

THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY SCHOOLS

Allens Croft Nursery School

Kings Norton Nursery School

Lillian De Lissa Nursery School

Adderley Nursery School

Jakeman Nursery School

Selly Oak Nursery School

St Thomas Centre Nursery School

Gracelands Nursery School

Shenley Fields Nursery School

Weoley Castle Nursery School

Newtown Nursery School

Highfield Nursery School

Adderley Nursery School Behaviour Statement Behaviour Policy

The Birmingham Federation of Maintained Nursery Schools follows the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership (BSCP) which includes the Government's Prevent Strategy.

DATE 21 September 2020

SIGNED 

Chair of Local Committee

Chair of Governors

PRINT NAME S. DELANEY

ADDERLEY NURSERY SCHOOL

BEHAVIOUR STATEMENT AND POLICY 202-2021

This statement is about our behaviour policy

Children have a lot of freedom at Adderley Nursery. For most of the day they can choose what to play with, who to play with, and whether they want to be in or outdoors. Children experience a stimulating environment full of things to do, to touch, to look at, to explore and to learn from. The environment is planned to be safe, yet also give children a chance to take some risks – like climbing, riding the bikes, exploring new and different experiences.

Staff work very hard to make and keep up positive relationships with each child.

Young children also feel frustration and anger; and they want to test things out. This policy is about how we set limits and help children to become self-disciplined and learn how to behave in a group.

If you are worried about your child's behaviour, or worried your child is being hurt or bullied by others, then please speak to your key person or to me.

Sharon Lewis – Executive Head Teacher

The aim of the policy is to help children to develop a positive disposition to learn and positive behaviours to others

- We encourage children's increasing capacity to show self-control and to take responsibility for their own actions
- We want a learning environment that is calm and purposeful
- We aim to deal quickly, clearly and sensitively with bullying

Introduction

At our school the children have a lot of freedom and for most of the day they can choose what to play with, who to play with and whether they want to be in or outdoors. The learning environment is planned to be stimulating, exciting and to give the children a wide range of experiences to cater for their differing needs, interests and learning styles. The learning environment is planned to be safe but also give the chance to take some risks such as climbing, riding wheeled toys, exploring new and different experiences.

The nursery is often the child's first experience of having a large space with many children to, communicate, negotiate and share with others. Children may need support to develop from adults who are respectful, caring and sometimes firm to learn how to behave appropriately.

Staff work hard to make and keep up positive relationships with each child.

Young children can become frustrated or angry; and they may want to test things out.

In nursery the children have considerable scope to make choices and move around from area to area, from inside to outside. There are not many times that the nursery staff need to say "no" to a child, but we must be sure that when we say "no", we understand why and really mean it.

Positive strategies

Emotional security

Are there adults in the nursery that ensure consistent care and attention to the child? Someone who the child can go to when upset and seeks out on arrival?

The Curriculum

Are there first-hand experiences which interest the child?

Promoting a calm atmosphere

Are transitions managed for the child? Giving prior warning of change to the session i.e. tidying, group times, meal times etc.

The child's age and stage of development

Is the child able to share equipment? Sometimes children need help with shy and withdrawn behaviours. Remember raise concerns in the Welfare Meeting or with your line manager.

Useful strategies to use when you are finding a child's behaviour challenging.

1. Get down to the child's level where possible. Show concern for the child e.g. "I can see you are angry" etc. try to gain eye contact

TRY TO SAY WHAT YOU WANT TO HAPPEN NOT WHAT YOU DON'T WANT TO HAPPEN

2. Keep focused and to the point
3. Speak calmly and do not raise your voice

SOMETIMES THE MORE WE SAY THE CHILDREN HEAR

4. State positively e.g. "I need you to come down from there, it is dangerous." "I need you to move safely around inside."

TRY TO SAY "I NEED YOU TO PICK UP THOSE TOYS NOW" NOT "STOP BEING SO SILLY"

5. Be firm and clear. Avoid a direct power struggle. For example "I can wait one minute for you to give that to me" will give the child time to adjust to what you are saying.
6. Don't keep talking or repeating. For example "I need you to come away now. I can wait one minute. But then I will have to hold your hand and bring you away."
7. If the child does not respond: "I need to hold your hand and bring you away now."

Behaviour which is dangerous, or causing harm

It is important we clearly signal dangerous behaviour, and behaviour which harms others.

If a child is in immediate danger you may need to raise your voice to be heard. This should be done in exceptional circumstances, it is important to be clear and not aggressive.

If necessary call for support when you need it.

Repeated patterns of behaviour

If a child is repeating the same difficult behaviour, or targeting a particular child, then you must raise it with your line manager and at the Welfare Meeting as soon as possible, issues like this must be approached by:

1. Raising staff awareness and vigilance
2. Identifying triggers e.g. specific times of the day such as tidying up time and acting upon it by giving the child positive attention during this particular time.
3. Evaluating the curriculum/ expectations and making adjustments
4. Meeting with parents, in order to gain some understanding of the behaviour develop agreed strategies to manage these difficulties.

Involving parents

Parents are partners, not people to be blamed or told off. They should not receive unprepared feedback on their child's behaviour in nursery.

Joint work is essential when dealing with difficult behaviour.

1. Think first and plan for what you are going to say. Talk it over with a line manager first.
2. Meet with the parent in a confidential space
3. Explain the difficulty in nursery and then ask if the parent has any particular understanding.
4. Take a problem solving approach....we need to work together to help your child with this. Using the same strategies
5. Arrange to review in a week's time
6. Feedback information to the team

When the behaviour continues to be difficult talk with the BECO

PLEASE REMEMBER IN RARE CASES OF RESTRAINT IT MUST BE RECORDED AND SHARED WITH THE PARENT

Modelling the behaviour, which we hope to promote

1. Treat each other and the children with respect and kindness
2. Focus on the positive
3. Acknowledge the child's feelings "I can see you are angry"... "You really look sad".
Don't negate them- "don't be sad".... "don't cry" etc.

Support each other

Practically – e.g. let your colleague have a few minutes time away if she/he is becoming stressed by the difficult behaviour

Emotionally – e.g. recognising that a colleague may be upset or angry after an incident has occurred. Let them talk. Professionally – share effective strategies. Use this policy to challenge each other if our ethos or policy is being breached.