



Layer Preschool

BEHAVIOUR POLICY

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.4 Areas of learning & personal & emotional development

At Layer Pre School we want every member of the Pre-School community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in environments in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn."

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences and developmental stages.

We recognise that there may be different expectations for children's behaviour at home and at Pre-School. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At Layer Pre School we aim to provide appropriate opportunities for all children to develop:

Respect: to encourage all children to have respect from themselves, for other people (their feeling, beliefs and values) and for the nursery environment.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others.

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.



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Fairness and equality: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other. To support children's development staff will promote these aims and values through example and hope that parents/carers using the nursery will join with us in partnership.

Strategies we use to support our aims and values:

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 and keeping calm.
- Modelling appropriate behavior.
- 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 acknowledging 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:

- Teaching them about health and safety.
- Encouraging them help mend broken toys and equipment.
- Playing games, e.g. in circle time and considering, "How do we look after this?".



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- Washing the bikes, toys etc.
- Reminding them to tell us about breakages.
- 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.
- Picking up rubbish.
- Providing labelled storage.
- Looking after indoor and outdoor plants.
- Explaining proper care and use of areas (painting area, home corner, sand pit etc).
- Notice, acknowledge and praise 'careful handling' and model it.
- Sharing responsibility.

Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which is to be expected for their age and in particular when they are new to nursery. Staff expect to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc.

Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball".
- Explaining any concerns e.g. "If you lean back on your chair you may fall over".
- Giving choices.
- Having a group discussion or circle time about 'acceptable'/'unacceptable'.

Behaviours Staff will deal with more serious misbehaviour by:

- Labeling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."
- Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."
- Informing the parent/carers.

Supporting the child may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Needs Policy).



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Designated Person...Paula Clark

This policy was adopted at a meeting of	Layer Pre School
Date held	
Review date due	
Signed on behalf of the Management Committee	
Name of Signatory	
Role of Signatory	