



Behaviour Policy

We believe that everyone at Little Discoverers nursery has a right to feel valued, respected and safe (see ethos statement on the website). For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone at the nursery.

Aims

We aim to listen to, and acknowledge the views of everyone in the centre, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values which were agreed by all staff:

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.



Promoting Positive Behaviour

At **Little Discoverers** we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any undesired behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management.

All staff for managing behaviour will:

- Advise and support other staff on behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the



process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents 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 their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.



Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

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.

GUIDELINES

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the Centre.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps



- Sharing information with parents/carers about their children's behaviour both in the centre and at home
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings

CHALLENGING BEHAVIOUR

Adults at the centre will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- Using a 'Solution Circle' to generate ideas for support.
- Setting up an individual education plan (IEP) with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, LA, to access further support and advice.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members



- Contacting the parent/carer and request the child is taken home.
- On rare occasions: using positive handling techniques for the child's own safety and the safety of others (see Health and Safety Policy).
- Convening a meeting the same day, including a member of the Senior Management Team and the parent/carer, to identify ways forward.
- Referring to other agencies e.g. Educational Psychology Service, Child and Adolescent Mental Health Service, for further guidance and support.

APPENDICES

APPENDIX 1 – CONFLICT RESOLUTION STEPS

1. **Approach calmly and with an open mind**
Walk over and get down to their level.
 2. **Acknowledge feelings**
Say "I can see you're feeling hurt/cross/upset/angry"
 3. **Gather information from both sides**
Say "What's the problem?"
 4. **Restate the problem**
Say "so the problem is..."
 5. **Ask for solutions and choose one together**
Say "I wonder what we can do to solve the problem/help you feel better?"
 6. **Be prepared to give follow-up support**
Keep an eye out for what happens next and give further support if needed.
- With acknowledgement to Rachael Underwood and the High/Scope Educational Research Foundation

APPENDIX 2 – PARENT/CARER INVOLVEMENT

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at the centre, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer conferences.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Family Support Services and outside agencies

We hope parents/carers will feel able to:



- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff at the Centre in implementing positive behaviour strategies.
- Be a positive role-model for their child

- **Reviewed: August 2024**