



Statement of intent

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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named person **Hannah Baker** to
 - keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
 - check that all practitioners have relevant in-house training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that interaction with other people vary between cultures and require staff to be aware of - and respect - those used by families at the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly with parents how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.



- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We do not use techniques intended to single out and humiliate individual children.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Preventing Bullying Behaviour

Bullying involves the persistent physical or verbal abuse of another child or children.

Sometimes it is possible for a child who has reached a stage of cognitive development to be able to plan to carry out a premeditated intent to cause distress to another.

If this happens;

- We help children to understand how to respond to difficult situations in productive ways.
- Help children to make friends and get along with others.
- We teach empathy to children so that they can understand the feelings of others.
- Help children to manage feelings and emotions
- We help children to find ways of calming down and relaxing in stressful situations.
- We help children find constructive ways of dealing with their emotions.
- We make sure children know that it is OK to be angry but it is not OK to hurt someone when they are angry
- We encourage children to be assertive and to learn that it is acceptable to say "No Thank you" when faced with something they do not want to do.
- We encourage children to say "Stop" if someone is hurting them or treating them in a way that makes them feel uncomfortable.
- We encourage children to feel comfortable about talking to adults about the way they are treated by others.
- we show children we are able to listen to their concerns and act upon them;
- we intervene to stop a child from harming other children;
- we explain to a child why her/his behaviour is not acceptable;
- we make sure that children receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we discuss what has happened with the parents of the child who has been unkind to others and work out with them a plan for handling the child's behaviour; and



- we share what has happened with the parents of the child who has experienced unkind behaviour, explaining that the child is being helped to adopt more acceptable ways of behaving.

Physical Intervention

Physical intervention is necessary if:-

- Unacceptable behaviour puts a child at harm;
- If it puts other children/adults at risk of harm;
- It causes harm to property.

Where restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the child and others. It should only be used as an emergency reactive strategy.

Any incidents of unwanted behaviour are handled in a calm and controlled manner.

Persistent problems with unwanted behaviour are promptly and accurately recorded, then reported to parents/carers, colleagues or professionals, as appropriate, and advice sought.

It is always made clear that it is the behaviour, not the child that is unwelcome.

In extreme cases and at the discretion of the Nursery Manager, a child may be excluded from Nursery. The duration of exclusion is at the discretion of the Nursery Manager but with full consultation of the parents. The reasons for the length of exclusion will be carefully explained to the parents.

Exclusions may also be used when our expertise is insufficient for the particular need of the child. In this case discussions will be held jointly between the Nursery Manager and the Parents before such a decision is made and outside agency help sought for advice before exclusion becomes necessary.