



# Behaviour Policy

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# Golden Owls Day Nursery



## Behaviour Policy

### Introduction

Our aim is to work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted children.

Children learn by exploring, experimenting and testing the limits of their environment and experiencing the consequences of their behaviour. In this way, they begin to understand how the world works, their own limits and appropriate assertiveness. Children learn self-control and how the world works in a relaxed, positive atmosphere of support and understanding that recognises the child's struggle. Development is viewed as a growth process. As a staff body, we try to create an environment where children, parents and staff all value, respect and care for each other.

### Methods

In order to achieve an environment of positive guidance, Golden Owls Day Nursery requires the staff to:

- Encourage behaviours such as co-operating, helping, negotiating and problem solving.
- We provide activities that promote positive behaviour, such as displays, and use of rewards which is embedded into the daily routine.
- For individual activities such as trips etc., we create a behaviour code in consultation with the children.
- Encourage children's efforts to build feelings of self-worth.
- Model appropriate behaviour.
- Will praise and endorse desirable behaviour such as kindness and willingness to share.
- Ensure the rules are applied consistently, so that children have the security of knowing what to expect and can build useful habits of behaviour.
- Limit expectations to comply with what is realistic for the development level of each child. Clarify expectations for children so that they understand what is expected from them.
- We use praise and encouragement which is specific and meaningful to the child regarding whether public or private praise is appropriate.
- We use distraction and redirection techniques appropriate to the child's interests.

Golden Owls Day Nursery prohibits the following discipline methods:

- Corporal punishment, including spanking.
- Shaking, jerking, squeezing, or physically indicating disapproval.
- Shaming or using humiliation or verbal abuse.
- Using bribes, false threats or unrelated activities as punishments.
- Withholding of food or unrelated activities as punishments.



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Such behaviour from any member of staff would be classed as gross misconduct, which can lead to instant dismissal.

Such behaviour from any parent/carer may be subject to us instigating our safeguarding procedures.

When children behave in unacceptable/negative ways:

- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- If behaviour results in an injury to another child/adult e.g. a bite or damage to property the incident should be recorded on an accident/incident form.
- Recurring problems will be tackled by the nursery, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. Parents will be invited to a meeting and an appropriate action plan will be decided together. If the situation persists, outside agencies may be contacted to offer constructive, confidential advice.

Parental consent **must** be sought before contacting outside agencies (see below) for individual children.

## Bullying

Staff recognise that on occasions children may be the victim or perpetrator of bullying. Staff should ensure that comfort is provided to the victim of bullying. The child's parents should be informed and offered support, ensuring anonymity of child/ren involved. Staff should sensitively manage a child who is bullying and acknowledge the child's stage of development/understanding whilst ensuring the inappropriateness of the behaviour/actions are made clear. Staff should inform parents, maintaining confidentiality and offering support.

## Seeking Professional advice

In some circumstances where usual behaviour management intervention has been unsuccessful it may be appropriate to refer a child to specialist support services. In this instance, we would seek the advice and support from Surrey Early Years from whom we would request a visit to observe and assess the child.

## Partnership with parents and carers



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During the settling in process, information is shared on our behaviour management policy, and if parent/carers express any concerns they have regarding the wellbeing of their child, they can speak to the key person to arrange an appropriate time for discussion.

In some circumstances, physical intervention with a child may be seen as appropriate e.g. preventing an accident such as a child running into the road or to prevent injury to themselves or others. This will be achieved with minimum force and for minimum time. Any such incidents will be recorded using our incident form which records the following information:-

- Name of Child
- Date of Birth
- Date and time of incident
- Location of incident
- Description of incident
- Response by parent/carers
- Name and signature of person who dealt with incident
- Signature of parent/carers
- Name and Signature of witness
- Further action to be taken as a result

These are stored in a confidential file and only shared with appropriate agencies with parent/carers prior permission.

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### Staff/Volunteer Signatures

Please sign the table below to agree that you have read and understood this policy.  
If you have any further questions regarding information in this policy, please speak to your line manager or the policy author.

Name	Role	Date	Signature