



BEHAVIOUR POLICY

Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way. They must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.

Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if necessary.

Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable, Early Years Foundation Stage, (EYFS), 2023.

Nippertime believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide a safe environment in which there is acceptable behaviour and where children learn to respect themselves, other people, and the environment. Bullying, physical threats or abuse and intimidation are not tolerated.

Methods

- Elena Rose has the overall responsibility for issues concerning behaviour.
- we require them to:
 - keeping themselves up to date with legislation, research and thinking on handling children's behaviour,
 - access relevant sources of expertise on handling children's behaviour,
 - check that all staff have relevant in-service training on handling children's behaviour.
- we require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy.
- we require all staff, volunteers, and students to use positive strategies for handling any conflict by helping children to find solutions in ways that are appropriate for the children's ages and stages of development – for example distraction, praise, and reward.
- we familiarise new staff and volunteers with the preschool's behaviour policy and our behaviour code for all children based on safety, kindness and consideration, and all children are reminded of them as part of the normal routine.
- we expect all members of the preschool – children, parents, staff, volunteers, and students – to be consistent and keep to our code of behaviour.
- we use positive praise to endorse desirable behaviour such as kindness and willingness to share.
- we avoid creating situations in which children receive adult attention only in return for desirable behaviour.
- when children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- we never send children out of the room by themselves.



BEHAVIOUR POLICY

- we never use physical punishment, such as smacking or shaking, and children are never threatened with these.
- we do not use techniques intended to single out and humiliate individual children.
- we only use physical restraint, such as appropriate holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such events are brought to the attention of the Manager, or the Senior Team Leader in the Manager's absence and are recorded on our physical intervention form. A parent is informed on the same day and signs the physical intervention form to indicate he/she has been informed. This is then filed in the Safeguarding folder.
- in cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- we do not shout or raise our voices in a threatening way to respond to children's behaviour.
- we handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
- the adult talks them through how to handle difficult situations and gives the child/children good ideas for future play situations. We will talk to parents/carer at collection time and ask them to countersign the Accident and Incident form if necessary.
- we work in partnership with parents. Parents are regularly informed about their children's behaviour by their, 'child mentor', (key worker). We work with parents to address recurring problematic behaviour in the home and can offer parents objective strategies to help outside of preschool.
- when children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- we recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- common inconsiderate or hurtful behaviours of young children include tantrums, biting and fighting. Staff are calm and patient, offering comfort to intense emotions, helping children manage their feelings and talk about them to help resolve issues and promote understanding.
- if tantrums, biting, or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers.
- sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- we focus on ensuring a child's attachment figure in the setting, their child mentor, is building a strong relationship to provide security to the child.
- any incidents of bullying, discrimination, aggression, derogatory language, including name calling, are dealt with quickly and effectively.