



Moorlands Nursery School

# Behaviour Management Policy

Owned By	Interim Head Teacher – Will Brooks
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Next Review	September 2025
Signature : Chair of Governors	

At Moorlands Nursery School we believe that children's behaviour is a way of expressing themselves. We need to be able to interpret this behaviour and support children to manage their own behaviour.

We do this by creating a positive environment where:

- Every child is valued.
- Every child feels safe.
- Every child is learning about the impact of their behaviour on others.
- Every child is learning how to express their feelings and emotions appropriately.
- Every child is learning techniques to self-regulate.
- Every child has a voice and has the right to be heard.
- Children are able to work independently and make choices.
- Children know that they can trust adults and rely on them for help.
- Adults are responsible for ensuring that children's wellbeing and involvement is high during the time they spend in Nursery.

In order to achieve these aims, we need to create a calm atmosphere, where there are clear rules, boundaries and routines, and where all adults provide good role models.

### **Behaviour principles**

At Moorlands Nursery School we believe that:

- Focussing on positive behaviour and positive consequences will encourage an environment of positive behaviour rather than focussing on any inappropriate behaviour.
- Children will feel more secure and respond more positively if all of the adults are secure in the knowledge of all 'boundaries' and are consistent in their approach to dealing with positive and inappropriate behaviours.

### **Strategies**

The benefits of a learning environment where behaviour is positively managed are significant.

### **Be Healthy**

- A positive approach to behaviour can have an impact on children's emotional health and well-being. Children who can manage their own behaviour and emotions are likely to have high self-esteem and to establish good relationships with others. Where children find this difficult, staff need to ask why this is happening. This may involve working with families, or with different agencies.
- Staff should also make use of opportunities to talk to children about emotions as part of their learning. This might include role play, stories, using pictures etc.

## **Stay Safe**

- All children have the right to play safely, and without fear of being hurt. It is the responsibility of staff to ensure that the physical environment is safe, whilst still giving children the opportunity to take managed risks.
- It is also essential to establish clear routines soon after children start Nursery so that children are able to operate confidently and independently within the environment. These need to be agreed and applied consistently by all staff, and children need to be reminded of them regularly.
- Young children are not always in control of their behaviour or their emotions, and need adults to support them by recognising how they are feeling. We do this through naming emotions and commenting on emotions and feelings.
- Children are encouraged to take control of their own behaviour, and to be aware of the effect of their behaviour on others. We teach the children the best techniques and strategies that suit their needs and support them to use them.
- We do not accept bullying in any form but understand that young children may not recognise the impact of repeated harmful behaviours. We teach children how to express their feelings, including how to show someone they do not like something and how to ask them to stop. Equally we teach children the importance of stopping if someone tells them they do not like it.

## **Enjoy and Achieve**

- In order to enjoy and achieve, children need to feel safe, confident and at ease in their environment.
- Firm boundaries need to be established for behaviour so that children are secure in the knowledge that the adults are in charge, and that some behaviour is unacceptable. In this way, children whose behaviour is causing concern will be supported, and at the same time there is less potential for this behaviour to impact on other children.
- Children are encouraged to 'stand their ground' if they are feeling uncomfortable when another child is in their personal space. They are encouraged to sign and / or say 'Stop' to express this to them.
- The Nursery environment and routine encourage children to have as much autonomy as possible. For instance, they are able to spend a good part of each session in self-chosen activities, where the adult role is to support their learning. Young children are active learners, and will become very involved in self-chosen activities. Children who are engaged in this way are less likely to experience 'boredom' or be distracted easily, which can quickly lead to difficult behaviour. At Moorlands Nursery we believe in 'child led' learning and a good balance of teacher led and child led activities.
- Young children thrive on praise and encouragement. It is often more effective to praise those who are behaving well, than to bring attention to those who are not.

We work closely with our parents to help them to manage their children's behaviour. We offer support and guidance through our Nursery and with an opportunity to attend parenting courses such as the Nurturing Programme through the Family Centre.

## **British values**

We believe that the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs are fundamental to our Nursery's behaviour policy.

## **Steps to manage challenging behaviour**

We recognise that every child is unique and children will behave in many different ways for many different reasons.

We aim to address individual behaviour with strategies that suit and appropriately support that individual.

Our core approach is...

- Use firm vocal commands to make the child aware that their behaviour is unacceptable, with a 'sign' to support if appropriate e.g. hand up for 'Stop!'.
- Following a brief statement of explanation relating to the behaviour e.g. 'You pushed (name) and they fell over' or 'You did not stop throwing sand when I asked you to and it has gone in the other children's eyes', they will then be given the opportunity to go back to the original area to play.
- If inappropriate behaviour persists, remove the child from the situation, using gentle guidance, to another area of Nursery. Then support them to engage in an appropriate activity.
- If they return to the area of 'conflict', use this to provide an opportunity for praise and reinforcement of positive behaviour.
- If the child is still not responding in line with Nursery expectations, as a last resort, remove the child from the situation using minimal physical intervention, thereby preventing harm to the child, others and the Nursery environment. These incidents will then be recorded on the ABC chart.
- Children are offered support through resources to regulate their emotions and feelings and to reflect on their actions e.g. 'push the hands on the wall', massage rollers.
- After 3 or 4 minutes or when the child is calmer and appears ready, again, after a brief statement of explanation, support them to return to an area of play or activity of their choice.

More challenging or 'physical', consistent, behaviour such as throwing, hitting and biting that impacts on another child or adult, will usually involve creating individual behaviour plans to support that child. These may be drawn up in conjunction with a member of the Inclusion Team and will always be shared with parents. These will be periodically reviewed and adapted as necessary.

## Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. (DfE 2013 Use of Reasonable Force Advice)

‘Control’ could be blocking a pupil’s path so that they do not run into an area of ‘conflict’ for example. ‘Restraint’ could be leading a pupil out of the garden inside at home time.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Any incident involving reasonable force will be recorded immediately after the incident and reported to parents on the same day.

There will **NEVER** be a circumstance where physical punishment is acceptable or will be used.

## Sending children home within session times

As a nursery setting, we do not formally exclude pupils but follow best practice underpinned by the EYFS statutory requirements. To ensure the welfare of children are being met, there may be instances where it becomes necessary to telephone a parent / carer and ask them to take their child home with immediate effect. For example, the child is:

- distressed and unable to be regulated after intervention from staff
- sent home sick
- behaving in a way that was endangering themselves or others and unable to be regulated by staff.

A child will only be sent home if all other attempts by staff to regulate behaviour are unsuccessful and it is always viewed as a last resort.

We are committed to working with parents to ensure your child is happy, settled and safe at Moorlands Nursery School.

This policy is reviewed annually.