

**Current Policy Date:** January 2018

**Review:** Every 3 years

**Date of Next Review:** January 2021



## POSITIVE BEHAVIOUR POLICY

### General Principles

Young children learn most effectively through play, free to explore their own ideas. The role of all staff is to provide a safe, but challenging environment that will encourage the children to explore, experiment and practice new skills but equally be given time to repeat and perfect old ones.

Our “workshop” approach to learning enables children to be relaxed, purposeful and experience success. It involves trusting children and giving them responsibility, which in turn helps children develop an understanding of what is acceptable and what is unacceptable behaviour.

### Aims

- To encourage and enable children to take responsibility for their own actions.
- To show respect for people of other cultures and social class, recognising, accepting and allowing for all individual special needs.
- To realise what is right, what is wrong and why, thus developing a range of feelings in response to their experiences of the world and an awareness of the effect their behaviour has on others.

### Expectations

Children learn how to behave. A constructive approach is grounded in realistic expectations of young children and the adult role of helpful guide.

- We act with courtesy and consideration to others at all times. This includes everyone: children, adults including all who work at or visit our nursery.
- We always try to understand other people’s point of view. This means listening and thinking.
- We move gently and quietly around the school, being ready to help.
- We always speak politely to everyone.

The expectations for our children are:

- We are gentle
- We take turns
- We share
- We are helpful

### Supporting Children’s Behaviour

- We encourage children’s efforts helping them when it is hard to do the ‘right thing’.
- We show what we want from children by setting a good example in our own behaviour.
- We recognise the adult’s responsibility to organise the environment, so that it is easier for the children to be patient or to take turns.

- We intervene calmly to stop children hurting each other or behaving in an unsafe way.
- After a necessary 'No' or 'I don't want you doing that', we offer a simple explanation or an alternative to the child.
- We work to help children to negotiate and solve problems.
- We use the consequences of children's actions to help them learn.

## **Supporting Parents**

Before a child starts at the Nursery, it is our aim where possible to work with families and any involved professionals to ensure that we can make appropriate provision for a child or to support and signpost them to a provider who can.

- Our behaviour policy is discussed with parents / carers on the children's induction day.
- Where there are concerns about a child's behaviour regular meetings between parents and Teachers take place in order to review progress.
- Parents are offered support and advice. Families are offered a copy of this policy so that they can reinforce some of the ideas recommended. The policy is also available on our website.
- Parents are active partners in behaviour management programmes for those children with challenging behaviour. Advice and access to other agencies is offered where appropriate.
- Where a child has already started at the nursery and we are finding it difficult to make appropriate provision, we would seek to meet with all involved and work collaboratively to find a way forward to meet the child's needs, either at the Nursery or with another more appropriate provider.

For more details, please see Positive Behaviour Guidelines