

## **Behaviour Policy**

### **Statutory Framework : Section 3.52 & 3.53 The Safeguarding & Welfare Requirements**

Katherine Tunnicliffe will keep up to date with legislation and research and thinking on handling children's behaviour, access relevant sources of expertise on handling children's behaviour; attend regular training events, and check that all staff have relevant in-service training on handling children.

Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviours will be dealt with in Nursery at the time.

Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between Home and Nursery. In some cases, we may request additional advice and support from other professionals.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

### **Aims**

Poppy's Day Nursery promotes praise and encouragement through positive practice, with all staff acting as positive role models for all children. We believe that children and adults are happiest in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

All children need clear rules and boundaries that are applied with consistency. Through implementing these clear messages to the children, Poppy's aims to help children to develop and promote self-discipline and respect for the needs of others. Thus enabling children to have a secure sense of belonging within Poppy's.

Poppy's Day Nursery actively tries to create an environment where children, parents and staff all value, respect and care for each other. We accept the importance of adapting a positive attitude, which emphasises and recognises good behaviour rather than identifying only that of which is unacceptable.

Managing feelings and behaviour is an aspect of learning and development in the EYFS and a recognition that practitioners must teach and support learning and development in this area not simply expect or require behaviours.

We are committed to inclusive practice and ensuring that children's behaviour is taught and managed effectively and in a manner age appropriate for their stage of development and particular individual needs.

All staff are committed to adhering to the Behaviour policy and implementing it to the best of their ability.

The Nursery will not threaten corporal punishment and will not use or threaten any punishment which would adversely affect a child's well being.

### **Expectations/understanding children's behaviour**

It is important to remember that babies and young children's behaviour are influenced by a variety of feelings and emotions that are influenced by several factors, for example; apprehension, uncertainty, change of routine, social or emotional reasons. It is also vitally important to understand a child's stage of development.

It is unfair to expect children to behave in ways that are inconsistent with their development, it is vital that staff have realistic expectations for the children in their care.

Any of the above and many other factors can affect the way a child behaves on a day-to-day basis. The way that children can behave in our care can also be influenced by a child's environment, organisation and routine, appropriate and varied activities, and more importantly adults attitudes and behaviour.

Staff need to be aware that in most cases the way that we behave towards and around children has the biggest impact on how they behave.

### **Ways to encourage good behaviour**

- Positive encouragement of good behaviour should be a prime concern to all adults. Staff are actively encouraged to concentrate on recognising positive behaviour and rewarding it with positive praise and attention.
- Staff apply consistency, so that children have the security of knowing what to expect.
- Staff should take positive steps to avoid a situation in which children receive adult attention only in return for negative attention.
- If appropriate refocus/distract the child.
- Give the child a choice (remember that not all children are developmentally ready to make choices through).
- We help the children to understand the consequences and effects of their behaviour on others.
- Help to support the children's self esteem by enabling them to be successful in play experiences.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We model appropriate behaviours.
- We support the child to resolve conflicts with other children.
- Endeavour to use positive language to replace negative language such as "Shall we try to do it this way" rather than "No, not like that!"
- Give clear boundaries for behaviour, with realistic rules.
- Encourage positive behaviour through play and learning opportunities (circle time/stories/role play/puppets).

### **Dealing with negative behaviour**

- In any cases of negative behaviour staff will always reject the behaviour and not the child.
- Staff will never label children as naughty or bad.
- Physical punishment, such as smacking or shaking will never be used nor threatened. Such misbehaviour will be classed as gross misconduct, which can lead to instant dismissal.
- Techniques intended to single out or humiliate individual children such as "naughty

chair" "exclusion from activities" will not be used.

- Ignore minor temper tantrums; think to yourself are they harming themselves or anyone else?
- Be aware that some kind of behaviour may arise from a child's special need.
- Recognise that everyone has "off days" for a number of reasons.
- Recognise that children need their own time and space and that it is not always appropriate to expect children to share.
- Acknowledge children's feelings and help them to understand how others might be feeling.
- We help children understand the consequence of their behaviour.

### **Our practice**

- We organise the children's play opportunities so that they have a positive impact on behaviour in terms of space, access and choice of opportunities.
- We take a positive consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and understanding.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of their routine and any changes in it.
- We establish clear expectations and boundaries for behaviour, appropriate to the level of the child's understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

### **Designated Person: Katherine Tunnicliffe**

The designated person for managing behaviour has been supported in acquiring the skills to provide guidance to other staff and to access expert advice if ordinary methods are not effective with that particular child.

Expert advice is available from the settings SIP Advisor at KCC and outside agencies if required for children with BSED difficulties.

### **Children's Behaviour**

Adults need to set boundaries for children as these provide secure frameworks which within children learn consideration for others and how to behave appropriately for their own benefit.

Although some behaviour in the young is innate, the majority of human behaviour is learned in the same way as any other experience. Children learn through their senses and through exploring and experimenting with their world. They also learn through modeling the behaviour of adults and other children who are important to them.

Children learn from an early age that certain types of behaviour are usually rewarded in some way, whereas other forms of behaviour may resort in a negative response. Children normally want to please those who care for them especially if they have a good relationship with them. If adults are inconsistent and change their approach from day to day, children can become confused and uncertain of how to behave and what is acceptable

**Boundaries and limits help children to:**

- Stay out of danger
- Learn to think about other people
- Feel safe, secure and noticed

**Give children limited and managed choices**

- Then any limits you impose later will make it easier to bear

**Try to change one behaviour at a time**

- Children manage new rules better when there is only one thing to cope with.

**Don't expect too much**

- Remember the child's age. Don't set the child up to fail by asking too much.

**Behaviour Can Change Programme**

- Speak to parents/ carers regarding child's behaviour, find out if and what strategies are used at home.
- Observe child's behaviour during the session, this should highlight the type of activity or adult intervention that can trigger the child's behaviour.
- All staff to agree on behaviour, which is unacceptable, and devise a plan and strategies for dealing with and managing it. Initially, if relevant, target behaviour, which affects peers or is dangerous. There will be other behaviours, which can be ignored.
- Understanding that the child's behaviour will not change overnight. All adults must agree and be involved in planning strategies and then be consistent in managing the behaviour.
- Regularly evaluate and update.
- Remove items causing inappropriate behaviour.
- Try to anticipate behaviour, intervene at early stages.
- Plan a small area of the room for chill out if appropriate, e.g. the book area.
- Recognise the child's achievements, no matter how small and be positive with social praise for things they do well.
- Reward good behaviour, give the child a job of responsibility, e.g. if "tidy up time" is a trigger, get the child to ring a bell or shake a shaker to inform their peers. Also give them one particular job to tidy and reward and praise on completion.
- At home parents to use chill out time and sanctions where appropriate, discuss fully with parents/carers.
- Be firm, use a strong voice where appropriate and make the child aware of the behaviour that is not acceptable.
- If the child 'opts out' of times such as carpet time, make them aware of what they are missing out on, e.g. the ending of the story. When not conforming give them the option of for example, the carpet activity or a quiet adult led activity. Avoid allowing them to do their own thing at these particular times.