

## Behaviour Policy

**Clowns Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore our behaviour policy is designed to promote an environment where everyone feels happy, valued and secure.

There will always be times when issues surrounding behaviour will arise, and we will use the Managing Behaviour Policy to deal with these issues effectively.

Corporal punishment will not be given to any child in the nursery. We will never use or threaten corporal punishment or any form of punishment which could have an adverse effect on the child's wellbeing.

In exceptional circumstances physical intervention should only be used to prevent personal injury to the child, other children or an adult. If physical intervention is used to manage a child's behaviour it should be recorded, and parents should be informed about it the same day.

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS), helping children to develop a positive sense of themselves and others, forming positive relationships and developing respect for others, developing social skills and learning how to manage their feelings, understanding appropriate behaviour in groups, and having 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 consider 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 Clowns we aim to ensure that the individual needs of all children are met by providing clear, consistent, and developmentally appropriate expectations for behaviour, guided by PSED in the Birth to 5 Matters 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. 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. We also have an additional puppet, Kindness Kevin, who encourages and celebrates acts of kindness in each class.
- Staff will reinforce positive behaviour and acknowledge considerate behaviour to help develop children's confidence and self-esteem.

As part of their induction process, 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 and carers using the nursery will be supported in a partnership approach towards achieving these aims.

Some things that we consider and practice during our everyday duties are as follows:

- Voice – Our tone of voice conveys as much information to the children, parents, staff and visitors as the words that we use. A positive voice sounds interested, warm and sincere.
- Body Language – Our gestures, posture and the way in which we talk, sit and stand all send information to children and adults. A positive posture encourages positive relationships.
- Smile – People respond to a smile. Smiles are contagious and put children and adults in a more receptive mood.
- Eye-contact – Acknowledging people using eye contact helps with building relationships, establishing rapport and making children and adults feel welcome.
- Positivity – If we expect to do well, we will be successful.
- Courteous – Always be polite, whatever the circumstances.
- Attentive – Listen, show interest, be alert and observe children and adults.
- Helpful – We are here to provide a service and to demonstrate to children and adults an awareness of their possible needs and share our wealth of knowledge.
- Caring – We are here to make children and adults feel that they matter and that they have their individual needs met.
- Enthusiasm – We enjoy providing a service and show children and adults that we are happy to help.

Staff will work effectively together as a team and show a fair and consistent approach to any incidents. They will discuss concerns with parents / carers to understand and identify possible causes of negative behaviour. Staff will focus on positive features of the child's behaviour.

Young children are still learning how to behave appropriately. Many of the things they do are normal for their age and stage of development, and at Clowns 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:

- 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.
- 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?"
- 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.

- Providing strategies to support turn-taking, e.g., using a sand timer, visual prompts, pictures and resources.
- Recognising and acknowledging feelings to encourage empathy. Naming and making feelings clear including the consequences of their actions: reflecting this back to the children.
- Creating an environment that minimises conflict, e.g., ensuring there are enough resources.
- 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.
- We use The Colour Monster by Anna Llenas to teach children about emotions. (See 13.1 Childrens' Wellbeing Policy and Procedure). In line with the story, we use colours to represent different emotions and children learn to associate emotions with colours.
- The children learn about and explore the different emotions during circle times, and we follow a sequenced progression to teach the language of emotions. We use a set list of vocabulary for each emotion, so children learn a wide range of emotions.

Children display a range of behaviours, most of which are to be expected for their age and when they are new to a nursery environment. 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.

Intervention for behaviours such as shouting out, having a 'tantrum', snatching etc., will be low key, for example:

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 behaviour 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..."
- Encouraging the child to make amends where appropriate, e.g., if they have hit another child.

Where behavioural difficulties continue, parents/carers will be invited into the nursery to talk with the child's key worker. Home and nursery will work together to explore possible underlying causes and share positive strategies in order to ensure a consistent approach. An action plan will be agreed on 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, and with parents' consent, this may include referral to external agencies for additional support or assessment.