**Busy Bodies Child Care Centre Ltd**

**Behaviour Management Policy**

At Busy Bodies we believe in creating a positive environment where adults consistently manage and encourage positive behaviour promoting children’s welfare and development. We believe in positively encouraging children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear and consistent boundaries and expectations. We believe in allowing children to flourish and enjoy developing, learning and making a positive contribution.

We aim to do this by:

* Treating children and adults with courtesy and respect
* Providing positive role models for children and setting good examples.
* Working in partnership with parents / carers.
* Encouraging children to share and care for each other.
* Encouraging children to care for and respect their environment.
* Encouraging acceptable behaviour through praise and encouragement.
* Developing a sense and understanding of what is right and wrong.
* Helping children understand the consequences of their behaviour.
* Maintaining a more than adequate ratio of adults to children.

All children may from time to time display signs of unacceptable behaviour. When this happens in nursery it will be managed appropriately and according to the children’s understanding.

The children and young people who attend the setting work with the staff to create Busy Bodies rules. These rules are reinforced and at least once a month the children go through them at group time. The Busy Bodies rules can be seen on the display in the main room.

All adults coming into contact with the children (including staff, parents and visitors) are expected to behave in an appropriate way. Any adult behaving inappropriately will be asked to leave the area and the matter will be discussed with a senior member of staff.

All staff and parents / carers are provided with a copy of the behaviour management policy during induction training or within their Welcome Pack.

Techniques used to encourage positive behaviour are appropriate to the situation and the age of the child, for example:

* Use praise specifically related to the child’s actions or behaviour.
* Distracting children if they become frustrated.
* Early intervention to avoid disagreements.
* Time out with adult support, if appropriate.
* Encouraging children to settle disputes by compromise and negotiation.
* Encouraging responsibility in caring for others and the environment (helping with tidying , watering plants, setting out activities, handing out drinks, snacks and equipment).
* Helping children to understand what is and what is not acceptable behaviour.

**Strategies with children who engage in inconsiderate behaviour**

* We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children’s age and stage of development. These may include acknowledgement of feelings, explanations as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response.
* We try to ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
* We acknowledge considerate behaviour such as kindness and willingness to share.
* We support each child to developing self - esteem, confidence and feelings of competence. We support a sense of belonging in our group so that they all feel valued and welcomed.
* We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
* When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately next time.
* Under no circumstances will physical punishment, humiliation, denial of food or drink be used as punishment in line with the Children Act 1989, Children Act 2004, Every Child Matters, the Child Care Act 2006, the Statutory Framework for the Early Years Foundation Stage and Practice Guidance for the EYFS and the UN Convention for the Rights of Children.
* Busy Bodies does not use techniques intended to single out or humiliate individual children.
* We use physical restraint (such as holding) only in a last resort and only to prevent physical injury to children, adults and/ or serious damage to the property.
* Details of such an event (what happened, what action was taken and by whom) are brought to he attention of the Manager and SENCO. They are added to the child's development file and a meeting is arranged with the child’s parent/carer on the same day.
* We do not shout or raise our voices in a threatening way to respond to children’s inconsiderate behaviour.
* In cases of serious misbehaviour, such as racial or other abuse, we make it clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than blame.

When dealing with situations staff members will maintain a calm and consistent approach at all times. Situations will be dealt with immediately to avoid escalation.

If a child continually shows signs of unacceptable behaviour the key worker will discuss this with the child’s parent / carer and the SENCO. The key worker, SENCO and parent / carer will agree a plan of action, whereby staff and parents can work in partnership to provide a consistent approach.

When disputes occur between children, the identity of the children involved in the dispute will remain confidential.

Staff will be alert to signs of bullying and will challenge it in a way that is appropriate. If this involves a child it will be appropriate to the child’s stage / age of development and understanding.

We do not tolerate any form of bullying by either a member of staff or child.

James Boddey is the SENCO for Busy Bodies.

The role of the SENCO is to:

* Ensure all staff have read and understood the Behaviour Management Policy
* Advise and support staff and parents / carers in appropriate ways of dealing with challenging behaviour.
* Keep up to date with current practices on effective ways of managing behaviour.
* Advise staff on appropriate training in relation to behaviour management

**Rough and Tumble Play and Fantasy Aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children seem pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using the strategies above.

* We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as as problematic or aggressive.
* We recognise that fantasy play also contains many violently dramatic strategies e.g. blowing up, shooting, etc. These themes often refer to “goodies” and “baddies” and as such offer opportunities for us to explore concepts of right and wrong.
* We will develop strategies to contain play that are agreed with the children, and understand by them, with acceptable behavioural boundaries to ensure children are not hurt.
* Staff are able to tune into the content of play, perhaps to suggest alternative strategies for heroes or heroines, making the most of “teachable moments” to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

This policy and procedure will be reviewed annually.

Updated on ………………………………………….. By …………………………………………………………..

This policy has been read, understood and signed by all the staff.

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