



Behaviour Policy

At The Bluecoat Nursery we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment, in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy & procedure to guide us through this process.

Corporal punishment will not be given to a child for whom we provide early years provision. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's wellbeing.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states (Page 5) that PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At The Bluecoat Nursery, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour guided by PSED in the Development Matters support guidance for the Early Years Foundation Stage.

Children will be supported to learn and develop respect, understanding and compassion, fairness and equality, kindness, confidence and self-esteem.

- . Respect: all children will be encouraged to have respect for themselves, for other people (their feelings, beliefs and values) and for the nursery environment including equipment and property.
- . Understanding and compassion: all children will be supported to understand other people's views and experiences and to be caring and tolerant towards others.
- . Responsibility: all children will develop an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- . Fairness and equality: all children will develop an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- . Kindness: staff will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- . Staff will support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents / carers using the nursery will be supported in a partnership approach towards achieving these aims.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents / carers in an attempt to understand and identify possible causes of negative behaviour.

Staff will focus directly on positive features of the child's behaviour.

The Bluecoat Nursery has a named person who has overall responsibility for behaviour management. The named person is Helen Magan (Foundation Stage Leader) who has the necessary skills to advise other staff on behavioural issues and knows how to access expert advice if necessary. The named person will be encouraged to attend training to update their knowledge on a regular basis.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their age and stage of development and at The Bluecoat Nursery we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- . Noticing and acknowledging positive behaviours.
- . Adults modelling positive behaviour.

- . Involving the children in problem- solving and supporting them to resolve conflict with support from a member of staff e.g. “I wonder what we can do to solve the problem/help you feel better?”
- . Teaching routines for certain activities and providing the children with opportunities to take on key roles and tasks e.g. Special day, Register responsibilities and ‘little helper’ tasks linked to themes.
- . Using clear and consistent boundaries across the setting.
- . Explaining the consequences of some behaviours and offering choices e.g. Redirecting the child to a new focus or activity, engaging the child in an adult-led task.
- . Providing strategies to support turn-taking e.g. using a sand timer, visual prompts, pictures and resources.
- . Communicating and modelling positive behaviour, using a variety of strategies and props e.g. visual timetables and pictures, social stories, songs, puppets and circle time.
- . Recognising and acknowledging feelings to encourage empathy. Naming and making feelings clear including the consequences of their actions: reflecting back to children.
- . Creating an environment that minimises conflict e.g. ensuring there are sufficient resources.
- . Staff carrying out regular assessments of the environment to ensure that it is not having a negative impact on behaviour and that all children’s needs are being met.

Supporting behavioural strategies and procedures, where negative behaviours are recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done with an age appropriate approach.

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to a nursery environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a ‘tantrum’, snatching and walking away at tidy-up time etc.

Intervention will be low key and may include one of the following:

- . Using a positive statement, e.g. “If you want to throw something, you could go outside and throw a ball”, “Keep the sand in the sand tray” instead of “don’t throw the sand”.
- . Explaining any concerns e.g. “If you lean back on your chair you may fall over”.
- . Giving choices.
- . Having a group discussion or circle time to discuss any unwanted behaviours or arising situations.

Staff will deal with more challenging behaviour by:

- . Labelling the behaviour not the child, e.g. saying “I don’t like it when.....” or “It’s not okay to....”

. Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw the sand..."

Where behavioural difficulties continue, parents / carers will be further invited into the setting to talk with relevant staff. By working together home and nursery will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by nursery and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents / carers may involve setting up a specific plan with specific targets related to behaviour. Where appropriate, this stage may include referral to external agencies for additional support / assessment with parents / carers' consent.

This policy and its procedures will be monitored and evaluated. It will be amended or changed in the light of reflection or any feedback through monitoring and evaluation procedures for promoting positive behaviour. The policy will be reviewed annually.