



Hardmoor Nursery & Early Years Centre Behaviour Policy

Policy Statement and Guidelines
September 2024

Mission Statement:

To provide a happy, secure and stimulating environment in which everyone is included, respected and valued, so that they may grow in self-esteem and develop to their full potential.

Behaviour Policy

Our setting 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. We recognise the child's right to feel safe.

Aims

- The establish good behaviour in a caring and positive environment where children are able to develop their own sense of discipline in line with developmental expectation.
- To keep all of our children safe from harm, both physically and emotionally
- To ensure children's personal, social and emotional development is a fundamental aspect of our curriculum and supports learning in all other areas of the EYFS curriculum.
- To be role models and teach children to behave in socially accepted ways and to understand the rights and needs of others.
- To work in partnership with parents/carers in supporting children's personal, social and emotional development.
- To work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.
- To use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.
- To help children foster respect for themselves and others.

Home School Partnership

We believe in strong and effective partnerships between parents/carers and school as parents are their first and most enduring educators. We work in partnership with parents, keeping them fully informed of successes and encouraging support between home and the Centre. Parents will be consulted if there is a significant change in behaviour or pattern of behaviour which causes concern.

Where appropriate, parents can be offered support through discussing issues with the child's key person, a staff member or the Centre Manager.

We would request that parents will:

- Support the centre in reinforcing boundaries of acceptable and unacceptable behaviour.
- Feel confident that staff will take seriously any behaviour which causes concern.
- Communicate with staff if they have any concerns.

We have a few simple rules at the centre which everyone is encouraged to follow:

- Be kind and caring (Kind hands, kind feed, kind voices)
- We look after our toys and all our friends.
- We try to do as we are asked.
- We take turns with our friends.

Other strategies to promote positive behaviour include:

- Staff acting as role models of good behaviour, modelling and developing social skills such as sharing, manners hygiene and taking turns.
- Staff noticing when children are getting things right and praising explicitly e.g. 'I like it when you share your toys with your friends' or 'Look at xxx sitting on their bottom'
- Using lots of praise
- Ensure children develop a secure relationship with their key worker.
- Ensuring that we always separate the action from the child – it's the behaviour in question and not the child and making that clear.
- Giving the child a fresh start once the issues have been solved.

Rewards in the centre

- Non-verbal praise – e.g. eye contact, smile, thumbs up.
- Specific verbal praise e.g. well done; you are putting the toys away carefully.
- Involving other children in praise e.g., praising individual children in circle time and asking children to give them a clap.

Promoting self-esteem in the centre

- Birthday celebrations
- Positive non-verbal praise; eye contact, smile, thumbs up.

- Involving other children in praise e.g., praising individual children in circle time and asking children to give them a clap.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e., supporting a child to tell another child 'Please don't do that, I don't like it'.

Dealing with undesirable behaviour

Our starting point is to consider the child's age and stage of development:

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking sharing and other social skills
- Physical harm of other children/self or staff.
- Repetitive damage of the centre property or that belonging to another child.
- Persistent bullying.

Repetitive unwanted behaviour / Bullying:

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children; we explain to the child doing the bullying why her/his behaviour is unacceptable.
- We give reassurances to the child or children who have been bullied.
- We help that the child that has done the bullying to recognise the impact of their actions.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or together circumstances causing them to express their anger in negative ways towards others;
- We discuss what has happened with the parent of the child who did the bullying and work out with them a plan for handling the children behaviour.

Staff will try to prevent unwanted situations occurring by intervening before they happen. We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child, the situation and other factors such as tiredness.

These include:

- Verbal warning with explanation
 - A firm but gentle reminder of what the child should be doing
 - A second firm but gentle reminder of what we want plus the consequences of what will happen if the child chooses to continue i.e. 'if you continue to stand on that chair, you might fall and hurt yourself'.
 - Encouraging older children to risk assess for themselves and to think through consequences of their actions.
- Removal of equipment
- Distraction
- Removing of child from situation
- Reminders
- And if appropriate time out

We will try not to shout across the room, we never strike a child and physical intervention would be the last resort and only in the instance where a child is causing harm to themselves/others or damaging property.

However, our focus is always on promoting positive behaviours and the prevention of unwanted behaviours.

If a child is showing persistent behaviours that are not typical to their age/stage we will then take the following steps:

- Persistent behavioural problems will be discussed with the parent/carer and noted in the child's records.
- If necessary, an individual behaviour plan (IBP) will be implemented.

- Further advice from partnership agencies will be sought, if necessary i.e, health visitor, speech and language team EP etc.

Special Educational Needs and/or physical disabilities:

Children with Emotional and Behavioural Difficulties may have some learning difficulties, but not necessarily. To address special needs of these pupils we will work within the framework of recommendations stated in the code of practice and the Disability and Discrimination Act (2015)

Their special need may mean that they may also have a behaviour plan. Sanctions and rewards systems may need to be individualised for them and a daily behaviour diary detailing incidents may be kept. Outside agency may be sought.

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