

Horn End Nurseries

BEHAVIOUR POLICY

20-Feb-08

Nominated Person – SENCO -

Introduction

Children with confidence tend to be successful learners. That is why for any approach to behaviour and social development has to encompass this principle and ensure that it remains positive and makes children feel good about themselves

Children's behaviour will be managed effectively when children feel respected and cared for and where they have self worth. Behaviour management involves reducing difficult behaviours but also teaching children new and appropriate ways to behave instead.

It is important that all members of staff consistently uphold the nursery guidelines so that the children know what is expected of them and that their developmental needs are appropriately met.

Staff, parents, guardians, students, outside agencies, should all be aware of our policy and involved in its implementation.

Our Aims

To ensure a happy, caring, and secure environment for everybody who attends, works at or visits Horn End Nursery.

To ensure that everybody in our nursery feels respected and valued.

We encourage children to behave appropriately using positive approaches which encourage their self esteem.

To provide children with a well organised stimulating environment which engages all our children and meets their developmental needs.

Where necessary we will differentiate, adapt, and accommodate our curriculum, activities and materials to ensure the inclusion of children with behavioural difficulties based on their individual needs.

To identify behaviour that is acceptable and agree on ways to encourage these within the setting for example by drawing attention to and publicly praising children when they show positive behaviour; these ways should be appropriate and meaningful for every child.

To positively encourage appropriate behaviour by everybody in the setting: this includes adults as well as children

To encourage independence by allowing children to make choices for themselves. This will in turn encourage self discipline and responsibility.

We are respectful of differences between individual children

To help children become socially aware of the needs of others and what is acceptable behaviour in society.

To develop self-esteem and confidence.

To work together with parents to support their children in managing their difficulties, deciding on programmes or plans of action according to each child's needs.

To ensure that our plans for children with behavioural difficulties are appropriate and to regularly assess and monitor progress reviewing such plans at least once a month.

To work together with outside professionals, the child, and parents to plan and use appropriately written IEP's (Individual Education Plans)

To review this policy at least annually and make any appropriate changes to ensure it is relevant to our setting and the children we care for.

Role of the SENCO

To help identify children's behavioural difficulties

To help with planning approaches to working with and supporting children with behavioural difficulties

To ensure that parents are updated by their child's keyworker on a regular basis

To make sure children's progress is regularly reviewed.

To make sure parents are fully involved in the planning for their child.

To liaise with outside agencies

To manage any additional funding obtained and ensure all administration carried out.

To identify training needs in the team and deliver or source training as required.

General Guidelines

"Children behave best when they feel secure and valued and when they are aware of the routines and boundaries within a setting" (Mortimer 2004)

We should have consistent expectations for behaviour that are understood by all members of staff

The nursery should have a familiar routine and organization which will lead to an atmosphere of calm and a sense of purpose

There should be an atmosphere of mutual kindness courtesy and respect.

Each child should be happily engaged and at ease.

Adults should be observant and supportive making sure that the children's needs are met

Each individual should enjoy a freedom of choice without threatening the freedom or enjoyment of others in the group

Appropriate behaviour should be noticed, commended and valued

Children should be encouraged to develop self discipline as well as following instructions by staff

Confrontations should be avoided.

Observe children well so that you can use distraction rather than confrontation.

Make sure the activity suits the child's level

Get full attention before giving directions

Give warning about changes in activity

Anticipate problem times and be a step ahead

Give clear directions Show the child what to do as well as saying it

We shall identify behavior that is unacceptable such as swearing, bullying or physical violence and ensure appropriate steps are taken to discourage and manage these unacceptable behaviours.

Keep rules simple and consistently apply them. Ignore attention seeking behaviour where safe to do so.

Use rewards effectively – these can include the following

Social praise – smiles, eye contact, a cuddle, praise, laughter, clapping hands, cheering

Toys and playthings- choices such as being able to play with the digger computer or choosing what is set out

Activities – Going to play outside, enjoying a story, painting

Sights and Sounds – Musical cd, choosing songs, play in sensory area, words of encouragement

Physical – cuddle, swing, brush of the hair, stroke on the arm

Supporting Children and Parents

We identify children's behavioural difficulties using a variety of observations, assessments and monitoring procedures according to the child's needs. Parents will be kept informed of assessments as they are made.

We will work together with parents to support children with behaviour difficulties and decide on plan of action according to their needs. This may include differentiation or adaptation of our curriculum and activities to ensure inclusion.

Where necessary we will involve outside agencies to give additional support and if possible obtain funding to support a child.

We will ensure that suitable IEP's are written in conjunction with the parent and outside professions and that these are reviewed on a three monthly basis.

We must acknowledge when we continue to be unable to meet a child's needs at Horn End and may in very rare occasions need to give support to parents to find alternative care with the support of the local authority.

Relevant Books/Legislation

SEN Disability Act

Special Educational needs Code of practice (DfES) 2001)

Behaviour Management in the Early Years by Hannah Mortimer 2004

EYFS

National Standards