



Behaviour Policy

Policy statement

The Cottage Nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

The Cottage Nursery believes in promoting positive behaviour. We aim to encourage self-discipline, consideration for each other, our surroundings and property. By praising children and acknowledging their positive action and attitudes we hope to ensure that children see that we value and respect them. All staff are expected to model behaviour that they would expect from the children, and be consistent in their approach to the management of behaviour. We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting. Appropriate limits are set for children and maintained consistently by adults.

Our approach will always be one that helps children to see the consequences of their actions. We will provide opportunities for the children to learn how to interpret feeling, by listening to them and offering the necessary support that will enable them to verbalise their own frustrations, hurts and disappointments.

Positive behaviour is encouraged by praising and reinforcing good behaviour, and by encouraging sharing and negotiation. Children are consulted about the 'rules and boundaries' and soon become aware of the routines and procedures and what is expected of them. They are encouraged to think about the effects of their behaviour on others.

All staff are required to keep up to date with current legislation and Early Years Staff are encouraged to undertake training where appropriate through 'In house' training or accessing Starting Life Well courses.

- The Cottage Nursery has a named Behaviour Practitioner as outlined in the EYFS Welfare Requirements 2012.
The named person for The Cottage Nursery is Leanne Farnworth, Bachelor of Education with Honours

It is the responsibility of the Behaviour Co-ordinator to:

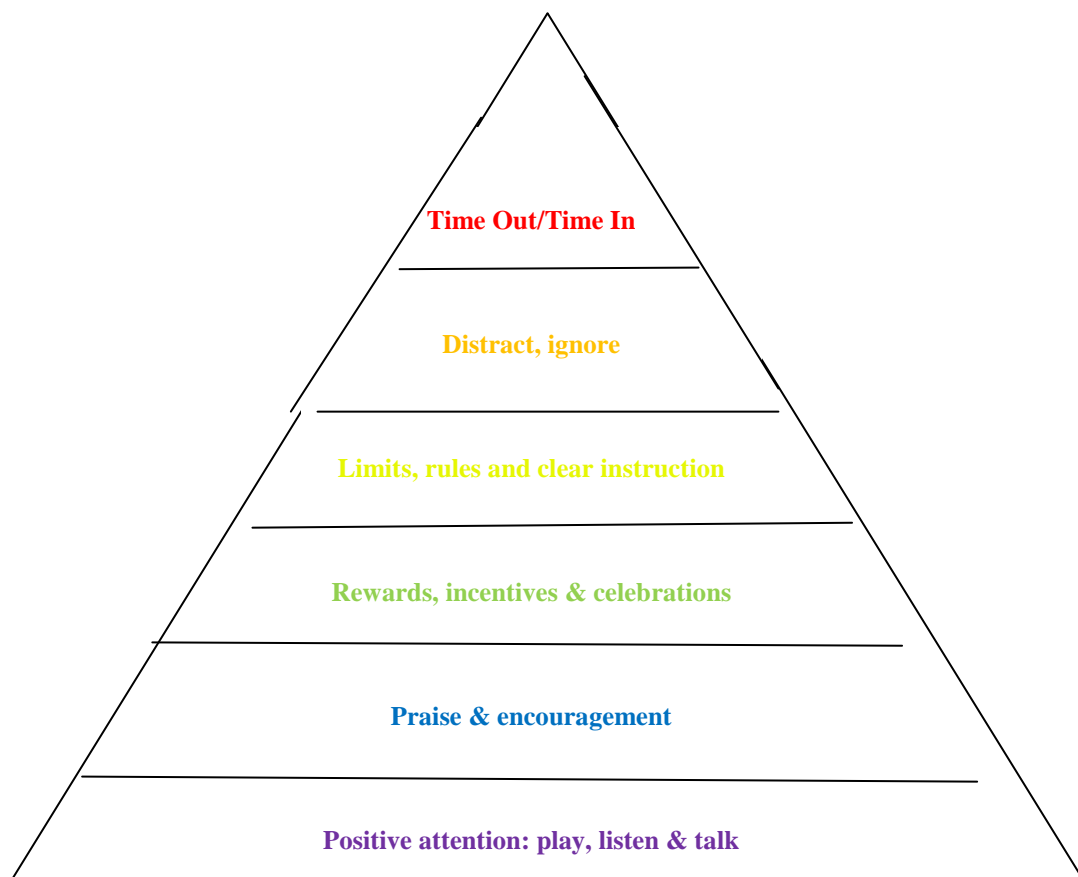
- Produce a written policy statement which includes The Cottage Nursery's commitment to developing children's positive and acceptable behaviour.
- Identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- Ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in The Cottage Nursery.
- Share the procedures for behaviour management with parents through access to the policy or arranged meetings.
- Be a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise. Ensure that all staff have training in behaviour management.
- Ensure that all 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 necessary to prevent children from causing harm to themselves, to others or damage to property. All such incidents are recorded and reported to parents on the same day in the group's Behaviour Log.
- Ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- 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 Cottage Nursery (bullying/harassment/name-calling) 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 the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We have clear and structured routines which allow children the comfort of knowing what happens over the day.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of 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 The Cottage Nursery's routines.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of 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.
- We work towards smooth transitions to ensure that information is shared across home life and different groups to minimise aggravations to behaviour.
- We communicate as a whole staff body to ensure that best practice is shared and monitored.

Behaviour Strategies and Tools.

