

Behaviour Management Policy

At Little Pumpkins Day Nursery, we believe that children and adults flourish best in an established routine and environment where they know what is expected of them and where children can play freely and learn without fear of being hurt or hindered by others. And also, where there are clear and developmentally appropriate expectations for their behaviour.

It is our continuing aim to:

- Create a safe, secure and happy environment that encourages and reinforces acceptable behaviour by consistent and considered response
- Be a positive role model for all children with regard to friendliness, care, courtesy and language
- Ensure that all children feel included all the time
- Enable the children to share their experiences with each other and with staff
- Display a range of positive images and objects that reveal people in non-stereotypical roles
- Celebrate diversity within the Nursery and to use resources that reflect diversity – including books, toys and role-play
- Help and make children appreciate and value each other, and to feel valued as an individual
- Enhance self-esteem, self-control and mutual consideration
- Give a high priority to clear communications within the Nursery and to further
- Develop positive partnerships with families

In order to implement this policy, it is important that our staff themselves have a high self-esteem and also believe completely in what the Nursery is doing, in the way that it is providing Nursery education for children in our area. This also links to our stress policy.

Putting Policy into practice:

1. As a Nursery, we will ensure that children and adults feel valued, respected, trusted and responsible for our Nursery community by providing positive role models, a context of genuine praise and by encouraging considerate attitudes within a consistent environment.
2. We recognise that all individuals need to feel special and need to be responsible for their own actions, whilst being aware of the needs and rights of others. We will encourage good relationships based on kindness and respect.
3. We also recognise that individuals bring a wide variety of behavioural patterns to Nursery. These are based on differences in home values, attitudes, parenting skills and culture. We will value these whilst ensuring fair treatment for all regardless of age, gender, race, ability or disability. It may be necessary for children that have been identified with behavioural difficulties that may be due to SEN, to have individual behaviour plans, which will be discussed with the parents and the SENCO.
4. In our alliance with children, parents and other professionals we will maintain

positive attitudes by building links based on mutual trust. We will develop an appropriate approach to behavioural expectations and strategies for dealing with situations within the curriculum and beyond. Communicating at a level all can understand. To begin with a child may be **redirected/distracted** to another activity. Staff are advised to ignore attention-seeking behaviour if appropriate. If a child is still showing signs of negative behaviour, the child will be spoken to directly at their level and in a calm and quiet tone. Our next step is to tell the child what the consequences of their actions may be, e.g. removing the child from the situation or removing privileges these will be carried out if inappropriate behaviour continues. An incident form detailing all information may be filled in and the parents will be asked to read and sign it. If a child's behaviour continues to be negative, we would work with the parents and prepare an action plan and observations would also be undertaken and patterns of behaviour will be monitored.

5. We have expectations of warm, caring, mutually satisfying relationships, which at times may rise, to the challenges of occasional inconsistency of behaviour.
6. Any behavioural problem will be dealt with in an appropriate and positive manner depending on the child's age and level of understanding. Staff will help distract the child from a negative situation and support in a positive way. There will not be any form of physical, emotional or nutritional punishment.
7. We believe that the child is not "naughty" or "bad" but it is the behaviour that is unacceptable. We aim to teach the children the values of what is right and wrong.
8. The staff will refrain from using negative language/criticism or labelling, shouting and raising voices in a threatening way, humiliating, frightening, discriminating or any form of corporal punishment. This maintains the child's self-esteem whilst dealing with the unacceptable behaviour.
9. We aim to build on positive behaviour by rewards, stickers, charts, praise and acknowledgement. Any negative and unwanted behaviour will be ignored but monitored so that any child will not be in any danger.
10. Physical punishment will not be used or threatened.
11. We will support children's learning to empathise with others, understanding they have feelings too and that their actions have an impact on others feelings. Insisting on a child saying "sorry" is not developmentally appropriate and not productive. Staff will use every opportunity to discuss positive behaviour and respect for each other.

Physical intervention

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

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