

## **BEHAVIOUR POLICY**



**Our Behaviour Management Co-ordinators are Karolina Solly and Courtney Tomkinson.**

### **Vision**

Tree Tops provides a secure environment where all children can realise their full potential in an undisruptive, happy and stimulating environment. We believe that:

1. Children learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable. Children and adults flourish best in an established routine and environment where they know what is expected of them and where children can play freely and learn without fear of being hurt or hindered by others.
2. There must be clear and developmentally appropriate expectations for children's behaviour. By making the expectations of good behaviour explicit the nursery can create a positive atmosphere that supports effective learning.
3. Children need to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future.
4. Some young children display emotional, behavioural and social difficulties. When this occurs the aim of Tree Tops is to remedy, or at least positively manage, such difficulties to ensure that children are properly

included in their learning experiences, opportunities provided and that the learning of their peers is not impeded.

**It is our continuing aim to:**

- create a safe, secure and happy environment that encourages and reinforces acceptable behaviour by consistent and considered response.
- be positive role models for all children with regard to friendliness, care, courtesy and language.
- ensure that all children feel included all the time.
- enable the children to share their experiences with each other and with staff.
- display a range of positive images and objects that reveal people in non-stereotypical roles.
- celebrate diversity within the nursery and to use resources that reflect diversity – including books, toys and role-play.
- help and make children appreciate and value each other, and to feel valued as an individual.
- enhance self-esteem, self-control and mutual consideration.
- give a high priority to clear communications within the nursery.
- develop positive partnerships with families.

In order to implement this policy, it is important that our staff themselves have a high self-esteem and also believe completely in what the nursery is doing, in the way that it is providing nursery education for children in our area.

## **Principles**

The Behaviour Policy reflects the following nine aspects of Tree Tops practice and when effective, contributes to improving the quality of children's behaviour.

1. A consistent approach to behaviour management
2. Strong nursery leadership
3. Professional playroom management
4. Appropriate rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Liaison with parents and other agencies
8. Managing children's transitions
9. Clear organisation and facilities

In order to model this behaviour staff should ensure that further routines are in place for:

- transitions within the day
- expected noise levels
- distribution and collection of resources (keep disruptions to a minimum)

The calmer and more cared for that children feel the more appropriate their behaviour is likely to be. Unnecessary demands on children's social and emotional abilities often lead to behaviour which is described as inappropriate. In order to avoid these the staff will avoid:

- unnecessary interruption of play and learning
- long waiting times
- developmentally inappropriate activities

## **Children's Views**

**Children like support in their behavioural learning.**

**They want a role model:**

- who listens to their point of view,
- who understands that their behaviour is a mean of communication,
- who treats everyone fairly, equally and consistently,
- who keeps calm and maintains control,
- who shows empathy, thinks about the world from their perspective,
- who models expected behaviour,
- who has respect for who they are,
- who interacts with them,
- who creates a positive learning environment.

**Children feel that some of their learning is hindered by:**

- being embarrassed,
- carers who shout unnecessarily,
- carers who do not listen, so they do not know what children need,
- carers who do not understand their preferred way/ characteristics of learning,
- being made to sit for long periods.

## **Expectations**

- **Everyone within the Nursery environment is expected to be polite, showing consideration and respect towards all.**

- **It is vital that parents and carers work in partnership with the nursery to ensure a consistent message.**

### **Tree Tops Day Care's 6 Golden rules**

- 1. We walk inside.**
- 2. We are kind to each other.**
- 3. We listen to each other.**
- 4. We look after our toys.**
- 5. We use good manners.**
- 6. We do not raise our voices.**

### **Putting Policy into practice:**

1. As a nursery, we will ensure that children and adults feel valued, respected, trusted and responsible for our nursery community by providing positive role models, a context of genuine praise and by encouraging considerate attitudes within a consistent environment.
2. We recognise that all individuals need to feel special and need to be responsible for their own actions, whilst being aware of the needs and rights of others. We will encourage good relationships based on kindness and respect, helping children to develop a conflict resolution set of guidelines.
3. We also recognise that individuals bring a wide variety of behaviour patterns to nursery. These are based on differences in home values, attitudes, parenting skills and culture. We will value these whilst ensuring fair treatment for all regardless of age, gender, race, ability or disability.

