to others
* Communicate with parents as to the best approach to use to suit the needs of the child and their stage of development
* Monitor the effectiveness of the agreed approach
* With parents’ consent seek the help of specialist colleagues.