

Busy Bees Behaviour Policy

Aims

We believe that all members of our nursery school are entitled to a calm, happy and inviting atmosphere, where learning can take place and staff and children feel safe, secure and motivated. It is important that children feel valued, independent, respected, included, engaged and able to form relationships with both adults and children. We also believe that children should be free from humiliation and encouraged to learn from their mistakes. We believe that children should be polite and caring towards each other, able to respect the resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults.

We believe that adults should feel included in a whole team approach to behaviour where they are able to share responsibilities, knowledge and concerns. It is important that adults can communicate with other adults and children, can feel safe in the work place and are confident to deal with a variety of situations and behaviour issues. It is essential that staff members' opinions and ideas are taken into account and that they are valued and respected. We believe that adults should be good role models, who are sensitive to individual children and are able to respect children's mistakes. We think that adults should be, understanding, patient and willing to listen to children. We believe that all children from all backgrounds should be included, respected and valued. We aim to never humiliate, label, make fun of, or talk negatively about children under any circumstances.

Purposes and outcome

We want:

- *A safe and secure environment where all children and adults are valued.*
- *Positive behaviour management techniques and praise to underpin all our strategies in the early years.*
- *Rewards and sanctions to maintain positive behaviour patterns and emphasise routines.*
- *All individuals to feel respected and included regardless of gender, race, religion, ethnicity, background family or social circumstances.*
- *Children to be free from judgments - whether based on previous behaviour or the behaviour of other family members.*
- *An effective learning environment that stimulates motivates and engages all children.*
- *Team members to be confident to pre-empt behaviour problems to limit their occurrence.*
- *Adequate supervision and interaction with children at all times to limit stressful situations.*

- *Good management and support from team leaders to ensure that practitioners are able to manage situations to the best of their ability.*
- *Adults to be effective role models - being kind, tolerant, gentle, patient, supportive and understanding.*

- ***Broad Guidelines***

To achieve these outcomes we will:

- *Give children positive, clear instructions.*

Page 1

- *Reach the eyelevel of the child and maintain eye contact when giving instruction or addressing behaviour.*
- *Do not raise your voice, but use a firm tone when necessary.*
- *Praise children - making praise explicit, ensuring children who are behaving appropriately receive the attention they deserve, using praise of others to motivate those less eager to respond.*
- *Understand that these are the first steps in the children's learning, and respond appropriately to their mistakes - allowing them a safe place to make mistakes without humiliation.*
- *Avoid labelling children.*
- *Be discreet and limit children and adults over-hearing interactions addressing behaviour.*
- *Use cue cards, photographs or golden rules so children are clearly aware of expectations.*
- *Engage and involve children positively in activities that they will readily enjoy to avoid confrontation and boredom.*
- *Provide a stimulating environment where children can make their own decisions and choices.*
- *Provide rewards for positive behaviour.*
- *Discuss persistent concerns with SENDco or management team.*
- *Inform parents and arrange a meeting. Do not 'bombard' parents with a daily list of bad behaviour. Remember to talk to parents about all the positive aspects of the child's day too.*
- *Employ positive behaviour strategies first e.g. engaging the child, giving praise for appropriate behaviour, setting clear boundaries, ignoring inappropriate behaviour (but not the child)*

Only when these fail to work will we use sanctions.

- *If the child's behaviour is disrupting other children's learning or safety, initially encourage the child to behave appropriately. Give the child two warnings before removing the item causing an issue or removing the child from the situation. Sit the child on a chair next to you for a short period*

of time (no more than a few minutes) avoid eye contact and give minimal attention. Explain to the child what he/she has done wrong and encourage an apology if necessary. Redirect the child to another activity and make sure they have settled and are happy before withdrawing

Consequences

- *Consequences are only appropriate as a last resort and children should be given a clear understanding of the consequences that may happen if they continue with the behaviour. Consequences for young children should be immediate, short and relative to the situation e.g. throwing water out of the water tray after being reminded not to do this on two occasions - the consequence will be 'no more water play for you today'. (Explain why) Never punish the child by withdrawing food or treats.*

Physical intervention

- *Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and the child's parents should be informed on the same day. (Refer to Physical Handling Policy). Page 2*

Partnership with Parents/carers

- *If a child has a pattern of behaviour that causes concern, then to be really successful in promoting positive behaviour we must work in partnership with parents. We will contact parents and work with them to plan support for their child's development.*

Page 2

- *If parents wish to discuss their worries relating to their child's behaviour or personal, social and emotional development then speak to your classroom supervisor or ask to speak to Lorna Barker (named person responsible for behaviour management)*

Damage to property

- *We reserve the right to request payment from parents for any damage caused to property by misbehaviour.*

Unacceptable procedures in managing behaviour.

These should never be used and if seen should be reported immediately to the supervisor or manager. Such conduct could result in disciplinary action, suspension whilst OFSTED/ Social Services investigate, or dismissal depending on the severity of the action taken against the child.

- *Shouting - shouting conveys a loss of control*

- *Criticism - negative language e.g. calling the child naughty, silly, rude or lazy.*
- *Comparison e.g. 'why can't you do as your told/sit still/listen, like Jane does'.*
- *Use any form of corporal punishment including smacking, pinching, poking or rough handling.*
- *Use of any other humiliating and frightening punishment.*
- *Name calling.*
- *Isolation e.g. not being allowed to play outside, use of time out chair.*

If you are concerned about any child's behaviour or our responses, or if you have any comment on this policy please see Lorna Barker (Named person responsible for behaviour management)

This policy was adopted by the managers and staff, and updated on 20th June 2020

Signed on behalf of Busy Bees Nursery School

“Our setting is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody Working within this setting to share this commitment”.