

Behaviour Policy

Date: September 2018

Review Date: October 2019

Aims and expectations

It is the primary aim of Newton Westpark Nursery that every member of the Nursery feels **valued and respected**, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Nursery's behaviour policy is therefore designed to support the way in which all members of the Nursery can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined. This policy represents the agreed principles for behaviour and discipline throughout the Nursery. All Nursery staff, representing Newton Westpark Nursery has agreed to this policy.

Effective practice

- Allow children to do the things they can, help them with the things they cannot quite manage and do things for them they cannot do for themselves.
- Demonstrate clear and consistent boundaries and be reasonable with expectations.
- Talk with parents about taking a consistent approach to challenging behaviour such as biting or scratching.
- Listen to what children tell you, and act on non-verbal signals from them, especially from children who are unable to voice their anxieties. Always take action to follow up any concerns, even if these prove to be groundless.

Rationale

Throughout the nursery sessions held, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children and adults, treat each other with care and respect.

We are an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and well-being of others.

Implementation of the policy:

- Produce a written policy statement which includes commitment to developing children's positive and acceptable behaviour.
- Identify in the policy statement specific procedures and guidelines that all staff, including student and volunteers, should follow to support children's behaviour.
- Ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with day nursery.
- Share the procedures for behaviour management with parents during induction.
- Ensure that all staff has training in behaviour management.
- Ensure that under no circumstances staff, including students and volunteers, do not use any form of physical punishment.
- Ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is absolutely necessary e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Where physical intervention is appropriate, this will be achieved with the minimum force and for the minimum time. All such incidents are recorded and reported to parents on the same day. (Please see Physical intervention policy).
- Ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- Specifically identify behaviour that is unacceptable within the nursery (bullying/harassment/name-calling and use of bad language) for staff, parents and children.

- Arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- Actively promote high expectations of children's behaviour within the setting.

Our practice:

- We organise our learning environment both indoors and outdoors so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour, e.g. When a child is refusing to tidy up or pick up toys they have thrown our staff will deal with this in a positive way by changing the situation into a game and will encourage the child to join in. There will be no physical contact between the adult and child to enforce a child to do something they are refusing to do as this will become a safeguarding issue.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. Some children whose behaviour is causing concern may benefit from 'Time in' with an adult. After an incident an adult will direct the child to an activity and play alongside them modelling positive behaviour and language. This may be for about 5 minutes. The child will then be encouraged to direct their own play as before. In some cases, a behaviour support plan will be created with parents to support their child's challenging behaviour at home and nursery.
- We recognise that some babies and very young children often go through biting phases. We understand that this can be an exploratory and sensory impulse but also is very distressing for the child who has been bitten as well as staff. Children who appear to be going through a biting phase will be shadowed very closely to prevent incidents. Key people will also work closely with parents sharing and discussing strategies.
- We encourage children to be aware of our nursery routines and procedures.
- We record all significant incidents relating to behaviour. If a child hurts another child the incident will be written on an Accident Sheet and shared with the parent. The child who has hurt another child will not be named to another parent.
- We identify and implement strategies that encourage positive behaviour
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding. In our nursery we have drawn up a set of Golden Rules with the children.
- The Golden Rules focus on what we want everyone to do rather than not do e.g. "please walk", rather than "don't run". (This links with language and understanding developmental milestones).
- They will be shared with parents. Staff use smiles, praise and stickers, to reward the 'right choices'
- Children will be encouraged to be assertive and strong by the use of non-physical strategies. They will be taught how to say "Stop, I don't like that" when they are feeling threatened, rather than hitting back.
- The children are taught about making the 'right choices' – following or choosing not to follow, the Golden Rules.
- They will be taught their choices have 'consequences'.
- We deal with negative behaviour at the earliest opportunity

Encouraging positive behaviour:

- We use praise and encouragement specifically related to the children's actions or behaviour. We actively look for and 'catch' wanted behaviour. We label clearly the wanted behaviour, "Well done for....."
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage: sharing, negotiation, and co-operation.
- We encourage responsibility in caring for others and the environment (e.g. helping with setting out equipment and tidying away)
- We encourage positive behaviour through play, role-modelling, teaching, stories etc.
- We actively demonstrate that the child is still valued even if his/her behaviour is unacceptable.

- We encourage the children to express opening their feelings/likes and dislikes. We recognise children's strong feelings by saying e.g. 'Sam, I can see that you're upset..... I can see that there is a problem about the bike..... what do you think we could do about the problem?' etc.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.
- Weapon Play - We support the work of Penny Holland (*We Don't Play Guns Here*) Open University Press, 2003, A ban on weapon play doesn't stop children playing violent games. When guns and swords are taken away children will make weapons out of twigs and Stickle bricks. They will then play violent games in secret. This means lost opportunities for dialogue and support.

Equality and Inclusion:

Key People will monitor all the children to ensure that each child's emotional and developmental needs as well as well-being are being met

Our nursery staff will support all children and families. Children who may show signs of challenging behaviour are supported in a positive and sensitive manner. We do not exclude children with challenging behaviour.

Susan Lister Nursery manager, our Deputy Manager and SENCO are the named persons with responsibility for behaviour management issues and will be supported in acquiring the skills to provide guidance to other staff, parents and children when necessary.

Management Signature:

Date: