

7. Behaviour Management reviewed December 2017

We believe that children flourish when their personal, social and emotional needs are met and they have clear and developmentally appropriate boundaries for their behaviour. We support children in the process of learning to consider the rights of others and the impact of their behaviour on others.

The person with overall responsibility for behaviour management in our setting is Pamela.

The basis of our code of behaviour:

We understand that codes for good behaviour vary between cultures, societies and families and seek to make ourselves aware of these differences and have respect for them. We base our own expectations of good behaviour on a recognition of fundamental human rights (UN Charter of Human Rights, UN Charter of Rights of the Child). These incorporate respect for human dignity and respect for nature, espousal of intellectual freedom, charity towards others, acknowledgement of equality and participation in democracy. These values appear in many different cultures and are incorporated into **Fundamental British values**.

Enabling children to behave according to these values: Adult responsibilities:

Young children are on a personal, social and emotional journey with many developmental challenges. We support them in working towards good behaviour in the following ways:

1. All staff, students and volunteers model the values set out above while in the presence of children in our group, treating one another with courtesy, care and fairness. We familiarise new practitioners, volunteers and visitors with these guidelines for behaviour through this policy when they join the group.
2. We work in partnership with parents and carers, familiarising them with our policies. The key person will inform parents/carers about children's behaviour regularly and work with them to address any problems jointly.

Things we do not do to manage behaviour:

1. We never use any form of physical or corporal punishment. We never threaten children with these.
2. We do not shout or raise our voices in a threatening way in response to unwanted behaviour.
3. We never single out or humiliate individual children in front of the group.
4. We do not exclude children from the group for "time out" alone (although a practitioner may take a very distressed or disruptive child aside if necessary).
5. We only physically restrain a child to prevent injury to themselves, adults or serious damage to property. This is considered a serious event. Details of any restraint are recorded the child's personal file and the parent/carer informed the same day.

Working with children to achieve good behaviour:

6. Our expectations of children and the boundaries we set are made clear to them in ways they can understand and that are age appropriate.
7. We address children's unwanted behaviour positively, modelling and explaining more appropriate actions and helping them begin to see the consequences of their behaviour.
8. When dealing with unwanted behaviour we get down to the child's level and talk to them calmly using age-appropriate language, recognising that they may be upset and angry.
9. We encourage wanted behaviour by acknowledging this when it occurs. We do this to build children's sense of self-esteem, competence and confidence, understanding that this enables them to feel a valued part of a group and to accept its values in turn.

Signed:

date:

Reviewed: