

Little Trinity Ltd

Behaviour Management Policy

Little Trinity Nursery believe that happy and confident children, who love to learn, flourish best in an ordered environment in which everyone knows what is expected of them and boundaries are clear. The children should be free to develop their play and learning without fear of being hindered by anyone else. We aim to produce an environment where children can develop self-esteem and self-discipline in an atmosphere of care and security with mutual respect for others. Clear boundaries of behaviour are set down for the children. Some will vary on a daily basis dependent upon activities but common boundaries remain each day. No child will be allowed to smack, hit, push, bite or generally aggravate other children.

In order to achieve this:

- All rules and boundaries of behaviour will be explained to the children and parents.
- All staff will be consistent in their endeavour to apply the rules, to provide stability for the children.
- Children will learn good behaviour through example with all staff providing good role models for care, friendliness and the social graces.
- Staff will promote good and desirable behaviour and attitudes through various positive reinforcement methods.
- Steps will be taken to avoid situations where children only receive staff attention for undesirable behaviour.

Procedure for children who behave in unacceptable ways:

- One to one adult intervention on the child's level will be given to help the child understand why their behaviour was unacceptable.
- It will always be made clear that it is the behaviour that is unacceptable and not the child.
- In all behaviour management situations account will be taken of the individual needs of the child and their level of maturity.
- Recurring problems will be dealt with in consultation with the child's parents/carers and the Nursery Manager.
- Staff will be aware that some kinds of behaviour may be contributable to a child's special needs.
- It is not acceptable to admonish a child by deprivation of food or drink, or to humiliate or frighten a child.
- Physical punishment will never be used or threatened.
- Where appropriate a 'time out' period with a member of staff will be used, to reflect on and calm the situation.

Fundamental British Values in the Early Years

Following the Department for Education (DfE) statutory requirements for early year's providers on Fundamental British Values Little Trinity will ensure that it is embedded in all we do when working with the children in our care.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty, coming into effect from July 2015). Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers' responsibilities in the light of the Prevent duty.

Little Trinity will work with children through planning and activities to ensure the values are integrated into all we do. The following points are examples of some of the ways we will achieve this:

Democracy: Making decisions together

- Managers and staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we will demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: Understanding rules matter

- Staff will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff will collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual Liberty: Freedom for all

- Children should develop a positive sense of themselves. Staff will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff will encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual Respect and Tolerance: Treat others as you want to be treated

- Managers and leaders will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children will acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable is:

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs