



**LUDWICK NURSERY SCHOOL**

**BEHAVIOUR FOR LEARNING POLICY**

## **BEHAVIOUR FOR LEARNING POLICY**

**Ludwick Nursery School**

### **Policy Review**


This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in

September 2018

It is due for review in September 2020

Signature



Date 02/09/2018

**Head Teacher**

Signature



Date 02/09/2018

**Chair of Governors**

## **Aims:**

To enable children to develop the social skills that will enable them to live and work in harmony with others within a democratic society.

To encourage and enable children to develop independence and responsibility with each child being encouraged to reach full potential.

To encourage and enable each child to develop a sense of caring and sharing.

To develop respect and tolerance of others irrespective of gender, race, disability, religion or age.

To foster in each child a knowledge of right and wrong.

To produce a safe, secure, stable environment where children may best thrive and learn.

## **Objectives:**

To develop in each and every child:

- Self esteem and self confidence and the ability to stand up for their own rights.
- Social awareness and respect for others.
- Independence and initiative.
- Empathy.
- The ability to use verbal negotiation to solve problems if and where appropriate.
- Sensitivity to the feelings, interests and needs of others.
- The ability to play and to work collaboratively with peers.
- The ability to enjoy social relationships with peers and adults.

### **Principles underpinning this policy:**

Every child is entitled to the same expectations.

Children need clear consistent boundaries.

All staff need to set the same consistent boundaries.

Children need an environment that feels safe.

Appropriate curricula for young children are holistic. The values, goals and skills we have for behaviour management need to be embedded into the overall functioning and curriculum of classrooms.

For our strategies to be effective they must be developmentally appropriate to young children.

Adults and children should listen to and respect each others opinions.

Parents are our partners and we work together.

This setting has zero tolerance of physical or verbal violence to others.

Through our behaviour management strategies children progress in their thinking skills.

Children need to feel empowered to stand up for their own rights in an appropriate way.

Please refer also to aims and principles of the setting.

### **Implementation:**

#### **Teaching strategies**

All staff are aware of setting policies on boundaries and expectations. We aim for 100% consistency.

Behaviour for learning takes account of the Characteristics of Effective Learning to support individual learning styles and interests: engagement- attention- motivation and listening.

All children to be aware of adult expectations and to know exactly what they may or may not do.

Staff link behaviour for learning to puppets and characters to create songs and stories about positive behaviours.

**All staff to model, foster and develop:**

- 1) social sensitivity respect and empathy.
- 2) respect for property, equipment and the environment.
- 3) Consistent vocabulary from adults to support behaviour for Learning e.g. We need to use our words, kind hands not hurting hands.
- 4) verbal social negotiation skills e.g. asking for a turn, saying no and standing up for your own rights.
- 5) model and ensure safe and appropriate use of equipment and tools.

Children are managed in small groups (normally 10 children) which meet together regularly through the daily programme with a key worker.

Classrooms and equipment are arranged to promote independence, decision making and responsibility. Resources are plentiful but opportunities for sharing, turn taking and co-operating abound. Children explore and express feelings through play and through literature, songs, rhymes, and music.

The consistency of room arrangements, daily routine and teaching strategies is offered alongside a wide range of choice, opportunity and challenge.

**All staff will consistently:**

- 1) ensure that the environment/learning programme provides regular opportunities for social challenge.
- 2) work regularly with their small groups to model and discuss strategies for social contact.
- 3) use the whole curriculum to introduce and develop positive ideas about social relationships and behaviour - e.g. charts, graphs, puppets.
- 4) value individual children's achievements. All children make progress and need to have their achievements acknowledged on a regular basis.
- 5) acknowledge and label children's feelings. Young children find using feelings words difficult.

- 6) listen to what children have to say and respond appropriately.
- 7) maintain a reliable and secure routine.
- 8) Actively foster independence in self-help skills.
- 9) model and teach self control in turn-based and limited space activities.
- 10) maintain a relaxed and peaceful environment.
- 11) maintain behaviour expectations in line with developmental age.
- 12) share information.

Consistency amongst staff is of great significance. All staff support each others actions and decisions. Failure to comply with this damages others self-esteem.

Where verbal prompts are inappropriate (e.g. SLD, autistic) children will be managed by minimal and appropriate physical guidance and prompts.

“Time out” procedures and/or minimal physical restraint will be used when extreme behaviour endangers other people and the environment. Where physical restraint is needed we follow County Guidance and Procedures.

**In dealing with children in conflict staff will:**

- 1) acknowledge the children’s feelings.
- 2) help to define the problem.
- 3) help them find a solution to which they both can agree.
- 4) help them put the solution into practice.
- 5) reflect back with them on how they feel it worked.

All staff will take very seriously claims by parents or children that they are bullied. Aggression to other children is not acceptable in nursery. All children need to feel safe in nursery.

Staff will make careful observations and talk to the children to be clear about what is happening. Then they will use the techniques outlined above. A few children will need extra adult support to help them sustain positive behaviour until non violent negotiation is established. Children who do not co-operate may need to spend some “time out”. This will need to be followed up by group discussions, stories, puppets, small world toys and other activities to extend the child’s understanding of right and wrong and respect for the feelings of others.

### **Bullying and unacceptable behaviour**

Children of this age are usually very accepting of individual differences. Therefore they do not usually bully another child. On the other hand social skills are only just developing and children need to learn to solve problems verbally using appropriate language. This setting has zero tolerance of violence or verbal aggression e.g. name calling and we take very seriously claims by parents or children that they are bullied. All claims are fully investigated and appropriate action taken. Aggression to other children is not acceptable in nursery. All children need to feel safe at setting.

### **Behaviour Guidelines and strategies used at Ludwick Nursery School:**

Use your words - kicking is for footballs, biting is for food etc.

We walk inside - running is for outside.

Quiet voices are for inside - Loud voices are for outside.

Stop Look and Listen before you .....

Put everything back when you have finished with it.

Real hitting hurts - videos are just pretending.

We need to feel safe at nursery.

### **Strategies for managing inappropriate behaviour**

When you ..... I feel .....

Using positive statements avoid "Don't"

You need to .....

Acknowledge and highlight childrens acceptable behaviour.

Tone of voice, visual prompts and body language.

"Time out" procedures

### **Citizenship**

Our personal, social and emotional and citizenship curriculum supports this behaviour policy.

We support parents involvement in their children's learning by asking them their wishes via the hopes and dreams board.

We work towards enabling all pupils to:

1. develop confidence and responsibility and make the most of their abilities, by supporting resilience, motivation and organisation of learning
2. prepare to play an active role as citizens
3. develop a healthy safer life style
4. develop good relationships and respect the differences between people

### **We do this in various ways**

- family group time
- work on self esteem
- work with small world toys and puppets
- work with soft toys and scenarios to highlight how we approach a task
- stories with moral themes
- group discussion
- talking about right and wrong
- prompts to make behaviour visible
- through the ethos of the school share what makes a good learner
- work on feelings
- acknowledging feelings and using our communication strategies
- encouraging collaborative work, turn taking and sharing
- provide opportunities for children to develop skills
- verbal feedback without external rewards
- talking to children and play back video clips so they can talk about what helps them learn