

## Parklands Nursery School and Playgroup

### Behaviour Policy

"Children learn how to behave. A constructive approach is grounded in realistic expectations of young children and the adult role of helpful guide." (Nursery World 2017)

At Parklands our approach is part of the EYFS curriculum and is consistent with the key principles of our work, such as equal opportunities. As a setting we are committed to working in partnership with parents and our goal is for children's development that shapes adult behaviour just as much as our expectations of the children.

We want the children to develop:

- Positive self-image and high levels of well-being.
- Self-respect and growing self-esteem.
- Consideration and empathy for others.
- Ability to guide their own behaviour.
- Negotiate and problem solve independently.

Our expectations include everyone's behaviour and is as much about the behaviour of adults as the children:

- We want to treat others with consideration and safety.
- We take care of the equipment and resources.
- We take turns and share space, equipment and ideas.
- We listen to each other, value one another and work together to solve problems.

At Parklands we are committed to setting clear expectations and boundaries which are intrinsic in our practice.

Role of the adult:

- Intervene as a calm adult to stop children hurting each other or behaving in an unsafe/unkind way.

- Acknowledge their feelings and allow children time to try and solve their problem independently.
- Listen to all children involved and their needs/ideas as a means of reaching a solution.
- Offer a simple explanation and/or offer an alternative to the child/ren and work with them to help them negotiate and solve the problem. Also involve the children in solving the dilemma/situation so they are taking responsibility for their own behaviour.
- Use consequences of children's actions to help them learn.
- Praise positive behaviour throughout.

**Therefore, it is important for the adult to act as a positive role model, to listen to and provide language when supporting conflicts, to help children take responsibility for their own behaviour, as well as further develop children's empathy towards others**

When more persistent or significant behaviour issues are presented by a child:

- Staff will discuss at daily meetings or half termly supervision meetings regarding the children.
- Discussion with the parent/carer to find out any relevant information which needs sharing, as well as being a regular support about their child's behaviour.
- Strategies used will depend on the individual child but all staff will be made aware for continuity and consistency of their behaviour.
- They may be asked to come in from the garden or removed from their chosen activity as a means of self-reflection and learning from the consequences of their actions.
- Support and advice may be requested from the Behaviour Support Team or the Educational Psychologist.