

Orleans Primary School - Nursery behaviour Policy

Our motto: A love of learning, for life, for all

At nursery age, children are developing how to manage and express their feelings as well as how to behave appropriately in a range of situations. At times they can become overwhelmed by intense feelings that they have not yet developed the means to manage independently. We have therefore developed our own specific behaviour policy for nursery that caters for the needs of young children within this stage of development.

At Orleans Nursery we strive to create a welcoming, safe and secure learning environment that encourages and reinforces excellent behaviour. We help the children to learn when something is dangerous, harmful or hurtful to themselves or others, and to make positive choices in their behaviour and throughout their play.

As a school, we firmly believe that if we commit to maintaining high expectations of behaviour in all areas of school life our children's behaviour for learning will be maximized. The nursery lays the foundation for this by modelling positive behaviour at all times and manage challenging behaviour appropriately and competently, with a child-friendly and consistent approach.

In order for children to feel safe and secure within our nursery environment we organise each day following our set routine.

- Welcome and self-registration
- Self-chosen activities inside
- Free-flow play (inside and out) alongside adult-led small group activities.
- Whole class teacher-led carpet time – singing, circle times, specific activities
- Snack time
- Free-flow play (inside and out) alongside adult-led small group activities
- Tidy Up time
- Story and rhyme time
- Home time

Children need to have set boundaries of behaviour for their own and others safety. We set these boundaries through our class rules which help the children to develop an awareness of their actions to themselves and others as well as developing a greater sense of responsibility and independence. Our rules are displayed within the classroom and are often referred to in order to establish and celebrate good behaviour

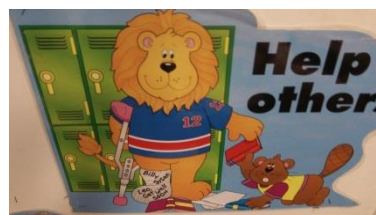
We try to remember to;



Listen to each other



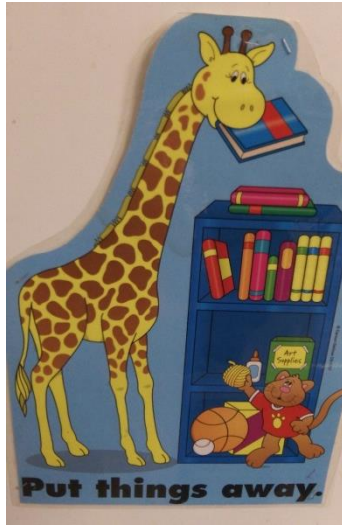
Share with each other



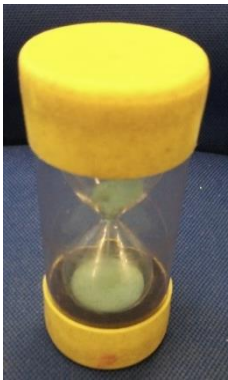
Help each other



Take turns with our toys.



Help to look after our resources and tidy up.



We use a timer system in order to aid turn-taking and sharing.

The children are encouraged to independently use a timer within their play in order to share and take turns with resources. This helps to develop children's independence and to take further responsibility for making good, fair choices.

The visual structure of the timers aid the children's understanding of waiting for a turn as they can 'see' how long they have to wait and can easily express this to others.



Our main approach to establishing and developing good behaviour within the nursery is to notice, acknowledge and reinforce positive behaviour. Children are praised specifically for their actions with an accompanying description in order to express to the children exactly what they have achieved, for example *"well done for taking turns with the car; that was very kind"*. Children are rewarded predominately with verbal positive feedback along with high-fives, 'wow' labels for learning journeys and stickers. Parents/carers will also be informed when

children have independently made good choices in order to celebrate and develop home-school partnership.

It is important for children to be aware and understand what is expected of them and our clear smiley face visual system (good choices/bad choices) along with the class rules reinforces this. We begin carpet sessions and small group activities by ensuring all children are ready to participate and learn fully with reminders for good listening, looking, sitting and thinking. Weekly circle time / PSHE time is used to support the development of pupils' emotional, social, communication and behavioural skills.

Our aim is to develop an environment in which children can develop self-discipline and self-esteem, respecting and caring for others to ensure a collaborative and supportive atmosphere.

Occasionally children do demonstrate unacceptable behaviours. Depending on the situation these may manifest through being deliberately disruptive, creating physical responses such as biting or kicking others, or through verbally being unkind to others, snatching toys or deliberately breaking resources.

Adults will intervene when children behave in unacceptable ways by;

- Calmly approaching and diffusing the situation.
- Removing the child from the situation if necessary.
- Being clear about the behaviour that is unacceptable – (it is always made clear to the child in question that it is the behaviour and not the child that is unwelcome).
- Supporting the child to take responsibility for their actions and to think of solutions.



Children are given 3 opportunities to make good choices, to change their responses and show appropriate behaviour.

If the unwanted behaviour continues they are given a 'calm down' time with an adult using our 3 minute 'time-out timer'. The time out is followed by quiet talk time with an adult regarding the build up to the time-out and to consider different responses and strategies for future use.

Parents/carers will be informed of any unacceptable behaviour at the end of the session.

If unwanted behaviour escalates or persists for a long period of time focused observations will be completed by nursery staff to establish an understanding or possible trigger behind the behaviour. A meeting will be arranged with the parents/carers and possibly members of the senior management team to discuss the behaviour shown and to plan for next steps.

Nursery staff are aware that some kinds of behaviour may arise from a special need; to support this, the class teacher may implement an Individual Education Plan (IEP) in partnership with the school SENCO and parents.

January 2015

Susan Banks