

Good Behaviour Policy (behaviour management)

Introduction

In order for children to feel safe and secure, we believe that children need to have a clear understanding of behaviours that are appropriate and acceptable to the situation.

Aims

At Gina's Montessori Nursery school children will be encouraged to:

- Take responsibility for their behaviour.
- To develop a sense of self discipline.
- Consider the needs and feelings of others both in words and in actions.

We aim to enable children to reflect on their words or actions, and in our talk with them we aim to be constructive. We focus on the behaviour that is resulting in a problem and aim to help children to develop their understanding of what is right, what is wrong, and why.

Strategies

We expect to achieve these aims through:

- Providing good adult role models.
- Providing a consistent approach in our management of inappropriate behaviours.
- Sharing appropriate expectations of children's behaviour.
- Liaising with carers when necessary to establish shared expectations and consistency of approach in managing behaviour problems.
- Seeking advice from other agencies should the need arise.
- Demonstrating our value of good models of behaviour in children.
- Clarifying to children through talk why certain behaviours are appropriate/inappropriate.
- Raising awareness of the effects our behaviour has upon others.
- Encouraging self-respect in addition to respect for others and our environment.

We recognise that some children will have special needs in this area and individual education programmes will be devised by staff for them. The following strategies might be used to support children with behavioural needs:

- Discussion and reasoning
- Encouraging empathy.
- Sharing success with others.
- Giving positive reinforcement for appropriate behaviour.
- Ignoring attention seeking behaviour or minor misdemeanours but giving attention for good behaviour and co-operation.
- Giving time out to think about the behaviour and its effects.

Behaviour management strategies

We consider it important to have consistent staff expectations of behaviour at Gina's Montessori Nursery School so that children receive the same messages from all staff they come into contact with during their time in school. Please also refer to our Good Behaviour policy and Use of Language section. Our strategies for behaviour management may include the following:

- Using circle time to explore feelings such as anger, as their own anger can be quite frightening for children. For example, we might ask children to say what makes them feel angry, and then ask 'What could you do when you feel angry?'
- Identifying a few class rules with the children that they would like to abide by. We might ask what they don't like about school, and then what they do like to stimulate the discussion.
- In conflict situations, talking with both children in order to obtain a clear picture of each child's viewpoint. We ask the aggressor how s/he thinks the victim is feeling to encourage empathy.
- Challenging excuses like 'I was only playing' with responses like 'But was he enjoying the game?' and responding to 'I didn't mean it' with 'But what did you do?'
- If a child says 'But I said I was sorry', we ask 'What can we do to make her feel better?'
- Encouraging children to tell an adult if they have been hurt or if they see another child upset for any reason.
- If one child is having problems with her relationship with another we give support by encouraging activities with other children.
- In inappropriate play situations we use diversion techniques by intervening to offer suggestions or ideas to encourage positive play.

Additional strategies for garden time

Children are made aware that the same expectations of behaviour apply both indoors and outdoors and see staff supporting each other in managing instances of inappropriate behaviour. If a child is refusing to respond to another member of staff she may enlist the support of a staff member so that the child sees them working together.

Additional strategies:

Behaviour Management

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

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

We help children to care about others by:

- Using conflict resolution strategies 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 • Giving time to listen and help them to acknowledge their responses sensitively

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)
- 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?"
- Washing the bikes, toys etc.
- 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
- 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

Reviewed:

Signed: