

Tanglewood Nursery School and Little Tanglewood

"Using the EYFS curriculum we aim to provide a broad and balanced learning environment to enable children to develop socially, culturally, emotionally, intellectually, physically, spiritually and morally. We aim to ensure that every member of the school community reaches his/her full potential and is regarded as being of equal worth, irrespective of race, age, gender or ability."

Good Behaviour and Discipline Policy

Date Reviewed: Summer 2017
Next review date: Summer 2018

Throughout this document, "Tanglewood" refers to both Tanglewood Nursery School and Little Tanglewood.

Introduction

At Tanglewood we believe it is important for children to be able to access the curriculum with enjoyment, feeling safe and secure and approaching activities with confidence.

Aims

To the end, this policy aims to foster social skills such as self-control, empathy and respect for others and the school environment. The underlying principles of the policy are set out in our Statement of Principles in Appendix i. This Statement of Principles and our policy take full account of the principles of the Early Years Foundation Stage curriculum.

How we promote positive behaviour

We encourage the development of Personal, Social and Emotional Development by setting up an environment which empowers young children, allowing them to develop at a pace which takes into account their stage of development. The role of the adult in this process is complex, yet the thread of positive engagement with children runs through it. We aim to encourage 'growth mindsets', that is, a positive approach to developmentally appropriate challenge, and an appreciation of resilience and perseverance when things are perceived by the child to 'go wrong'. Staff use specific praise to encourage specific learning behaviours ("Good thinking"; "That looked really tricky, I liked the way you kept trying and trying").

All staff recognise the importance of separating the behaviour from the child. Staff use a variety of methods to foster good social skills. As adults engage with children, they model behaviours needed to work through situations such as sharing equipment, recognising the needs of others and addressing their own needs. Through explicit teaching using stories, puppets and role-play, staff can present situations which children recognise and identify with. Allowing children to identify the 'problem' themselves and consider possible solutions empowers them and helps them to internalise skills which they can apply in similar situations. Staff re-inforce these skills by talking through incidents which arise between children during the session.

Young children are subject to powerful feelings which they may find hard to articulate. Staff recognise the need to help children understand these feelings and develop strategies to help them manage them. Children are taught simple techniques to develop the confidence to deal with situations independently. These include how to negotiate turn-taking or how to deal with unwanted attention from another child (see Appendix ii).

Rewards

Extrinsic rewards, such as stickers and star charts, are not generally used at Tanglewood. Such methods might achieve some limited success in specific situations, but they fail to encourage in the child a sense that they can take the initiative and control their own behaviour. Intrinsic reward, such as specific praise for the effort they have made to control their behaviour is empowering and builds towards a robust set of social skills and emotional intelligence which can be applied more generally over time.

Specific behaviour management strategies

Specific behaviour management strategies are in place to be used when a child has developed more entrenched behaviours which do not respond to the practices given above.

These strategies, such as forced alternatives ("sitting with me or with your friends") 'first and then' and 'time out' give the child an element of choice to support them in taking responsibility for what happens next. See Appendix ii for further strategies used.

The strategy being used with a particular child is explained to them in clear and simple language. This enables the child to recognise what behaviours are acceptable and why they are unacceptable. The strategies are applied consistently by all staff.

Sometimes it is helpful for parents and key staff to draw up a "Consistent Handling Plan" for a child identified as having particular challenges. This records particular triggers, indicators and strategies agreed for a child. The process for this is outlined in the school's Positive Handling Policy.

Specific behaviour management issues can be stressful for all staff involved, and the need to support them at all times is recognised.

Working with parents and carers

Parents and carers are made aware of our approach to behaviour management through the school prospectus. A copy of the Good Behaviour and Discipline policy is available via the school office or website. When a child exhibits persistent behaviours which require specific management strategies, these are discussed with parents. They are kept informed about what is happening with their child and their contribution and involvement is welcomed and encouraged.

This policy should be read in conjunction with the following policies:

- Positive Handling Policy
- Health and Safety Policy
- Child Protection Policy
- Equality Policy

Appendix i: Statement of Principles underlying Tanglewood's Good Behaviour and Discipline Policy

- School staff, parents and visitors should all have respect for one another at all times.
- All members of the school community are entitled to learn in a safe and secure environment.
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
- All school staff should model positive behaviour and promote it through active development of the children's social, emotional and behavioural skills.
- All members of the school community should be listened to and responded to.
- Good behaviour is achieved through intrinsic reward obtained through high expectation and specific praise. Unacceptable behaviour is challenged by explanation and guidance, and in partnership with parents.
- Behavioural issues which may arise amongst vulnerable groups of children are managed through working closely with parents and carers. The need to care for and support staff at these times will also be recognised.
- All members of the school community should understand and accept the principles on which the *Good Behaviour and Discipline Policy* is grounded.

Appendix ii: Specific behaviour management strategies

- 1) **"Stop! I don't like it."** The child holds up their hand and says "Stop" or "Stop, I don't like it" if they are subject to unwanted attention by another child or group of children. If the unwanted behaviour persists, the child seeks out an adult for support.

- 2) **First and then.** The child is anxious to start or continue an activity, or is reluctant to do what is being reasonably asked of them. The adult says "First (non-preferred activity), then (child's preferred activity)".

- 3) **Removal from the activity.** If the child is engaged in behaviour which is unacceptable (e.g. throwing sand) the adult tells them to stop, explaining why. If the child persists, they are temporarily moved away from the activity.

- 4) **1, 2, 3 warnings.** If a child persists in an unacceptable behaviour over a period of a few days, then the adult explains that the child will have two warnings to desist from the behaviour. After two warnings the child will have to move away from the activity and sit out for a count of 10.

- 5) **Time out.** Time out is used in conjunction with 3 and 4 above. The length of time depends upon the child's stage of development.

If unwanted behaviour continues we will meet with parents/carers to agree a specific Consistent Behaviour Plan which may include other additional strategies, as outlined in the Positive Behaviour Policy.