

# Behaviour Policy

## Rationale

At The Willow on the Farm we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have 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.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. We aim to set these boundaries in ways that help children to develop a sense of the significance of their own behaviour, both on their own environment and those around them.

Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Praise and encouragement are significant in promoting and motivating good behaviour.

## Implementation of the policy at The Willow on the Farm Nursery

**It is the responsibility of The Manager, Alice Clark to:**

- produce a written policy statement which includes The Willow on the Farm commitment to developing children's positive and acceptable behaviour.
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in The Willow on the Farm.
- share the procedures for behaviour management with parents at induction.
- The Manager, Alice Clark, will take responsibility for behaviour management issues. They will support staff and liaise with other agencies for further advice and expertise.
- ensure that all staff have or are undertaking training in behaviour management.

- ensure that all staff, including students and volunteers, do not use, or threaten, any form of physical or corporal punishment (slapping, smacking or shaking), or emotional chastisement (humiliation of children). All staff will also never use any punishment that might adversely affect a child's well-being e.g. withholding food or water.
- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day in the **Incident Book**.
- ensure that all staff, including students and volunteers, are made aware of the EYFS welfare requirements relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children or deprive them of food, warmth or comfort.
- specifically identify behaviour that is unacceptable within The Willow on the Farm (bullying/harassment/name-calling) for staff, parents and children.
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour, manners and respect towards other adults or peers within the setting.

## **Our practice**

- We organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be a calm jar of the immediate situation either with or without support or comforting. This may occur in the book corner/calm corner.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.

- We encourage children to be aware of The Willow on the Farm routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour in the Incident Book.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.
- WE use RULER to help the children self-regulate the way they feel by using the Mood Meter.

### Encouraging positive behaviour

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage:
  - sharing
  - negotiation
  - co-operation.
- We encourage responsibility in caring for others and the environment such as helping with tidying up, setting out activities and chairs, break-time and helpers for snacks and fruit.
- Every week in Circle Time we choose a Helper of the Week based on previous achievements in good behaviour, or as encouragement for those who need it. The Helper helps us at our tables and is set small tasks like collecting up cups, handing out pencils, putting away activities. They receive badges and awards for good behaviour, or encouragement sticker charts for positive behaviour.
- We encourage positive behaviour through play and learning activities during Circle Time, stories, role-play and using puppets. We use our bear William Willow who is allowed to go home with a different child every week, to encourage responsibility and care.

- We ensure the children say good morning to us and look us in the eye every morning. We ensure the children shake our hands and make eye contact when they say goodbye.
- We involve parents in establishing rules for appropriate behaviour and include them in RULER training.
- We demonstrate that the child is still valued even if his/her 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 of opinions.
- We help the children to understand the consequences and effects of their behaviour on others.
- 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.
- Displaying work.
- Marvellous moments tree.

## **Links, References and Regulations**

### **Links to other policies:**

- Organisation
- Care, Learning and Play
- Physical Environment
- Safety
- Equal Opportunities
- Special Needs
- Working in Partnership with Parents and Carers

### **Reference to EYFS Statutory Framework Welfare Requirements**

#### **Children Act Regulations relating to our policy:**

None apply.

#### **References:**

EYFS Statutory Framework Welfare Requirements

Name of Person Reviewing Policy	Date Review Carried Out	Date to be reviewed (Yearly / when necessary)
Dawn Wilson-Fry	Written 31/03/17 Reviewed 08/06/17	July 2018
Alice Clark	03/09/18	Sept 2019