



Behaviour Policy

At Croft Corner we believe that children develop best in an environment where their personal, social and emotional needs are met. We provide a flexible and broad range of activities and experiences that are planned to promote all areas of a child's development and to maximise learning in all areas.

Our approach is child centered where children learn through play, and with support of parents and staff will be able to acquire skills and knowledge appropriate to their age and stage of development.

We aim to promote an environment where children are recognised as individuals where positive attitudes and values are encouraged.

We believe that all children, staff and parents are entitled to be in an environment in which they feel safe and cared for.

Our nursery aims to enable children to develop in self-respect and self-esteem and for children to be able to gain social skills such as negotiation and problem solving, and to develop consideration and empathy towards others.

In order to achieve this we will ensure:

- All staff at the nursery are consistent in their approach to behaviour management and will consistently apply rules and boundaries, so that children will have the security of knowing what to expect.
- Ground rules relating to the behaviour of the children will be agreed and discussed regularly with the children.
- Our approach to behaviour management will be explained to all newcomers to nursery, both children and adults.

- Parents / carers are informed of our behaviour policy and we work with parents / carers to support children's development in this area.
- All adults will provide a positive model for the children with regards to friendliness, care and courtesy.
- Adults will praise and encourage behaviour such as kindness and willingness to share.

The basis of our approach to behaviour management is that children are allowed and encouraged to do anything they choose to do unless it hurts or damages themselves, another child or adult or equipment or furniture. This includes hurting the feelings of others.

We recognise that children are learning and developing and might not understand why certain behaviours or actions might hurt themselves or others and we use these situations as a learning experience for the children.

E.g. we explain not to run inside because they might fall and hurt themselves or they might bang into someone else.

E.g. we explain why another child will be upset if they take a toy from them.

We support children to negotiate with other children if they want to share something rather than relying on the adult to ask for them. We explain to the children that they don't have to give another child something straight away but to say when they can have it.

If a child has physically hurt another child, we talk to them in a gentle but firm way explaining why this is unacceptable. We encourage them to say sorry but also understand that what is more important is actually *being* sorry and this might take longer to explain. We also ensure that the hurt child is comforted and it is sometimes necessary to involve another member of staff.

Our priority is to help young children develop social behaviour and we recognise that strategies for supporting younger children will need to be developmentally appropriate and differ from those for older children.

We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by calm, patient adults and clear boundaries.

Dealing with Challenging and Inconsiderate Behaviour

When children display challenging or inconsiderate behaviour:

- Physical punishment will neither be used nor threatened.
- Children will not be separated from the group.
- Techniques intended to single out and humiliate individual children will not be used

- Staff will get down to the child's level, gain eye contact and calmly and quietly talk to them about the behaviour with a view to supporting them to learn to cope with their feelings in a non aggressive way using role modelling as a tool.
- If necessary, an adult will stay close to the child as long as it takes to support them to do the above.
- In some circumstances, an adult might spend the whole session 1-1 with a child who needs support to manage their behaviour.
- If a child's behaviour continues to be unacceptable we will work together with the parents to implement a support plan.
- Where necessary, we will refer children, with parents' agreement to behavioural support services.
- In cases of extreme challenging behaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. We will make it clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Adults will be aware that some kinds of behaviour may arise from a child's additional needs.

- We require all staff, volunteers and students to use positive strategies for handling any challenging and inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. E.g. acknowledgement of feelings, praise for their efforts and achievements in resolving a dispute or learning a social skill such as

waiting for their turn, modelling behaviour, explanations and using stories to reinforce certain behaviours.

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