



## The Barn Nursery Behaviour Policy January 2019

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 value and follow "Behaviour Management in the pre-school setting"- London Borough Richmond Upon Thames, which supports this policy.

The designated person for Behaviour Management is Susie Hancock.

We aim to: Enable children to work towards self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Encourage good behaviour through praise and example. Encourage sharing and negotiations, helping children understand the effects of their behaviour on others. Make sure children are consulted about the nursery rules - including anti-social behaviour. Encourage the children to accept responsibilities, for example help with tidying up, caring for others.

Unacceptable behaviour is that which is dangerous, anti-social, racist, or bullying, and will require a much more immediate response. Parents will be encouraged to work with the nursery staff to support the child and a detailed plan of action will be drawn up and discussed.

We recognise that codes for interacting with other people can vary between cultures, and we therefore require staff to be aware of, and respect, those used by children/parents of 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 work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or the manager. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly 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 to find solutions in which ways are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanations as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response. • We encourage and teach 'conflict resolution' techniques for all ages, working with and supporting children to find their own ways and ideas of how and what the outcome of a behaviour done or received, should be. ('It's all kicking off' 2018).

• We ensure that there are enough popular toys and resources and sufficient activities so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. • 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 to our setting, so that they feel valued and welcome. • When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. • We will explain to children why their behaviour is unacceptable, recognising that children are learning to deal with a range of emotions and feelings. • Children will be reassured that they are always valued as individuals even if their behaviour is unacceptable. • We never use physical punishment. There will be no threats, shouting, ridiculing or rejecting of a child. • We use physical restraint, such as holding, only to prevent physical injury to themselves or other children or adults and/or serious damage to property. The child will be taken to our quiet area ("A place to be

me") with a practitioner, preferably the child's key carer, where time will be given to calm down and when/if appropriate will re-engage with the group with continued practitioner support. When the child re-engages in an activity the practitioner will begin conversation about the incident, and encourage they apologise where appropriate and begin a discussion around 'conflict resolution'. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager and are recorded in the child's personal file. The child's parent is informed on the same day.

This policy was adopted by

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

The Barn Nursery

January 7<sup>th</sup> 2019

January 2020



FREDERICK NEW

Director.