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Positive Behaviour

At The Old School Nursery we provide a safe environment for all children, where they understand the clear and appropriate boundaries that are set for their behaviour. We adhere to the UNCRC Rights of the child, the EYFS and focus heavily on the support of children's personal, social and emotional development.

We aim to encourage the children to develop high standards of behaviour and respect. We appreciate children are learning how to manage their feelings and behaviours. In order to gain mastery, they will need practice dealing with conflict and their responses to a multitude of situations, people and places.

In order for a child's behaviour to mature both cognitively and biologically, children will need repeated experiences with problem solving, supported by patient, respectful and tolerant adults and clear boundaries.

Our nursery provides a stimulating atmosphere that is set around the pace of the children and is not overscheduled. We encourage children to take ownership of their environment and help them to understand that we must share the resources within our setting.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. These children are still learning skills such as sharing and need to practice, under the guidance of supportive role models.

Strategies

Our way of responding to pre-verbal children is to calm them through holding and cuddling or ignoring unwanted behaviour as appropriate. Distracting and moving children closer to something that will engage them positively may also be used.

Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding once they are calm.

We use positive conversations and commentaries with children that demonstrate our interest and our observations rather than high volumes of nonspecific praise or put downs.

We recognise to try and discuss incidents when children are distressed is not effective and we need to wait until they are calm and in a clearer mindset.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others.

We do not load the child with other people's emotions by saying "you are making everyone feel sad" as we understand they are already trying to manage their own feelings and to do so would be overwhelming and unfair. We do not force children to say sorry when they do not understand what that means.

We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We empower the children to be able to say stop when another child's behaviour is unwanted towards them, and ask for the support of an adult or peer.

We support social skills through modelling behaviour, through activities, drama and stories.

We acknowledge kindness and empathy and avoid creating situations where children will be overwhelmed easily.

We talk to the children in a polite and calm manner with the appropriate tone.

We use positive body languages, visual cues and gestures to encourage and support children's behaviour.

We use recovery strategies that include (but not limited to) cuddles, humour, fresh air, a drink of water, time and space to compose themselves with a calm, supportive adult.

Our role as adults is to understand our children, create close bonds that enable the child to feel safe, supported and understood. Our observations of the children will include their learning styles, playing preferences, body language and cues, these things will help us to support the child's personal social and emotional development and help them to have positive self-esteem and resilience before they transition to school.

Whilst your child is with us at The Old School Nursery, we will never...

Send a child out of the room by themselves, nor will we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

We do not use techniques intended to single out and humiliate individual children.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Partnership with parents.

We develop partnerships with parents, consulting and devising behavioural strategies together, recognising the individuality of each child and family in the setting. We work with outside agencies where appropriate.

Should a child be hurt in an incident, this is recorded and shared with the parent of each child and they will be asked to sign to say that they have been informed of the incident.

In summary

We provide children with clear simple boundaries that do not change. We allow children to experiment with their own competence and build their confidence in managing situations that might be challenging through exposure to problem solving and a sense of belonging.

We want our children to grow into confident advocates for their own rights and for the rights of others, valuing cooperation to become respectful members of our society.