

BEHAVIOUR MANAGEMENT POLICY

It is recognised that all children behave in different ways and those changes in behaviour are usually a result of a change in their environment or circumstances that they may find challenging. Positive behaviour is always promoted by all staff through praise, rewards and encouragement according to the child's age and stages of development. At the nurseries we use three main strategies:

1. Always offer a choice to give the child control. E.g. - 'You can sit nicely at story time with the group or sit by yourself in the library'
2. Empathise with the child. E.g. 'I know you're angry/sad, but we still need to tidy up'
3. Use 'if and when'. E.g. 'If you tidy up you can choose a book'

Most children at certain stages of development demonstrate behaviour that is negative. Children may demonstrate negative behaviour verbally or physically e.g. biting/ swearing. We recognise that children may display negative behaviour since they are still exploring their emotions and understanding of what is socially accepted.

On those rare occasions when negative behaviour is evident a child will be gently supported. We do not humiliate any child and we deal with discipline sensitively. Staff will explain to the child why their behaviour is unsafe or unkind.

Unwanted behaviour is managed according to each individual child's need. We understand that methods used for some children may not prove to be effective for others. Parents, carers and nursery staff will work together to understand what works best for each child. The nurseries will work in partnership with parents when dealing with inappropriate behaviour and the Inclusion Co-ordinator may be called on for support.

Positive social behaviour will be encouraged such as sharing, good manners, hygiene and taking turns always. Restraining a child for their own safety will only be used if behaviour is likely to cause injury to the child or any other

person or property. This will be logged in the incident book and signed by parents.

Unacceptable Behaviour:

- Swearing
- Physical hurting of the other children or staff
- Repetitive damage of the nurseries property or of that belonging to another child.
- Racism

Behaviour /inclusion co-ordinator – Sharon Oakey, Diane Smith and Lily Cronen

Promoting British values

Democracy: Making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

The staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: Understanding rules matter as cited in Personal Social and Emotional development as part of the focus on managing feelings and behaviour:

Staff will ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Staff will collaborate with children to create the rules and the codes of behaviour, for

example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: Freedom for all as part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff will encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: Treat others as you want to be treated. As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.