



# **Tudhoe Moor Nursery School**

## **Behaviour Policy**

### **Introduction**

In the Early Years Foundation Stage, children are still learning about boundaries and what is acceptable in terms of behaviour. We teach tolerance and patience to help our children develop into kind and well behaved members of society. We aim:

- To promote positive behaviour
- To provide a harmonious, fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To help children feel good about themselves and achieve their potential taking into account a child's stage of development and emotional needs.
- To encourage self-discipline and help children to make positive choices and develop an understanding of the impact of their behaviour on others

The aims of the policy will be achieved through:

- A clear understanding by all of what is acceptable behaviour and how it is maintained
- Staff modelling positive behaviour and language
- A consistent whole setting approach to reinforce and maintain high standards of behaviour
- Liaison with parents and carers
- The curriculum for personal, social and emotional development

### **Responsibilities**

- The Governing Body has overall responsibility for the implementation of the Early Years Behaviour Policy of Tudhoe Moor Nursery School.
- The Governing Body has overall responsibility for ensuring that the physical Early Years Behaviour Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in our Complaints Procedure.
- The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Behaviour Policy of Tudhoe Moor Nursery School.
- Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Behaviour Policy.

**All children will be encouraged and supported to enable them to:**

- Follow adult directions
- Move around the setting safely and appropriately
- Respect themselves, other people and the setting environment
- Make informed choices developing an understanding of their impact on others
- Not hurt others physically or verbally
- Speak kindly to others.
- Always walk inside.
- Look after and use appropriately, the equipment both inside and outside.
- Share and take turns.

**Strategies to meet the aims of the policy**

- Positive reinforcement through body language, (thumbs up, a smile etc.)
- Spoken praise which is specific to the child and the situation
- Positive feedback to parents
- High levels of staff engagement with the children.

**Strategies to improve behaviour**

- Making eye contact with the child
- Getting down to the child's level to talk to them
- Visual reminders of expected behaviour
- Verbal reminders
- Distractions
- It is expected that a practitioner will intervene when behaviour is displayed which is unacceptable. In most cases a look or quiet word, or distraction will have the desired effect.
- At times it may be appropriate to ignore the behaviour, but the practitioner should observe to ensure that the situation improves.

**Behaviours which are not acceptable in the setting:**

- Persistent disruption
- Refusal/ non compliance
- Violence of any kind (pushing, hitting, kicking, spitting, biting)
- Racial or verbal abuse (name calling, teasing)
- Using bad language
- Damage to property
- Stealing
- Telling lies, blaming others

## **Persistent unacceptable behaviour**

If the unacceptable behaviour persists, then the following gradual response strategy should be used:

- Remind and highlight desirable behaviour using visual prompts if needed.
- Minor matters will be dealt with by the adult getting down to the child's level, explaining why the behaviour is unacceptable (taking into account the child's developmental age) and giving alternatives where possible.
- If the behaviour persists the staff member will offer the child an alternative activity which will be supported by an adult.
- Staff may remove the child to a quieter area to give them time to calm down and to speak to them about their behaviour.
- If appropriate, during the discussion ask the child how they make the situation better and support them in this action. If behaviour is out of character or persistent, the key person will discuss with the child and their parents.

## **Extreme or serious behaviour incidents**

- If there is a case of serious or extreme behaviour, staff will give a verbal instruction whilst approaching the situation.
- If necessary staff will intervene using as little physical contact as possible. Staff will not restrain children unless there is an immediate risk of injury to the child or others. If restraint is used it must be recorded and reported to the head teacher
- In the case of persistent concerning behaviour, a behaviour plan will be put in place and agreed by the school SENCO, key person and the child's parents.
- An Individual behaviour programme will be agreed with parents giving clear aims and strategies to be used. This will be regularly reviewed by with parents. This will be discussed at staff meetings to ensure a consistent approach across the setting.

## **Acceptable physical contact**

- Physical contact needs to come from the child e.g. if a child wants/needs to sit on an adults for comfort/security.
- If a child instigates or needs a hug, staff may hug children until the child is comfortable
- If a child kisses an adult we would remind them "kisses are for home not nursery".
- Staff will not kiss or blow raspberries on children.
- If appropriate, staff may use pressure, light tickling or deep massage as long as the child is comfortable with this.

Play fighting, superhero play and weapon play can occur in nurseries and can be a natural part of children's development. This play should not include any physical contact and should only involve children who wish to be actively engaged within it.

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| Date of review:      | February 2025 |
| Date of next review: | February 2026 |