

# Promoting Positive Behaviour Policy

## **Aim of the Policy**

To ensure that parents are aware of the strategies that may be employed at Muddy Boots Nursery to manage a wide range of children's behaviour – it is Muddy Boots' main purpose to promote children's wellbeing and development.

At Muddy Boots we want every member of the nursery community to feel valued and respected, and for each person to be treated fairly. Our behaviour policy is designed to create an environment in which everybody can learn and work together in a supportive way. We believe that all children are entitled to be cared for in environments in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

Children's natural curiosity to explore their surroundings and emotions is encouraged at Muddy Boots, to allow for individual expression within expected boundaries. Sanctions applied in the case of unacceptable behaviour will take into account the age and developmental stage of the individual child.

We are committed to working in partnership with parents in supporting children's development in all areas, including behaviour, and we take into account children's previous experiences and developmental stages.

We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At Muddy Boots Nursery we aim to provide appropriate opportunities for all children to develop:

**Respect:** to encourage all children to have respect from themselves, for other people (their feeling, beliefs and values) and for the nursery environment.

**Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others.

**Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

**Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.

**Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

## **Strategies we use to support our values**

**We help children look after themselves by** praising them - focusing on the positive things they do, helping them to recognise their feelings and express themselves in an acceptable way, encouraging them to ask for help from peers as well as adults, encouraging their attempts and identifying with a view to planning for their interests, building their independence through self-help skills, encouraging them to see the good in others and encouraging them to learn from each other.

**We help children to care about others by** using conflict resolution, modelling appropriate behaviour, working on reinforcing the understanding of feelings, e.g. in circle time, naming and making feelings clear including the consequences of their actions: reflecting back to children, being aware of the power of language, i.e. not being confrontational or negative, and giving time to listen and help, acknowledging children's responses sensitively.

**We help children to be polite by** saying "good morning/afternoon", "please", "thankyou", etc., encouraging children to wait their turn, talking one at a time and setting an example by talking to children and each other politely.

**We ask children to look after equipment by** teaching them about health and safety, encouraging them to help mend broken toys and equipment, washing resources, toys etc., reminding children to tell us about breakages, and positive modelling by looking after the equipment ourselves.

**We help children to care about the environment by** making it as attractive as possible, cleaning and tidying as a group, displaying children's work, providing labelled storage, explaining proper care and use of areas, noticing, acknowledging and praising 'careful handing' and modelling it, and sharing responsibly.

Children display a range of behaviours at this age, most of which is to be expected for their age and in particular when they are new to nursery. The team expect to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc.

**Intervention will be low key and may include the following:**

- Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball"
- Distraction methods will be used to manage potentially unacceptable behaviour.
- Explaining any concerns e.g. "If you lean back on your chair you may fall over"
- Giving choices
- Having a group discussion or circle time about 'acceptable'/'unacceptable'

**Team members will deal with more serious misbehaviour by:**

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."
- Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."
- If developmentally appropriate, a child demonstrating unacceptable behaviour will be asked to apologise to the child/adult who has been hurt.
- Informing the parents

Verbal labelling of children with terms such as 'naughty' or 'disruptive' will not be used and children's behaviour will not be a topic of discussion within the room. Withholding food as a form of behaviour sanction will not be used in any circumstance. Corporal punishment such as smacking, shaking or slapping is strictly forbidden and such action by a team member will result in immediate disciplinary action. Physical intervention by an adult may be required in emergency circumstances to prevent personal injury or serious damage to property.

A consistent approach to behaviour guidelines and the sanctions applied is followed by all team members.

Details of all incidents relating to behavioural concerns and issues will be recorded and details of these will be shared with the child's parent. We will then work together to resolve these issues.

Any child who behaves inappropriately by physically abusing or verbally bullying another child or adult, may be temporarily removed from the group. Ongoing incidents of unacceptable behaviour cannot be allowed to continue and a meeting between the Key Person and parent will be held to discuss further action.

Some of the strategies we would put in place to support children showing behaviour that challenges would be:

- STAR chart – this helps us to track a child's behaviour (normally over a short period of time e.g. one week). For any incidents we would record the Situation, Trigger, Action what happened and Response to the incident). This would help us look for patterns in the behaviour and then find ways to try to prevent it from happening in the future.
- Behaviour Plan – following from the STAR chart, the next stage would be to develop a Behaviour Plan. This would focus on what steps we can put in place to support the child and hopefully prevent them from displaying behaviour that challenges. This would be completed with parents as well to ensure consistency.
- If more support was needed, as this stage we would look at a referral to other professionals, this could be the Health Visitors, LAT team or someone in the SEND team at the council.
- This may then lead to either Agreed Outcomes or a My Support Plan being put in place if deemed appropriate.

- At any stage of this process and only in extreme circumstances the decision to remove a child from the nursery on a permanent basis may be taken. A decision to remove a child is only reached following consultations with team members and parents and based on the individual circumstances.

Muddy Boots Nursery has a named Behaviour Management Coordinator: Melanie Shepherd.