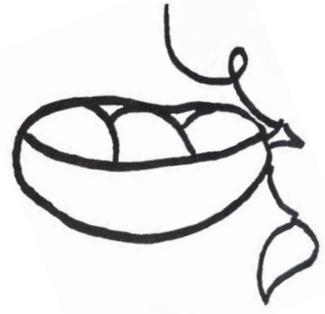


Peapod Nursery School



Behaviour Policy

The Peapod Nursery School promotes Good Behaviour, by example and by implementing the procedures within this policy. Children are encouraged to express their feelings and frustrations and given opportunities to do this in a safe and relaxed environment.

We believe behaviour management is not about reprimanding children's unwanted behaviour but promoting acceptable behaviour and teaching children how to deal with their feelings.

Staff in the setting understand that unwanted behaviour is not necessarily children being 'bad', but more often about children being unable to respond effectively to a situation they find themselves in. This could be because they are ill or tired or haven't been exposed to the situation before. The best way to help children, is to offer them a better way to express their emotions, teach about respect and self-control, and to learn the feelings behind the behaviour.

The aims of the behavioural management policy

- To promote good behaviour.
- To encourage self-control
- To develop tolerance of others
- To learn consequences
- To build confidence and self-esteem.

Responsibility

It is everyone's responsibility to promote good behaviour through acting as a positive role model and by following the policy and procedures listed.

Key Carers who observe a behavioural issue with a child in the setting can work with the SENCo and the child's parent to help the child find a better way to deal with situations of unwanted behaviour.

The Special Educational Needs Co-ordinator can work with the child's key carer to assess the cause of the issues and help find ways to encourage positive behaviour.

The SENCo will keep themselves up to date with training and development relating to behavioural management, relevant legislation; and will ensure all staff are updated. The SENCo will also organise staff training and support sessions as required.

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Encouraging positive behaviour in the setting

The setting will praise good behaviour, and reward children for using good manners, being kind to others, assisting with tidying up and any other positive action.

It is important to praise children, even if they display good behaviour every day. It is unfair to reward the positive behaviour in more challenging children, and not reward the same behaviour in others. For example, a child who is good at sharing should be rewarded for this as much as the same in a child who struggles with sharing. This can encourage other children to learn from others by seeking the same praise.

The setting has a reward chart, the 30 smiles chart. Children collect 30 stamps on their charts to receive a 'lucky dip' into the 30-smile box. This is available to all children in the setting, not just children learning to develop and better their behaviour.

The reward in the 30-smile box is a small toy to take home. These toys are suitable for children over the age of 3.

Children aged 2 and under will receive age-appropriated rewards for filling their smile charts.

30 positive goals to reach a reward can be a very big achievement, and smaller 'goals' may be brought in to target certain behaviour in certain children, as decided on an individual basic.

Staff need to be consistent on actions that are rewarded with smiles and it should be done in a non-bias manor. The allocation of smiles should be discussed at staff meetings to decide on relevance.

Positive dealing with unwanted behaviour

Dealing with unwanted behaviour is individual to each child, and each type of unwanted behaviour. Anyone who is unsure, should speak to the SENCo or manager for advice.

Staff should tell children in a firm but calm voice “no” They should take time to inform the child what behaviour or action was unwanted, and why. If possible, an alternative, positive action should be pointed out to the child.

Ideally, the staff member should be at the child’s level and take time to explain the situation, giving the child time to process the information and to ask questions. Staff can recommend the child says sorry, if the situation warrants it, but it must be the child’s choice and should not be forced on them. Forcing a child teaches them to say the word without meaning it.

Negative dealing with unwanted behaviour

Children displaying unwanted behaviour will never be shouted at, staff should always remain calm and rational. Staff who feel angry, or frustrated, must delegate the situation to another member of staff, and take a quiet moment themselves.

Children must never be removed from the room. Children can be removed from the situation to distract them from the incident or to allow them to calm down, however the staff member should stay with the child and assist them to calm or engage in another game.

Children will NEVER be hit, smacked, or punished physically. Children will not be threatened with these punishments.

Children will not be humiliated or belittled because of their behaviour.

Children will not be ignored. Children learn by being engaged with, even if they are acting up for attention, this should be dealt with rather than ignored. The child can be shown something that will gain them attention for doing something that is positive.

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Staff Behaviour

Staff are expected to be polite, and to avoid swearing in and around the setting. All staff should address children clearly and use concise sentences that are to the point and contain child-appropriate words. Discussions between staff and children should ideally be at child level.

Staff must act appropriately to incidents between children, using this policy and staff training as guides, but must understand that all children and every situation is unique.

Staff need to act positively with other adults in the setting, regardless of personal feelings. This includes other staff, visitors and parents. Staff must not discriminate others for faith, race, life choices or parenting skills and choices.

Parent's behaviour

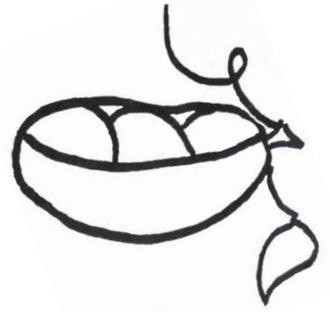
Parents are asked to respect the setting rules and to encourage their children to follow them. All parents entering the setting are required to follow the setting rules themselves.

Parents with any behavioural issues are welcome to work with the setting's SENCo, a confidential meeting can be arranged. We are happy to help and advice in any way we can.

Any behavioural issue identified in the setting will be brought to the attention of the parent, who has a say in how the issue is addressed in the setting and can assist outside the setting.

Parents are required to be polite and to avoid swearing in and around the setting. They are positive role-models to all the children around them. Parents should display positive and tolerant behaviour, including whilst driving to and from the setting.

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Setting layout and resources

Consideration will be given to the layout of the setting, to give children plenty of space to access resources. There will be adequate quantity of resources and toys to avoid squabbling. Activities will encourage turn taking, sharing and working together.

Outside Environment

Children who are playing outside must stick to the outside play rules. Children not following the rules may be required to return inside for the safety of others outside. This will not be a ban on outside play, and the child will be able to return to the outside area at any time.

The outside play rules will be decided and approved by staff at staff meetings. Parents are welcome to have their say.

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Physical Intervention

In the event of a child acting in a way that puts themselves or others in danger, a physical intervention may be necessary. This is when a child needs to be physically removed from a situation.

In the event of a physical intervention being necessary, the staff member who dealt with the incident must follow the correct procedure.

1. Instantly check that the child and those around them are no longer in danger.
2. Reassure any child who becomes distressed by the incident.
3. Remain with the child removed, and comfort
4. Inform the child about the situation, help them understand the incident.
5. Distract the child from the incident so they do not return to it
6. Ensure an incident form is complete
7. Inform the manager
8. Inform the parent of the child involved
9. Assess the setting provision to see if the situation could be avoided in the future.