



Behaviour Policy

Grandpont Nursery School and Children's Centre

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Definition

For this environment to work effectively positive behaviour is essential. It provides a secure framework in which children feel included, respected and valued, thus building their self esteem and promoting positive dispositions to learning. It allows children to develop independence, mutual respect and confidence in relations with others. It is important that staff, parents and children work together to achieve this.

Within the family room where children are accompanied by their parents at all times, there will be a working partnership and regular discourse between parents and staff which will incorporate and apply this policy when appropriate.

We focus on reinforcing positive behaviour, rather than stopping negative behaviour.

Aims

- To create a safe and secure environment which fosters positive behaviour.
- To provide positive role models in both adults and children.
- To enable children to see the reason for rules and responsibilities and behave accordingly.
- To enable children to share, co-operate and become socially competent
- To encourage children to take responsibility for themselves, for others, for belongings and for their environment.
- To encourage children to be self disciplined and socially motivated.
- To have clear communications with parents over any behavioural issues.
- To provide clear and consistent practices by all staff.

We respond to children's needs individually but we do expect all children to work towards:

- Being polite, friendly and helpful to everyone.
- Listening to others.

- Put things back where they find them ready for others to use.
- Always walk as opposed to run when inside
- Respect things that belong to others
- Respect other people; speak kindly to them
- Take care of everything in our setting

We encourage children to express what they feel to each other in words, and to try to resolve a conflict situation themselves. If this does not resolve a situation then they know they should to come to an adult for support. We try to create an environment of trust and security, so that both children and parents know nothing is too small to bother with. We are always here to listen and talk through any concerns.

We do not expect any form of physical or verbal abuse or racist and sexist language from either children or adults. There is limited chance of bullying taking place in our environment, but we are aware of the possibility. If such a situation occurs, staff will talk to all parties explaining why this behaviour is unacceptable. Refer to guidelines. This input will aim to empower the victim and encourage the abuser to empathise

GUIDELINES

We encourage the children to :

- Remind each other of the expectations of the setting.
- Speak to an adult if talking with peer first does not work.
- Admit to and take the responsibility for ones own actions.
- Be able to apologise and show remorse.
- To be sensitive to the feelings of others.

Procedures

1. During children's visits, home visits and new parents meetings, families become aware of the positive behaviour expected within the school.
2. In the Nursery School new children are allocated to small groups with the adult who home visited with them and are introduced to different areas and resources in the environment, and expectations of behaviour. In the Daycare each child has a key carer, who gives their children a similar settling in. In the Family Room the staff model

positive behaviour management, and use of resources, to parents and support parents to do so too.

3. Staff constantly affirm positive behaviour and build up children's self-esteem.
4. Clear, fair rules and routines are explained consistently to all children
5. Through consistent staff communication and record keeping children's individual behavioural needs are identified and developed.
6. Where it is necessary an individual action plan will be made up with all staff, parents and the child which will support the child in the setting.
7. Early communication with parents and children and other agencies helps to identify any behaviour which we need to be aware of and set in place strategies for dealing with this. A handling policy is in place for parents to respond to.
8. Where necessary we invite support from outside agencies, in consultation with parents.

If a child has difficulty with these expectations we will talk with the child and the parents and form a joint approach to the changing of the behaviour and if necessary ask for expert help in line with County Guidelines.

Reviewed

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