To help achieve our aims & best practice every room at The Cottage Nursery is consistent and clear with their Behaviour Management. We aim that all practitioners encourage positive behaviour through following the Behaviour Management Pyramid.



The frequency of use of the Behaviour Management Tool reduces as you travel up the pyramid; for instance, time out or time in should only be used once all other techniques have been exhausted or when behaviour is so aversive that it is needed as there is a risk of harm or injury to themselves or to others around them.

What these look like in practice:

1) Positive Attention

Most children's needs should be met through the care and attention that they receive from staff members through engagement in play, listening and talking. Children's behaviour will be monitored, encouraged and developed through the normal day to day nursery life and is at the forefront of our work.

2) **Praise and Encouragement**

Staff should actively seek to praise and encourage children in all they do, whether it is a first time achievement, completing an activity sensibly, listening carefully etc. Not only will this be beneficial for the child who receives the praise, it is also demonstrating and modelling positive behaviour for other children so that they too can learn to control their behaviour.

Praise must be given sincerely and genuinely and in instant response to the positive behaviour. Staff should ensure that their praise is clear and directed. It should not just be 'Well done' or 'Good boy'. Staff should clearly outline what it is that is being praised e.g. 'Well done, you have put those toys away so carefully!', 'Wow! Just look how smartly you are sitting on your chair', 'Well done for remembering to say thank you when you got your snack!' etc.

This can also be done by giving a running commentary to a child's activity e.g. 'I really like the way that you are rolling that play dough, oh well done for pressing the cutter into your flat dough, good girl for lifting the cutter away carefully, that's fantastic, it is a circle shape! You did that so carefully with such good concentration, brilliant.' etc.

3) **Rewards, Incentives and Celebrations**

These must be realistic, proportionate and manageable. Reward wanted behaviour every time at first. As the behaviour becomes more frequent, it can be gradually phased out. Use a 'social model' of behaviour management, praising and rewarding all the children that engage in wanted behaviour to provide clear and consistent messages about which behaviours gain adult attention. In the Prep 1 Junior class sticker charts are used to reward positive behaviour as they are developmentally appropriate; however, only one sticker is to be given for each positive behaviour and a small reward (pencil, rubber etc) to be given on completion of the chart.

Rewards should only be used to praise positive behaviour and should not under any circumstance be used to stop unwanted behaviour, this becomes a bribe.

Remember, the best reward for a child is your attention, smiles and praise!

4) **Limits, rules & clear instructions.**

It can be very difficult for young children to understand what we mean – for example if they don't fully understand language. It is very important that your body language complements your message. Instructions must be clear and direct, not fuzzy and vague.

Clear: Get your coat from your peg and bring it to me please.

Fuzzy: Wipe your nose and put it in the bin.

It is important that even within our child led setting that we still have clear boundaries which allow the children to remain safe and in a productive environment. These should be agreed upon by all staff and be consistent across all rooms.

5) **Distract/Ignore.**

Distraction is a quick and easy cure for unwanted behaviour, you can channel the child into focussing on something else which will deescalate the negative situation. If a child is

throwing objects, distract by playing catch and throw with a ball. If a child wants to bite, distract by giving them a toy that they can chew (if developmentally appropriate).

Planned ignoring can break the cycle of giving children attention for negative behaviour.

- Be warned – initially when first ignoring behaviour the behaviour can get worse but it is important to persevere. If the behaviour gets worse it is often an indication of the situation getting better.
- Keep a positive relationship with the child – we are ignoring the unwanted behaviour not the child!
- Whilst ignoring, offer your attention to behaviours that are the opposite of the unwanted behaviours. Verbalise what you like.
- All staff will need to be consistent with a child. Staff must communicate between Behaviour Co-ordinator and team what our chosen strategy is.

6) **Time Out/Time In.**

Time out usually involves physically removing a child from the situation, or moving all the other children away from the situation. This should only be necessary to prevent children from causing harm to themselves, to others or damage to property. The child should be removed to a safe environment where there is open space for the child to calm down. They should not be ignored, but the unwanted behaviour should be ignored. Once the child has calmed down they should be spoken to clearly and firmly so that, where age appropriate, they reach an understanding of why they were removed and what they now need to do. These should end with an apology and a hug and then the slate is wiped clean, once back in the room the child should be treated the same as all others. As this has included removing the child from the main group it should be logged clearly in the Behaviour Log and signed by either the Behaviour Co-ordinator or the Nursery Manager as well as by the parents upon collection.

At times it is more appropriate to use 'Time In', this is when child may need to sit with or on and be soothed/calmed by a member of staff and re-engaged into an activity. This is, the majority of the time, the most age appropriate response to challenging behaviour where the child has lost control of their emotions, as most children are unable to reason or concentrate on their emotions whilst in a 'tantrum'.

Strategy for dealing with ongoing behavioural problems.

We utilise the ABC method for dealing with persistent unwanted behaviours.

	Unwanted Behaviour	Desired Behaviour
Antecedents (triggers to unwanted behaviour) A	What triggers the behaviour? Answer the questions: Where? Who with? When? Why? 3	How can the scene be set to increase the chances of appropriate behaviour happening? 4
Behaviour B	What exactly does the child do that you want him/her to stop? 1	What would you prefer the child to do? 2
Consequences C	What happens? What might the child find rewarding? What could be done instead? 5	What rewards/positives could you provide to encourage this? 6

Reviewed by: Miss L. Wakefield
Date Reviewed: August 15
Next Review Date: August 16