

**Little Steps Nursery School**

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## Behaviour Policy

*"When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos"*

*-L.R. Knost*

## Introduction

To maintain the safety and well being of all children and adults in the setting, good behaviour is promoted and encouraged in all areas of nursery life.

For effective teaching and learning to take place we seek to create a positive, confidence-building, caring environment.

The starting point for all interactions with the children will be understanding the individual child; an understanding of how they learn and react to situations and being considerate of their age.

Our focus is always on positively recognising, praising and encouraging good behaviour, and any interventions needed to support children in changing undesirable behaviour will be calm, considered and respectful.

## Aims

To build children's self esteem by actively seeking out and praising good behaviour.

To communicate and uphold boundaries in an age-appropriate way

To create a positive and effective learning environment with a fair, consistent approach to behaviour.

## Golden rules

We have 6 'Golden Rules' that children are expected to follow (modeled at all times by staff).

The Golden Rules are discussed in circle time and when needed throughout the day. They are:

We have kind hands and feet.

We will listen carefully to each other.

We use walking feet and quiet voices indoors.

We share and take turns.

We look after toys and books.

### Positive communication

Children are treated as individuals and, through working with the children and communication with the parents, their key worker will know how each child responds best e.g. giving advanced warning before transitions, taking some time to calm down with a story etc.

Our key strategy in managing behaviour is to support children with language and communication skills. Staff understand that 'language development is central to self-regulation' (EYFS) and recognise the vital role they play to support and scaffold these emerging skills.

Staff will:

Look for specific behaviours to praise throughout the day e.g. kindness, helpfulness etc.

Use 3-part praise to ensure children know exactly what they are being praised for i.e. praise, name, specific behaviour e.g. Well done Joshua, that was really good sharing.

Encourage children to verbalise their feelings and model this if they are struggling e.g. 'I think you are frustrated, is there anything I can help with?'

Help children to use words instead of actions e.g. saying 'please stop that' instead of pushing.

Encourage negotiation between children e.g. 'you could have a turn first then it's my turn'

Give children choices when possible e.g. 'it's time to tidy up now so you could put the books on the shelf or put the cars in box'.

### Undesirable behaviour

We understand that children are managing complex feelings and are learning to regulate their emotions.

#### Step 1

If, after using the strategies above, the behaviour continues, a clear instruction will be given to the child at child level e.g. 'we don't shout inside'

### Step 2

If the behaviour continues the child will be led to a calmer area with an adult where the behaviour and reasons for stopping will be outlined e.g. 'we use kind hands because if we hit we could hurt people'

The child will be encouraged to talk about how to make the situation better e.g. ask the other child if they are ok.

If the child needs time to calm down before the discussion they will be given the time using a calm activity such as calming jars, reading a story etc. The child will never be left alone.

### Step 3

If behaviour is extreme or persistent the key worker will have a discussion with the child's parents and an ABC behaviour chart will be completed. A member of staff will also complete an incident form and notify the parents of any other children involved if necessary.

If the behaviour continues and it is deemed necessary by staff or parents, advice from outside agencies will be sought via our Childcare Development Officer, the SEND team or Early Help.

Exclusion would only be contemplated in extreme circumstances and with the support of Central Bedfordshire Council's School Readiness Team.