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**“...whenever the child behaves in a way that does not please us we are ready to act. We do so out of our own good or bad humour at the moment, out of a habit of doing so, out of our principles, but rarely out of a full knowledge of what in the child’s mind has led him to do the thing we don’t like. Yet without that knowledge we cannot be sure we are dealing with him in the way most likely to help him”**

### **Susan Isaacs 1929**

At Lilycroft Nursery School (For Children from Two to 5) we believe children thrive in an environment where their self-esteem is high. Where praise and positive reinforcement are freely given, where children’s individual rights are upheld and all adults use a consistent approach.

As practitioners we appreciate children need routines and clear boundaries. We have high expectations of all children, model the behaviour we want to promote and are very clear when we communicate to children what we want them to do and how we want them to behave.

We reject strategies which involve shouting, humiliation or rejection and which are directed at the child rather than the behaviour.

We avoid using words such as naughty or wicked. We are aware that we must not intervene too soon and that we must teach children strategies to manage conflict.

### **Aims**

1. To promote an environment where children and adults feel safe, valued and respected and that their individual rights are upheld
2. To develop an ethos where children and adults care for each other and contribute to a sense of community.
3. To use developmentally appropriate strategies for children’s behaviour management, which encourage and support children’s self-discipline.

### **Objectives**

- To agree clear expectations and boundaries.
- To encourage children to use equipment and resources safely and with respect.
- To plan activities which promote children’s self-esteem.
- Help children to begin to understand the effect of their behaviour on others
- To encourage children to share and take turns.
- To acknowledge and support children’s efforts to be helpful and kind.
- To give children choices within limits.
- To use positive strategies in behaviour management.
- To make each play and learning experience enjoyable and to make sure that each child can succeed.
- To work alongside parents to develop consistent behavioural strategies

**The following strategies should be used for raising self-esteem and promoting positive behaviour.**

- Show appreciation of and value children's behaviours giving immediate feedback to raise self-esteem where possible individually – verbal (I like/don't like) non-verbal (smile, clap, thumbs up) taking a photo, crouching down to child level eye to eye contact, physical contact (cuddles) as appropriate.
- Show appreciation at group times, explaining what good behaviour looks like and so use a teaching opportunity sharing examples of good behaviour e.g. good sitting/listening, helping tidy up.
- Lots of positive feedback from adults (I like it when you... That makes me feel happy/sad)
- Plan activities/project/themes to use stories to promote self-esteem
- Develop good relationships with children through acknowledging and extending their interests and individuality.
- Give children opportunities for responsibility and to help other people.
- Plan opportunities for children to explore emotional boundaries safely through experiences and talk.
- Break down activities into achievable steps to support all children, including those with disabilities, to promote achievement and avoid frustration.
- Provide materials, resources and activities to value children's race cultural identity and gender.
- Provide accessible resources so that babies/children can choose what they need to begin an activity independently.
- Encourage children to participate in making rules.
- Ensure consistency of staff and routines as far as possible.
- Give parents/carers positive feedback whenever possible.
- Liaise with parents to ensure that children who need comfort objects, have them readily available.

**The following strategies should be used when dealing with unacceptable behaviour.**

- Recognise the negative behaviour and explain what behavior you expect.
- Acknowledge children's feelings e.g. anger but encourage and develop and understanding of the consequences of actions. Ask questions such as 'How are you feeling today?' to encourage children to acknowledge their feelings.
- Where behaviour is attention seeking- where possible ignore it and praise good behavior elsewhere.
- Distract children from negative behaviour and provide alternative resources/activities/ where appropriate.
- Provide support and comfort to the 'injured child'

- Respond to and build upon babies' actions, expressions and gestures.
- Use facial expression and body language with babies to convey meaning whilst 'snuggling' them
- Duplicate resources and materials where possible to avoid potential conflict.
- Recognise factors affecting babies' and children's behaviour such as hunger/tiredness/discomfort and take action to remedy.
- Pre-empt possible conflict and negative behavior by watching carefully even from a distance.
- Judge which conflicts you would allow children to resolve themselves without immediate adult intervention
- Remove babies/younger children physically from the situation.
- Adults should remain calm
- Work as a team to ensure consistency in response
- Any discussion about a child's unacceptable behaviour should be done privately and discreetly, but ensuring the 'injured' party knows that action has been taken.
- Discussion with parents regarding a child's negative behaviour should ideally be dealt with by one person i.e. key person.
- **Establish shared understanding with parents about ways of responding to child's emotions and about a consistent approach when responding to negative behaviour.**

Persistent problems should always be discussed during planning meetings and strategies should be developed in consultation with the Pre-5 Specialist Teacher by drawing up a behavior plan.