**Behaviour policy. 2023.**

We aim to provide a positive and consistent environment in which children are able to play and learn. We also work in partnership with parents by communicating and offering advice and support. It is recognised that all children behave in different ways and that changes in behaviour are usually a result of change in their environment or developmental.

Children need a consistent and positive approach to the management of behaviour. Clear boundaries need to be set, children need to be aware of routines and procedures and what is expected of them.

We believe that in order to enable an effective learning environment in which children develop socially and academically. Good behaviour in all aspects of nursery life is necessary. We seek to create a caring learning environment by encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour, promoting self-esteem by encouraging children to value and respect themselves and others. Providing a safe environment. Promoting early intervention. Encouraging positive relationships with parents and carers to develop a shared approach to involve them in the implantation of our policies and procedures. Encourage children to be responsible for their behaviour and explain unacceptable behaviour. Being good role models.

Positive role models help children to develop in a healthy way, mentally, emotionally and physically. Positive behaviour is promoted through praise, rewards and encouragement, using it as an example to others to promote desired behaviour. Modelling and developing social skills such as sharing, manners, hygiene and turn taking. Encouraging children to take responsibility for their own behaviour and that of others.

There are occasions when some children will test the boundaries of unacceptable behaviour. Staff need to be positive but firm and friendly when handling this type of behaviour. Active supervision is essential to observe children’s behaviour and identify any concerns or unwanted behaviour. It’s important that staff work with parents/carers when dealing with behavioural issues. We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the children’s age and stage of development. These strategies include, verbal warning and explanation, removal of equipment, distraction, removing of child from situation, reminders and if needed time out. However our focus is always on positive behaviour.

As started in the EYFS we encourage children to;

Be happy, Be kind, Be polite, Do listen, Do sit properly and Do work hard.

As staff we have responsibilities for discipline and promoting good behaviour. We encourage positive behaviour by; Praising and reinforcing good behaviour. Consult and remind children of rules and encourage sharing and negotiation this helps children to understand the effects behaviour has on others. Encourages responsibility.

Children use the traffic light system and sometimes have to sit out from an activity to have time to reflect on their behaviour. Staff will explain why this is happening to a child.

Accident records are kept when involving another child. The child will not be named. These events will also be recorded in the incident books. This helps us to track behaviour.

It is important to support parents/carers. Both sets of parents may be upset, embarrassed or angry. Parents need to know we are dealing with such situations seriously and positive steps are taken to control the behaviour.

**Bullying.**

Bullying can be described as hurting, persecuting or intimidating a person. Common features of bullying may include deliberate hurtful behaviour. Behaviour that is repeated over a period. It can be physical, verbal or indirect. Physical intervention may sometimes be required. Bullying is not acceptable in any form. This message will be reinforced by all staff to children and parents.

**Inconsiderate behaviour.**

1, all staff are required to use positive strategies for handling inconsiderate behaviour. This is appropriate to the stage of a child's development.

2, we ensure we put out enough popular toys to avoid unnecessary conflict over sharing of toys.

3, when children behave in inconsiderate ways, we help them to understand the outcomes of their actions. We support them in learning how to cope more appropriately.

4, in cases of serious misbehaviour, we make clear immediately the unacceptability of the behaviour. By moving children’s photos on the traffic lights.

5, in cases of problematic behaviour we would work with parents/carers to address issues and encourage reinforcement at home. It may also be appropriate to involve outside agencies for support. This would involve parent support and consent.

Persistent behaviour will be discussed with the parent/ carer. Some children will require an individual behaviour plan being implemented. We may also seek advice and guidance from outside agencies with the consent from parents.

**Prevent Duty.**

The prevent duty is the duty in counter terrorism and security act 2015, regarding the need to prevent people from being drawn into terrorism. Staff should be alert to the changes in a child’s behaviour which could indicate that they might be in need of help or protection. We must not carry out unnecessary intrusion into family life, but as with all areas of safeguarding we must take action when we observe behaviours of concern. Our procedures are set out in the safeguarding policy.