

Managing behaviour

Promoting positive behaviour policy & Gun play policy

Children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities.

The nursery actively promotes British values and encourages and praises positive, caring, and polite behaviour always and provides an environment where children learn to respect themselves, other people and their surroundings.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places, and objects. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

We aim to:

- Promote the difference between right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour.
- Recognise that some behaviours are normal in young children e.g. biting.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.

- Work in partnership with parents and encourage parents/carers to be positive role models and challenge any poor behaviour shown at home.
- Acknowledge children's positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility and be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Supporting and developing self-regulation and empathy as appropriate to the stage of development.

Expectations of behaviour:

At Twinkle Toes, we aim to ensure the individual needs of all children are met by providing clear, consistent, and developmentally appropriate expectations for behaviour through:

- **Respect:** encourage children to have respect for themselves, others (feelings, values, beliefs) and for the nursery environment, equipment, and property.
- **Understanding and compassion:** help children understanding others' views and experiences and be caring and tolerant towards others.
- **Responsibility:** ability to make choices and take responsibility for their own actions. Help children understand the consequences of their behaviour.
- **Fairness and quality:** to develop fairness to all- how to share and give everyone equal chances. All practitioners will demonstrate this behaviour in their actions too.
- **Kindness:** promote acts of kindness to each other and model ways of being gentle towards each other.
- **Support and use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour, developing children's confidence and self-esteem.

Procedures

The named person for managing behaviour is **Sumaya Ahmed** and she will be responsible for:

- Advising and supporting other staff on behaviour issues
- Along with each room leader, keep up to date with legislation and research relating to behaviour.
- Support changes to policies and procedures in the nursery
- Attend regular external training events, and ensure all staff attends relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care, and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

Staff Training

- We familiarise new practitioners and volunteers with the nursery's behaviour policy and its guidelines for behaviour.
- We require all staff, volunteers, and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Partnership with Parents:

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we consider children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. With a good level of communication, we can provide consistency for the children, and this will help alleviate frustrations and misunderstandings that can lead to behaviours that are unacceptable or unknown.

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant practitioners. By working together home and pre-school will explore possible underlying causes and share positive strategies to ensure a consistent approach between setting and home. An action plan to be shared by nursery and home will be agreed and reviewed to monitor outcomes.

Non- verbal children:

Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm down, but we offer them an explanation and discuss the incident with them to their level of understanding.

Biting

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources

ABC log stands for:

Antecedent- Behaviour- Consequences

If behaviours continue and practitioners and SENCO feel it is becoming a common problem. Practitioners will be asked to complete the ABC behaviour log. They will be expected to write the date, time, and place where the incident occurred. They then add what happened before the behaviour occurred? What triggered the behaviours? What did the child do and what happen directly after the behaviour occurred. This was we can identify a pattern of behaviour and put sufficient strategies and solutions in place to avoid negative behaviours to continue. The evidence recorded will be shared with the SENCO, behaviour support manager and parents. Together, they will come up with smart targets to tackle behavioural concerns.

Children with additional needs:

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent. Appropriate next steps will be discussed with parents and nursery SENCO.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

Bullying usually occurs in children five years and over but if it does occur in our nursery, we will deal with it in the following way:

- show the children who have been bullied that we are able to listen to their concerns.
- Intervene to stop the child who is bullying from harming the other child or children.
- Explain to the child doing the bullying why her/his behaviour is not acceptable.
- Give reassurance to the child or children who have been bullied.
- Help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.
- Not label children who bully as bullies.
- Recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- Discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- Share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: January 2024

Next review: January 2025

Gun play policy

Much of children's play revolves around good vs. bad, particularly boys who enjoy not just gun play but also pirates with swords, Star Wars with lightsabres and more.

At Twinkle Toes nursery, we believe that children's creativity is a hugely important aspect of their development. In banning gunplay all together, this can suppress their creativity and send a message that it is not valued. Instead, we choose to encourage them to develop their play and ideas further than just shooting at things.

We also feel that by banning gun play, we are excluding those children who have experience with guns, whether because they have lived in a country at war, or relatives in the army, or simply from the news. Children often use play to act out their fears and concerns in a safe environment and we will support this and endeavour to educate them that guns are not toys and can really hurt people. Equally, we will not tolerate violence within the nursery and any such behaviour (pushing, kicking etc.) will be disciplined according to our behaviour policy.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: January 2024

Next review: January 2025