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| Policy 03 | Review date | November 2017 |
| Behaviour Management Policy |  |

**Lead practitioner Sue Lambert**

**This Policy represents the agreed principles for behaviour and discipline throughout St James’ Cottage. All staff at the setting have agreed to this policy its principles and procedures.**

**Aims and expectations**
It is the primary aim of St James’ Cottage Nursery that every member of the setting feels **valued and respected,** and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The setting's behaviour management policy is therefore designed to support the way in which all members of the setting can live and work together in a supportive way. At St James’ Cottage Nursery we believe that children and adults flourish best in an orderly, safe, stimulating environment without fear of being hurt or hindered. This helps develop their personal skills to understand their behaviour affects those around them. We recognise that children are not born knowing how to share and play co-operatively but that this must be explained and demonstrated by example. Children need to have set boundaries for their behaviour for their own and others safety. This policy seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below:

This policy identifies a whole settings approach to the management of behaviour, including development strategies to be used in response to negative behaviour and in involving parents and carers where needed.

Staff will support the children at the setting giving them clear, consistent boundaries regarding behaviour, taking into account the age and stage of development of the child. The children will learn to;

* Participate in group activities and develop the skills of sharing and taking turns in their

play

* Ask for and be willing to receive help or advice from others
* Follow simple instructions appropriate to their individual stage of development
* Enjoy and respond to praise
* Develop skills of concentration when involved in both self‐initiated and adult‐directed activities
* Demonstrate good manners at all times
* Be responsible in tasks that are age appropriate eg: encouraged to “tidy up”
* Use appropriate language with which to express themselves
* Show consideration and respect for the settings equipment and resources, and for

other people’s belongings

Staff should:-

* Recognise the individuality of all our children.
* Support each child in developing self‐esteem, confidence and feelings of competence.
* Provide a key worker system enabling staff to build a strong and positive relationship with both children and their families.
* Work in partnership with parents and carers by communicating openly.
* Praise children and acknowledge their positive actions and attitudes, emphasising that we value and respect them.
* Provide equipment and materials through which children can play out their feelings. Giving attention on a one to one basis where required.
* Be good role models and set good examples
* Praise, endorse and reward good behaviour using words and stickers. Be consistent in their approach to behaviour management in dealing with positive and negative behaviour
* Where possible consult with children in formulating boundaries and rules

**When children behave in unacceptable ways:-**

We recognise that most children, at certain stages in their development will demonstrate behaviour that is generally considered to be negative, either physically through responses such as biting / hitting or kicking or may vocalise their displeasure for example by swearing. Regardless of their behaviour all staff are required to respond to the children in a calm and positive manner. We believe in working towards managing behaviour rather than disciplining the child.

**Serious or persistent problems** with unwanted behaviour will be promptly and accurately recorded on an incident / behaviour form. Parents / carers will be informed and asked to read and sign the document the day of the incident. Advice may be sort from colleagues or professionals as appropriate. In extreme cases children may be excluded from the setting on a temporary basis, all sessions missed must be paid for in full. If the behaviour does not improve the child may be permanently excluded.

**It is always made clear that the child is valued as an individual and it is their behaviour not the child that is unwelcome.**

* Staff will intervene and redirect the children toward alternate activities and a discussion will take place respecting that child’s level of understanding
* Staff will let the children explain what happened instead of repeating what they have been told or seen. This is in order to understand the child’s feelings and support them to understand the consequences of their behaviour
* Staff will encourage children to say they are sorry or hug depending on age and level of understanding
* Staff will make themselves aware of, and respect all cultural expectations regarding interaction between people
* Staff will ***NOT*** raise their voices in a threatening way (however it may be necessary to do so to avoid danger or injury to a child/adult or equipment)
* Staff will ***NOT***  use physical punishment or threaten to do so
* Staff will ***NOT*** humiliate, withhold food, use a naughty step in managing children’s behaviour as this is detrimental to their self-esteem. Children will only be separated from the others if their behaviour threatens the safety of the other children
* Children will ***NOT*** be physically restrained, unless to prevent physical injury to children or adults, or serious damage to property. Where restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the child and others and this will be documented on the Incident and Behaviour Form and parents / carers will be asked to sign this on the day of the incident.
* Any incidents of unwanted behaviour are handled in a calm and controlled manner
* If a parent thinks their child is being bullied, please refer them to the Anti-Bullying Policy
* Parents will only be informed if the level of their child’s unkind behaviour to others persists or has not been resolved in the setting or if their child has been upset.
* Adults will be aware that some kinds of behaviour may arise from a special need; to understand and support this, the practitioners’ needs to see this as a symptom of their need rather than a separate condition. The child would already have an individual education plan (IEP), and they will work together to resolve this behaviour issue.

Staff will receive Training in behaviour management and support in developing positive strategies for responding to and managing children’s behaviour. This will be achieved through staff meetings and any relevant training events as identified.