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## SUPPORTING POSITIVE BEHAVIOUR POLICY

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Toad Hall nursery believes that children flourish best when they understand boundaries and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people, and their environment. We will use positive methods of guidance to encourage children to behave in a manner, which allows the facilities to be enjoyed by everyone. We will put the following principles into practice:

To treat others as we wish to be treated by doing and saying only kind things.

To share and take turns through co-operation.

To respect and nurture all living things.

To look after and respect everyone's possessions and nursery equipment.

Respect each other as individuals.

Bullying towards other children will not be tolerated.

Our practice will follow:

- We have a named Special Educational Needs Coordinator, known as SENCO, who has overall responsibility for issues concerning behaviour. We require this person to keep up to date with legislation and current thinking on children's behaviour, as well as oversee the implementation of behaviour management plans where it is felt necessary.
- We require all staff, volunteers', and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy.
- We require all staff, volunteers, and students to use positive strategies for handling conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development:

Steps we take for solving problems and resolving conflicts between children: This is the approach we will build up to throughout the child's time at nursery. The aim is for the children to resolve problems between themselves and not expect adults to step in with a solution:

1. Approach calmly - remaining neutral
2. Acknowledge the children's feelings - this will help them 'let go' of feelings to enable them to move on.
3. Gather information - from both children.

4. Restate the problem - to ensure both children agree that the problem has been identified
5. Ask for solutions and choose one together - explore all areas even if they seem unrealistic
6. Be prepared to give follow up support - check the problem has been resolved

We familiarise all new staff with the nursery's behaviour policy and its rules for behaviour.

We praise and endorse desirable behaviour such as kindness and willingness to share.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

We recognize that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the nursery.

When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

If a child's behaviour warrants physical restraint - if they are in danger of harming themselves or others - this will be done only with parent's permission and after undertaking training from outside sources. This would only be in very extreme circumstances. The parents will always be informed if restraint has been needed.

We do not use techniques intended to single out or humiliate a child.

We do not shout or raise our voices in a threatening way to respond to children's behaviour. We handle children's unacceptable behaviour in ways, which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.

We work in partnership with parents. Parents are regularly informed about their children's behaviour by staff. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and to decide how to respond appropriately.

The most important thing to consider is that the children learn what they live, so it is essential for parents and carers to provide the children with appropriate examples. All staff are consistent in their approach to behaviour management, sometimes it may be necessary to discuss with parents to maintain this consistency in the child's home life.