**Positive Behaviour Policy**

1st Steps Behaviour policy states that “we are committed to creating a

considerate environment of mutual respect where learning through play can take place and in which everyone can succeed.”

This reflects our belief that promoting a positive ethos based on strong relationships creates the right environment for learning. We aim to encourage self-discipline, consideration for each other, our surroundings and our property.

The nursery rewards positive behaviour in an attempt to minimise negative behaviour. Examples of rewards and encouragement of positive behaviour are as follows:

* Staff promote good behaviour through the use of positive language and by acting as positive role models, praising children to their parents and other people.
* To motivate children by creating an enjoyment of learning, by praising effort and achievement and through a reward system, applied consistently, giving a sense of security.
* To have clear guidelines and set boundaries with clear consequences when expectations are not met, applied consistently
* To use a system of early intervention to support children who have difficulty in meeting expectation
* Staff will show approval when children behave as they wish. Reward may be stickers, hugs, smiles, praise, eye contact, tone of voice, time to talk and play, attention or treats. **Please note that these treats will not be in the form of food or sweets.**
* Children will be given the chance to work out minor disputes.
* Help children by offering positive choices. For example, ‘shall we tidy up’ rather than ‘don’t make a mess.
* Staff will follow a consistent approach to managing behaviour positively
* Explain why we expect certain behaviours and to communicate clear expectations of behaviour to all members of the community
* Avoid creating confrontations and battles. Staff will not over-react to minor matters.
* Children will be encouraged to recognise bullying, fighting, unkind remarks and racist comments and that they are unacceptable.
* To work in partnership with the home through good communication and on admission all parents are provided with a copy of our golden rules which were devised using both the children’s and staff’s views.

**Related Policies**

Anti-Bullying Policy

Inclusion Policy

**How We Communicate Clear Expectations of Behaviour**

We are committed to making our expectations of behaviour clear, so that everyone knows exactly what good behaviour looks like and what the reasons for our clear boundaries are. Our expectations for the rooms, agreed by staff and older children when possible are set out in the rooms. Even though age will determine a child’s understanding, our ethos is that all children have

* The Right to Learn,
* The Right to be Safe in nursery and
* The Right to a Pleasant and Supportive Environment.

**Parent/Guardian**

**I/We shall try to:**

* Encourage my/our child’s regular, punctual attendance with appropriate equipment e.g. wellies, sun cream, suitable clothing, sun hats.
* Encourage my/our child’s learning through homework and other activities.
* Act as good role models i.e. no swearing in front of children
* Attend parents’ evenings and consultation evenings concerning my/our child’s progress.
* Get to know and take interest in my/our child’s life at nursery.
* Make the nursery aware of any concerns that might affect my/our child’s progress.
* Support the nurseries behaviour policy.

**Staff and Managers**

**We shall try to:**

* Care for your child’s safety and happiness.
* Create a good environment for learning.
* Act as role models for your child in punctuality, being prepared and organized for activities
* Encourage and motivate your child to do the very best they can.
* Keep you informed about your child’s progress, homework, and about general nursery matters.
* Be open and welcoming and offer opportunities for you to become involved in nursery life.

Managing unwanted behaviour will use some of the following tactics:

* Know what is ‘normal’ and decide what’s important.
* Have sensible expectations and avoid confrontation.
* Don’t overdo it, selective deafness and blindness.
* The child may be distracted by providing more attractive alternatives.
* The child may be removed from the situation. They will not be humiliated or shut away on their own but given time out for reflection.
* This is not about control or punishment
* If a child is having a tantrum, which may cause injury to other children or staff, staff will physically intervene to gently calm the child until he/she calms down, and then given reassurance and cuddled. This could be through giving the child time and space to reflect on their actions.
* Inappropriate language will be ignored but parents will be informed.
* When saying ‘No’, body language will also say ‘No’.
* Unacceptable behaviour will not be rewarded with attention.
* Staff will show disapproval and make it clear that the behaviour is not acceptable. It will be made clear that it is the behaviour that is not wanted rather than the child.
* If the child is old enough, staff will explain why the behaviour is not acceptable.
* Punishments will be limited, but any sanctions used will be given immediately.
* Physical punishment of any kind will not be used within the nursery.
* Consistent unacceptable behaviour will be reported to parents so an action plan can be formed to address the inappropriate behaviour.
* Forgive and forget!

How a particular type of behaviour is handled will depend on the child and the circumstances. If a child has been mean to another child, they will be asked to help care for the injury caused or apologise. This will depend on the age of the child and their understanding of the situation at hand. Staff will talk to the children about their actions. Continuous unwanted behaviour will be monitored closely and thorough records will be kept.

Consistent inappropriate behaviour may result in parents being asked to come in to speak to staff. Difficulties, which have arisen, will be discussed and solutions offered to ensure consistency between home and nursery. In some cases, we may seek additional advice from the SENCO and behaviour coordinator - Alex, Early Years or Educational Psychologists, other professionals.

**Age Related Behaviours**

Certain behaviours are age appropriate, for instance biting may be related to teething, difficulties in communication or frustration. Smacking, pushing etc. can be related to children learning to share. These sorts of behaviours are seen as part of the children’s development and should resolve with age. However, if they continue after the age of 3, the nursery Special educational needs co-ordinator (SENCO - Alex) will address the situation by speaking to staff and parents to discuss the issues.

The SENCO has a wealth of information regarding various behaviours and special needs and is happy to share this information with staff and parents. If they can not help they will speak to the early year’s inclusion team (SENIS) at Sefton for further support.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society. But this can only be done with the assistance of guardians to provide consistency.

See Biting policy for further information

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**Learning & Development**