

## Behaviour Policy

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Date agreed	Review Cycle	Due for review
Signed		

### Policy Statement

It is the policy of Effra Early Years Centre to create a safe, happy environment where all children can flourish, and play, learn and develop with confidence. We recognise that the promotion of positive behaviour is an integral element in this.

#### Our aims:

- that all children and adults show respect for themselves, others and our environment.
- that everyone learns to take responsibility for their own actions.
- that staff will immediately deal with and record any issues that may arise within the Centre.
- that staff, parents, carers and visitors understand and adhere to the behaviour strategies used at Effra Early Years Centre.
- that the strategies used with children are shared with parents and carers.
- that these strategies are continuously reviewed to ensure they remain effective.

#### Our philosophy:

We recognise that all children experience a range of feelings day to day, as well as during difficult times in their lives, and that these can give rise to a range of emotions. We believe that all children can learn to behave appropriately when supported and given:

- time, love, acceptance, respect and encouragement
- role models to set appropriate examples.
- freedom to experiment and make mistakes within clearly understood expectations and boundaries
- opportunities to begin to understand the consequences of their own actions.

#### Positive Behaviour:

We promote positive behaviour by using the following strategies:

- ensuring good behaviour is praised
- all children receive positive attention every day
- recognising and “rewarding” (praising) the behaviour we want
- success and achievement is acknowledged and celebrated.
- having high expectations and setting clear boundaries.

#### What is appropriate and positive behaviour?

Appropriate behaviour ensures that every child and adult is safe and treated with respect. It ensures that the Centre's environment, equipment and resources are cared for and treated with respect.

Examples of appropriate behaviour are:

- thoughtful acts – e.g. helping peers/staff
- caring – e.g. comforting peers when they are upset/injured
- sharing – e.g. taking turns appropriately, offering a toy to a peer.
- Including – e.g. inviting less-confident peers to join in
- tidying up resources carefully
- taking responsibility for own actions – e.g. saying sorry if they have upset another child/adult
- listening to others.

### **What is unacceptable behaviour?**

There are some kinds of behaviour that we cannot tolerate. These are behaviours which may compromise the safety, confidence and comfort of individual children or adults, or that may result in resources and the environment being damaged or destroyed. This may include:

- physical or verbal abuse to children, staff, visitors or parents/carers – e.g. swearing,
- name calling, hitting, biting
- bullying
- racial abuse, sexual harassment, physical intimidation or bullying – e.g. name calling, one child using their strength to overpower another
- disruption of other children's play or purposeful activity – e.g. by taking away equipment
- not caring for, or damaging the nursery environment and resources.

### **How do we deal with unacceptable behaviour?**

- All staff share equal responsibility in dealing with inappropriate or unacceptable behaviour, straight away. The key person will be informed, and if necessary, the behaviour will be discussed at the regular evaluation or briefing meeting.
- We set a positive example with our own behaviour.
- We respond to unacceptable behaviour in a positive, firm and calm manner, at a level appropriate to the child's maturity and level of understanding – e.g. discussing with the child why the behaviour is unacceptable, and to rectify the situation or think about how their actions have affected others, and consider how to behave more appropriately in the future. Children may be given 'time-out' from the environment to allow them time to reflect. This should be only for a short period of time; usually the total number of minutes will be commensurate with the age of the child.
- In the event of extreme or persistent unacceptable behaviour, this behaviour will be recorded and monitored. If it continues the Headteacher may ask the parent to keep the child at home for a specified period. This will be put in writing.
- In extreme circumstances, during instances where a child's behaviour may result in physical harm being caused to another person or themselves, it may be necessary for a member of staff to physically intervene or restrain a child. This is done in accordance with our Physical

Intervention Policy. Any incidents involving restraint or positive handling are recorded and parents are informed at the end of the session.

### **Sharing information with parents**

- If a child's behaviour is unacceptable the parent will be informed personally, or contacted by telephone or letter, by their key worker, team leaders or line manager.
- The behaviour and possible strategies for school and home will be discussed with the parent in private.
- If the behaviour continues the school will offer additional support.
- If we are seek further support from outside agencies e.g. educational psychologist, parents will need to provide written consent.

### **How is the policy supported by the curriculum?**

We recognise the importance of our role in supporting children to learn to behave positively. In order to achieve this careful consideration will be given to the planned curriculum both inside and outside. The curriculum for the Early Years Foundation Stage of learning which forms the basis for our planning highlights the importance of providing children with opportunities and experiences to talk, to share, to turn take, to discuss our feelings and support each other in a caring and considerate manner.

There will be further opportunities for discussion, both at individual and at group level to discuss issues as necessary.