

Policy reference: 6

We aim to provide a warm caring environment where every child and adult, feels valued and respected. We encourage others to recognise the importance of this and reflect this in our daily practice as we work with children and families.

Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. In this way, every child can enjoy their play without fear of being hurt or unfairly restricted by anyone else.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g., biting
- Ensure that all children develop high levels of self-respect and self esteem
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Support and encourage children in an environment where mistakes are accepted as an opportunity for learning
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Ensure that all children are encouraged to take responsibility for their own actions
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

The named person [Sam Wainhouse-Squires] for managing behaviour will advise other staff on behaviour issues and along with each room leader will keep up-to-date with legislation and research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

How we promote positive behaviour:

We will use the nursery Behaviour Management Toolbox (see appendix 1) to guide us when promoting positive behaviour, the toolkit includes:

- **Praise** – Catch the children being good. Reward them with praise and a thumbs up.
- **Positive feedback** – Use body language, tone of voice, visual structure and facial expressions to reinforce your spoken words.
- **Closed choice** – Give the children a choice of two things, both of which are acceptable to you.
- **Role model** – Make sure we model appropriate behaviour when we interact with the children, parents and with members of the staff team.
- **Ignore minor incidents** – Give children who are behaving inappropriately the minimum amount of attention
- **Distraction** – When we can, we will distract children rather than confront them. This can break the cycle of inappropriate behaviour.
- **Looking at our environment, routines, activities** – We will review environments, routines and activities to ensure they are age and developmentally appropriate. We will try out new things if we think they might have a positive effect on a child's behaviour.

Alongside the points from the Behaviour Management Toolbox, we will also:

Use Consistent age-appropriate rules/boundaries, we will ensure all our rules/boundaries are presented in a positive manor.

Where possible, involve the children in solving their own problems/issues with each other.

Have a strong focus on developing the children's personal, social, and emotional development, this includes planning turn taking activities,

Support the children to recognise and acknowledge their own and their peers' feelings and emotions

Support the children to use self-regulation techniques to help them manage their own behaviour and emotions.

Prepare the children for change, e.g forewarning them that it will soon be tidy up time.

Dealing with challenging behaviour

When working with under 5's we understand that the children are learning how to behave appropriately and many of the things they do are normal for their stage of development. However, there are occasions where a child's behaviour can become challenging, and we may need to put additional strategies in place to help support the child's development.

- Use the word 'Stop'
- Deal with the child who has been hurt first
- Follow nursery procedures/plans if one is in place. -
- Use Rule/Ignore/Praise to refocus the child.
- Use thinking time (Not with under 2's) – as long as this is age appropriate for the child.

If a child is showing regular challenging behaviour the child's key person will need to discuss this with the Behaviour Management Co-ordinator. The Behaviour Management Co-ordinator will arrange to observe the child in the setting and then work with the key person to agree strategies. This may include:

Using a Caught Being Good form to focus on the child's positive behaviour and ensure the children get attention when displaying appropriate behaviour. This will help us to identify the things the child enjoys that enable them to display positive behaviour. (*This will be discussed with the child's parent before we start to use the form*)

Using an ABC form to look for patterns in behaviour, possible causes/triggers for the behaviour. (*This will be discussed with the child's parent before we start to use the ABC form*)

Decide on strategies to deal with ongoing challenging behaviour. The Behaviour Management Co-ordinator will usually create an action plan with steps of how to deal with the behaviour to ensure that all staff dealing with the child are consistent in their approach. If needed a risk assessment may also be completed.

Where appropriate the Behaviour Management Co-ordinator may decide that the involvement on the nursery SENDCO is needed to provide additional advice and support.

If the Behaviour Management Co-ordinator and SENDCO feel that additional support is required for the child, then they will contact the Local Authority Early Years SEND team for support and advice (*Parents' permission must be gained first*).

Parents and carers

We believe it is important that we discuss any behavioural issues with parents/carers as they happen. Parents may be able to tell us of any external factors that are having an impact on their child's behaviour. This will help us understand how we can best support their child. It will also give us the opportunity to discuss strategies with parents so that we can develop a consistent approach to any issues.

If a child's behaviour deliberately hurts another child, then staff will complete an incident form that will be shared with parents at the end of the day, parents will be asked to sign the form. Staff should ensure these forms are shared with parents in a sensitive manor e.g., away from other parents and in a quiet place so parents can ask questions if they wish.

If a child is showing challenging behaviour at nursery and we need to implement any of the additional strategies above, then the child's key person or the Behaviour Management Co-ordinator will discuss this with the parent beforehand and get the necessary permission if needed.