4. We have expectations of warm, caring, mutually satisfying relationships, which will rise, when necessary, to the challenges of occasional inconsistency of behaviour.
5. Any behavioural problem will be dealt with in an appropriate and positive manner depending on the child's age and level of understanding. Staff will help distract the child from a negative situation and support in a positive way. There will not be any form of physical, emotional or nutritional punishment.
6. The staff will refrain from using negative language/ criticism or labelling, shouting and raising voices in a threatening way, humiliating, frightening, discriminating or any form of corporal punishment. This maintains the child's self-esteem whilst dealing with the unacceptable behaviour.
7. We aim to build on positive behaviour by rewards, praise and acknowledgement. Any negative and unwanted behaviour will be ignored but monitored so that any child will not be in any danger.
8. Physical punishment will never be used or threatened.
9. We will support children's learning to empathise with others, understanding they have feelings too and that their actions have an impact on others feelings. Insisting on a child saying 'sorry' is not developmentally appropriate and not productive. Staff will model the use of sorry, for example "I am sorry that x did that to you it; must have made you feel....." so that children begin to empathise and

realise the meaning of the word. Staff will use every opportunity to discuss positive behaviour and respect for each other.

**10. We believe that the child is not 'naughty' or 'bad' but it is the behaviour that is unacceptable. We aim to teach the children the values of what is right and wrong.**

**11. In our alliance with children, parents and other professionals we will maintain positive attitudes by building links based on mutual trust. We will develop an appropriate approach to behavioural expectations and strategies for dealing with situations within the curriculum and beyond. Communicating at a level all can understand.**

**12. We actively promote four fundamental British Values:**

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

**13. An incident form detailing all information may be filled in and the parents will be asked to read and sign it. If child's behaviour continues to be negative, we would work with the parents and prepare an action plan and observations would also be undertaken and patterns of behaviour will be monitored. It may be necessary for children that have been identified with behaviour difficulties that may be due to additional needs, to have individual behaviour plans, which will be discussed with the parents.**

## Rewards and Sanctions

Possible rewards	Possible sanctions
Praise High 5 Activity of child's choice Stickers/medals	Distraction Move away to another staff member Warning or consequence Thinking time

## 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 will be recorded and parents will be informed about it on the same day.

## Anti-Bullying

At the age of 3-4 years children begin to understand that others can be vulnerable, have feelings and can be upset and hurt by their actions. If in the early years children experience success in achieving their objectives through intimidation of others by violence and verbal aggression, the reaction of key adults around them will determine whether they continue to use these strategies. **Staff will use the same principles as mentioned before when dealing with bullying.**

The following is a table of tools that can be used at different ages and stages of development, staff will base their responses on their knowledge of the individual child.

	<b>Up to 18 months</b>	<b>18 months to 2,5/ 3 years</b>	<b>Pre-schoolers, 2,5/3 to 5 years</b>
<b>Wants a toy another child has.</b>	Distract or provide a duplicate toy	1) Distract or provide a duplicate toy 2) Role model conflict resolution technique	Support conflict resolution techniques to allow children to find own solution
<b>Attention seeking behaviour</b>	1) Distract, redirect 2) Provide attention or ignore if appropriate and child not causing harm to self or others	1) Distract, redirect 2) Provide attention or ignore if appropriate and child not causing harm to self or others 3) Speak to child directly at their level and in a calm and quiet tone.	1) Distract, redirect 2) Provide attention or ignore if appropriate and child not causing harm to self or others 3) Speak to child directly at their level and in a calm and quiet tone. Tell the child what the consequences of their actions may be, provide 2 positive choices
<b>Non-compliance</b>	Redirect	1) Redirect 2) Speak to child directly at	1) Speak to child directly at their level and in a

		their level and in a calm and quiet tone.	calm and quiet tone. Tell the child what the consequences of their actions may be, provide 2 positive choices
<b>Inappropriate language</b>	<b>N/A</b>	1) Ignore 2) Repeat with a similar sounding "nice" word	Speak to child directly at their level and in a calm and quiet tone. Tell the child what the consequences of their actions may be, provide 2 positive choices
<b>Biting</b>	<b>Age appropriate behaviour</b>  Distract	<b>Age appropriate behaviour</b> 1) Distract 2) Speak to child directly at their level and in a calm and quiet tone. Explain that biting makes people very sad.	Speak to child directly at their level and in a calm and quiet tone. Tell the child that biting hurts and explain what the consequences of their actions may be (Thinking time)
<b>Other hurting</b>		1) Distract	Speak to child

<b>behaviours</b>	Distract	2)Speak to child directly at their level and in a calm and quiet tone.	directly at their level and in a calm and quiet tone. Tell the child what the consequences of their actions may be (Thinking time)
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See also our Biting Policy