

Greenwich House Independent School

Kindergarten and Crèche Behaviour Policy

We aim at all times to maintain the safety and happiness of your child and it is with this fundamental point in mind that this policy statement is drawn to your attention.

At Greenwich House School we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention. Our staff are trained to deal with this promptly, fairly and in accordance with our Behaviour Management Policy & Procedure.

Corporal punishment will not be given to a child for whom we provide early years provision. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's well being.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn."

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children, optimising continuity of care and consistency.

It is always helpful if parents tell us of any factors which may have an effect of their child's behaviour. This allows steps to be taken to avoid possible triggers and moderate or prevent any negative behaviour kindly, fairly and in full accord with parent's wishes.

At Greenwich House School, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the Kindergarten and Crèche environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others
- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
 - **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
 - **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour, developing children's confidence and self esteem.
- As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the Kindergarten and Crèche will join with us in partnership.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents/carers in an attempt to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult, or serious damage to property. ANY occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed when picking up the child. This must, of course be in the form of holding and not smacking, slapping or shaking.

Staff will attempt to focus directly on positive features of the child's behaviour. Mrs Michelle Morley is the named person at Greenwich House School with overall responsibility for behaviour management.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed, staff will intervene appropriately and consistently in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an approach appropriate to age and developmental stage.

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other
- Establishing clear routines, aiding children to understand what is expected and when
- Giving warnings, preparing children for change and supporting adjustment

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem

- Finding time to listen and help, acknowledging their responses sensitively

We help children to be polite by:

- Modelling appropriate behaviour, including saying “Good morning”, “Please” and “Thank you”
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, “How do we look after this?”
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children’s work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising ‘careful handling’ and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children’s needs are being met.

Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and, in particular, when they are new to a nursery environment. Getting to know individual children, understanding possible triggers and maintaining an environment that promotes positive behaviour all help to minimise incidences of negative behaviour at Greenwich House Kindergarten and Creche. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a ‘tantrum’, snatching and walking away at tidy-up time etc. Intervention will be immediate, low key and may include one of the following:

- Using a positive statement, e.g. “Walk” instead of “Don’t run,” or “Carry the cup carefully” instead of “Don’t spill the drink.”
- Explaining any concerns e.g. “If you lean back on your chair you may fall over.”
- Giving choices
- Having a group discussion or circle time about visual pre-school codes
- Diverting the child’s attention

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying “I don’t like it when.....” or “It’s not okay to....”

- Using non-confrontational language, e.g.” When sand is thrown.....” instead of “When YOU throw sand...”
- Teaching an alternative, incompatible behaviour and praising this, e.g. making polite requests instead of snatching

Where behavioural difficulties continue, parents/carers will be further invited into the setting to talk with relevant staff. By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by preschool and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parents/carers’ consent.

Signed on behalf of the setting by:

..... *Head Teacher*
Date: Reviewed Sept 2015
Reviewed Aug 2017