



MOORLANDS CENTRE NURSERY

Policy for promoting Positive Behaviour

Reviewed May 2021

STATEMENT OF INTENT

At Moorlands Centre Nursery we aim to create a learning environment where

- Every child is valued
- Every child feels safe
- Every child has a voice and has the right to be heard
- Children are able to work independently and make choices
- Children know that they can trust adults and rely on them for help.
- Adults are responsible for ensuring that children's wellbeing and involvement is high during the time they spend in Nursery

In order to achieve these aims, we need to create a calm atmosphere, where there are clear rules, boundaries and routines, and where all adults provide good role models.

Positive Outcomes

The benefits of a learning environment where behaviour is positively managed are significant.

Be Healthy

A positive approach to behaviour can have an impact on children's emotional health and well-being. Children who can manage their own behaviour and emotions are likely to have high self-esteem and to establish good relationships with others. Where children find this difficult, staff need to ask why this is happening. This may involve working with families, or with different agencies.

Staff should also make use of opportunities to talk to children about emotions as part of their learning. This might include role play, stories, using pictures etc.

Stay Safe

All children have the right to play safely, and without fear of being hurt. It is the responsibility of staff to ensure that the physical environment is safe, whilst still giving children the opportunity to take managed risks.

It is also essential to establish clear routines soon after children start Nursery so that children are able to operate confidently and independently within the environment. These need to be agreed and applied consistently by all staff, and children need to be reminded regularly. (See Golden Rules attached - appendix 1.)

Young children are not always in control of their behaviour or their emotions, and need adults to help them by being quite clear about their expectations of children's behaviour, and by setting boundaries. (See Behaviour Management Checklist attached - appendix 2.)

Children should be encouraged to take control of their own behaviour, and to be aware of the effect of their behaviour on others.

Enjoy and Achieve

In order to enjoy and achieve, children need to feel safe, confident and at ease in their environment. There are a number of factors which contribute to this

- Nursery routines need to be firmly established so that children feel secure knowing what is expected of them.
- Firm boundaries need to be established for behaviour so that children are secure in the knowledge that the adults are in charge, and that some behaviour is unacceptable. (See appendix 3.) In this way, children whose behaviour is causing concern will be supported, and at the same time there is less potential for this behaviour to impact on other children.
- The Nursery environment and routine should encourage children to have as much autonomy as possible. For instance, they should be able to spend a good part of each session in self-chosen activities, where the adult role is to support their learning. Young children are active learners, and will become very involved in self-chosen activities. Children who are engaged in this way are less likely to experience boredom, which can quickly lead to difficult behaviour. At Moorlands Nursery we have a style of 'In the Moment' planning and a good balance of teacher led and child led activities.
- Young children thrive on praise and encouragement. It is often more effective to praise those who are behaving well, than to bring attention to those who are not.
- We work closely with our parents to help them to manage their children's behaviour. We offer support and guidance through our Nursery and with an opportunity to attend a Nurturing Programme through the Family Centre.

Appendix 1

Golden 'Rules'

We walk in Nursery

We take turns.

We use quiet voices.

We share everything.

We are kind to others.

We help to tidy up.

We look after our Nursery.

Appendix 2



Behaviour Management Checklist

- Be consistent - always follow through any course of action.
- Be positive - reinforce and reward good behaviour.
- Try not to say 'no' or 'don't'. Offer alternatives. If you have to say 'no', give your reasons.
- Support other team members.
- Keep the general tone quiet. Use a quiet voice and encourage children to do the same.
- Teach children to negotiate. Support them in sharing.
- Support children to become engaged in activities that will increase their involvement and well-being.

Appendix 3

Steps to manage challenging behaviour.

Challenging behaviour is defined as any behaviour that impacts on another child or adult e.g. throwing, hitting, biting etc

- Use firm vocal commands to make the child aware that their behaviour is unacceptable.
- Ask the child to relocate to another area of Nursery if the unacceptable behaviour persists.
- Remove the child from the situation, using gentle guidance, to another area of Nursery for a short period of time e.g. 5 minutes.
- Following a brief statement of explanation relating to the behaviour e.g. 'You pushed (name) and they hit their head on wall' or 'You did not stop throwing sand when I asked you to and it has gone in the other children's eyes', they will then be given the opportunity to go back to the original area to play.
- If they return to the area of 'conflict', use this to provide an opportunity for praise and reinforcement of positive behaviour.
- If the child is still not responding in line with Nursery expectations, as a last resort, remove the child from the situation using minimal physical intervention, thereby preventing harm to the child, others and the Nursery environment. These incidents will then be recorded on the ABC chart. (Appendix 4)
- Some children may have specific behavioural needs that are 'beyond the normal behaviour' that we expect. In these cases, an individual behaviour and action plan will be formulated and implemented for them and shared with parents.