



## Pepperberry Day Nurseries

### **Behaviour Management Policy**

At Pepperberry we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We believe that everyone should be treated with respect, addressed correctly and with equal concern.

We are an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others.

We recognise the need to set responsible and appropriate limits to help manage the behaviour of children in our care. We will discuss this with parents/carers and children during the initial visits regarding their values and routines at home and what is effective for them. Parents/carers must inform us of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents/carers separation, divorce or bereavement. All information shared will be kept confidential unless there appears to be a safeguarding issue.

We will offer regular review meetings with parents/carers to discuss their child's care and any issues or concerns regarding unacceptable behaviour.

It is the policy of the nursery to promote positive behaviour by encouraging self-discipline, consideration for one another, our surroundings and property.

It is the responsibility of Pepperberry to:-

- Identify in the policy specific procedures and guidelines that all staff, students and volunteers should follow to manage children's behaviour.
- Share the procedure for behaviour management with parents/carers, children, staff, students & volunteers.
- Liase with other agencies for further advice and expertise if required. Such as educational psychologists.
- Ensure that all staff has training in behaviour management.
- Ensure that all staff, students and volunteers do not use any form of physical punishment or physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents/carers will be informed about it on the same day.



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- All staff, students and volunteers should be made aware of the national guidelines relating to any form of physical intervention, restraint, physical punishment, humiliation, bullying, harassment and denial of food and drink.

These guidelines should be followed in line with Children's Act 1989, Children's act 2004, Every Child Matters, Childcare Act 2006, The Statutory Frame Work for the Early Years Foundation Stage and Practice Guidance for the Early Years Foundation Stage and the UN Convention for the Rights of Children.

- Identify behaviour that is unacceptable within the nursery bullying, harassment and name calling are all unacceptable.
- Staff should support young children in developing relationships with other children and resolving conflict successfully and actively promote high expectations of children's behaviour within the setting.
- To record all significant incidents relating to behaviour

We aim to do this by:-

- Organising the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- Ensuring all staff take a positive and consistent approach towards managing children's behaviour.
- Encouraging children to recognise that bullying, fighting, hurting and racist comments are not acceptable.
- It is important to realise that if a child is feeling angry or upset it is the behaviour that is being rejected not the child.
- Encouraging positive behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be "Time Out" of the immediate situation with support of comforting as a last resort.
- We use praise specifically related to the child's actions or behaviour.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage sharing, negotiation and co-operation.
- We encourage responsibility in caring for others and the environment helping with tidying, watering plants, setting out activities, handing out drinks, snacks and equipment.
- We encourage positive behaviour through play and learning activities, circle time, stories, role play and puppets.
- We model appropriate behaviour in different contexts.



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- We consult with the children to draw up rules for behaviour within Pepperberry
- We involve the parents/carers in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if their behaviour is unacceptable.
- We discuss with the children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings, likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We encourage children to treat others as they wish to be treated, this is promoted through an understanding that everyone is allowed to have an opinion and to express themselves.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.
- We praise the children and acknowledge their positive actions and attributes to ensure that children see that we value and respect them.
- We provide an information leaflet for parents containing information in regards to managing behaviour.

By positively promoting good behaviour, values, co-operation and a caring attitude we hope to ensure children will develop as responsible members of society. The deputy manager, the assistant deputy manager and the senior practitioner in Sweet Peppers have all completed 'responding sensitively to biting' training through the NDNA.

Behaviour Management Coordinator: Jessica Miskell

Reviewed by Carole Nevard 22<sup>nd</sup> September 2022