

Behaviour Policy

Good behaviour is based on mutual respectful and trusting relationships between children and their carers. There is usually a reason for children displaying unwanted behaviour, for example, boredom, frustration or significant changes in their home life. We always try to find out why a child is behaving in a certain way and deal with the particular reason and acknowledge the feelings of the child. It is always important to explain to children why certain behaviour is unacceptable. Any instructions are given to children in a positive way, for example, “please walk, you might fall and hurt yourself if you run” or “good walking.”

Distracting children from foreseen unwanted behaviour and focusing their attention on something more positive is a strategy that is often practised, as well as ignoring minor attention seeking negative behaviour. We find that various techniques help to encourage positive behaviour. Specific achievements that a child has made or progress with any behaviour issues will always be shared with parents. Children are always given plenty of opportunities to make positive choices and older children are able to take on special responsibilities as “helpers”. Confrontations are avoided as much as possible and children are given time and space to resolve their own disputes if or when appropriate.

Good behaviour is awarded with lots of praise and attention. Practitioners act as good role models by being caring, courteous and sensitive to the needs of others. We are aware that adults must maintain high standards of practice to ensure that children do so also.

Practitioners realise that if children feel happy, healthy, secure and stimulated then unwanted behaviour is usually rare. Any causes of concern regarding a child’s behaviour are discussed with the parent and we work together to improve the behaviour. If the negative behaviour persists then outside support agencies may be called upon, accordingly, for advice on how best to support the child. An open dialogue is maintained with parents throughout the process and consent is always sought from parents before involving other professionals.

Older children are encouraged to devise “golden rules”, as a group, rules that are appropriate to the setting and to their age so that they feel empowered to take responsibility for their own behaviour and can understand and respect what is considered acceptable and unacceptable behaviour.

“Time Out” is only used as a behaviour management strategy when a child’s behaviour is extreme, for example, dangerous to others or to themselves. If this is

the case the child will be given a few minutes away from the situation, just enough time to calm down and reflect on their behaviour. The practitioner explains to the child afterwards why they had to be temporarily removed from a situation. The incident would then be forgotten so that the child can move on, in an upbeat manner. It is very unhealthy for the children's personal, social and emotional development to dwell on negative behaviour.

Realistic expectations are always made according to each child's age and stage of development. Physical punishment will never be used or tolerated in the nursery; it is not acceptable under any circumstances. Children will never be ridiculed, degraded or humiliated. Children are nurtured in a calm, warm and loving environment where they are extremely valued and their voices are heard. We know that children thrive when positive practice is demonstrated by committed practitioners in a place where children enjoy themselves, learn and achieve.

Behaviour in accordance with British Values

The nursery promotes British Values of **democracy**, for example, by valuing children's opinions and giving them choices, **rule of law**, for example by children helping to create and follow 'golden rules' in the classroom, **individual liberty**, for example by enabling children to calculate their own risks on apparatus indoors and outdoors and **mutual respect and tolerance**, for example by providing a range of resources (puzzles, books, instruments, dressing up costumes, role play equipment, music etc.) that challenge stereotypes and promote diversity.

These values are also embedded in the EYFS and are promoted through everyday activities. Please refer to the nursery Prevent Policy also (which forms part of the Safeguarding Policy), this is adhered to alongside our behaviour management policy.