

Promoting Positive Behaviour

This policy document reflects the aims, values and philosophy of Rising Stars Nursery. It is our policy to encourage the development of a sense of right and wrong behaviour. This policy document works in conjunction with the following; Curriculum policies, Equality of Opportunities, Safeguarding Children Policy, and the guidelines on parental partnership.

Strategies

✓ Working with Children

Children will work with staff members to devise a “Code of Conduct” within the setting. This will establish expectations of how everyone behaves. Our codes of conduct will be displayed for all to see and will include

Whilst at Rising Stars Nursery we:

- Speak politely to each other
- Share toys
- Move around nursery safely
- Have kind hands and feet
- Listen to each other
- Ensure everyone’s needs are met
- Look out for each other
- Are kind to each other
- Look after our toys and equipment
- Look after our environment
- Welcome everyone at any time
- Respect each other’s space.

✓ Working with parents

Parents and staff should work together in an atmosphere of mutual respect within which children can have security and confidence. The nursery operates an “Open Door Policy”. Parents are encouraged to discuss any aspects of their child’s behaviour at any time with the staff. In return the staff must be able to approach parents/carers and highlight any areas of concern.

✓ Working with the staff

The staff understand the need to treat children with respect. We believe at Rising Stars Nursery that children who acquire the ability to be disciplined learn to balance their needs with those of others, feel good about themselves and become increasingly more independent. The strategies used will promote the development of self-discipline and will always be developmentally appropriate. They will be reflected throughout the nursery.

Within the staff team we need to promote: -

- Good clear open lines of communication between all departments.
- A consistent approach to discipline. (See codes of conduct and strategies)
- Early recognition of potential problems whilst avoiding labelling.
- Awareness of individual children's needs (medical background, family background, and ability to adapt to change).
- Working in partnership with parents.
- Team spirit and encourage positive co-operation.
- Close links with external agencies.
- Continual review of existing practises.

Strategies to promote ownership of behaviour

- ❖ Positive role modelling by the staff.
- ❖ Positive re-enforcement through reward system
- ❖ Daily written and verbal communication between staff and parents.
- ❖ Creation of a stimulating and challenging curriculum.
- ❖ Opportunities to express feelings through carpet time, discussion groups, one to one interaction, role play
- ❖ Sanctions appropriate to age and ability
- ❖ Child centred ethos
- ❖ Continual observation and assessment
- ❖ Awareness of children's individual learning styles.

Behaviour modification strategies

- ❖ Always use positive and corrective language.
- ❖ You do not always need to shout to be heard.
- ❖ Be attentive to the atmosphere within the group- modify where necessary.
- ❖ Explain reasons why and the consequences of their actions.
- ❖ Use sanctions as learning opportunities.
- ❖ Use the curriculum as a focus.
- ❖ Staff must not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well being.
- ❖ If physical intervention is necessary it will only be to prevent personal injury to the child, other children or adult and should be recorded. Parents will be informed about the intervention on the same day.

Identification of problems

Working in partnership with parents is essential in initially identifying a possible cause and developing a course of action for each individual child. Without the full support of parents this may not be achieved and early progress may not be made. However, parents should be assured that no action will be taken without their full knowledge and consent. Staff must recognise this and work towards developing stronger links with both the child and the parents/carers.