

Mad Hatters

Behaviour Policy

At Mad Hatters we believe that good behaviour is essential to help the child develop into today's society, and support our British Values, starting from early years into adult life. The staff at Mad Hatters are here to promote a positive attitude towards friends, family and our environment all around us.

Our Behaviour Co-ordinator (BECO) is Kathryn and Maariyaah

We currently use the Framework for Intervention (F4I) system within the setting to help manage and prevent unwanted behaviour. This is done by carrying out environmental checklists, base lining, environmental plans and individual plans. The BECO works with the lead worker, who is the person whom has identified the unwanted behaviour, and it becomes their responsibility to overcome these issues. By setting and reviewing targets staff are able to improve unwanted behaviour and reduce it to a minimum or completely abolish it. If the unwanted behaviour persists, then as a team, we approach levels 2 and 3 as discussed in the F4I setting folder.

To achieve good behaviour, we adopt the following:

- 1) **VERBAL** – Plenty of verbal praise reinforcing good and acceptable behaviour.

Every effort is used to praise and encourage all the children of all ages when they participate in social activities such as taking turns, sharing, being helpful and polite, manners (please and thank you), respect for others and their environment, independence and doing their best in everything. If children show anti social or disruptive behaviour which is totally unacceptable then staff make an extra special effort to praise this child on good behaviour.

When praising and rewarding positive behaviour we use the following systems:

Well Done, brilliant, loads of smiles, hugs, stars on the star chart, etc

- 2) **SANCTIONS** – All children misbehave, and at some time in their life will show signs of unacceptable behaviour e.g. hitting, kicking, biting, bullying etc

At Mad Hatters there will never be any form of physical punishment i.e. smacking or shaking etc

Children showing unacceptable behaviour are sanctioned in the following way:

- a) Verbal disapproval is the best line of action taken, explaining why their behaviour is not acceptable. Always taking into account the age and stage of development of the child.
- b) Talk to the child's parents to find out if any circumstances may have changed at home, which is causing the unacceptable behaviour. This will also allow us to find out what strategies are used at home to overcome the behaviour, and ensure we are both nursery, and parents working together.

Mad Hatters

- c) If behaviour still persists and cannot be controlled by nursery staff, a meeting will be arranged between senior staff and parents in order to find a solution which will benefit the child and everyone involved.

STAFF BEHAVIOUR

Learn how to speak in a firmer voice instead of shouting. Use a lot of verbal praise.

Staff will observe children and investigate misbehaviour to see if there are any underlying causes which can be resolved or worked around, e.g. home situations

Children Act Regulations – You must not give corporal punishment to a child in your care, or allow any other person looking after children or living or working on the premises to do so.

Biting Behaviour

If a child bites, then the child will be taken away from the situation and explained that it was not a nice to bite. The child will be asked to give a cuddle, and say sorry to the child concerned. Always taking into account the age and stage of development of the child

An incident sheet will be completed which will be shown to the parent of the biter and the parent will be asked to sign it.

If the child continues to bite then we will approach levels 2 and 3 as discussed in the F4I setting folder.

Mad Hatters

Rewards

Staff will reward good behaviour in a variety of ways. Such methods may be used at home with parents if children show constantly unacceptable behaviour and a parent asks for help outside of nursery.

- Star Charts – Staff reward positive behaviour such as tidying up, helping etc... with a star. Children who have the most stars at the end of the week are given an extra reward such as a certificate or a story bag to take home.
- Stickers – Staff will reward positive behaviour with stickers which children can wear on their person to have a personal sense of achievement and boost confidence when behaving positively.
- Helper of the week – Pre-school and toddlers nominate a child to be helper of the week and they are responsible for specific tasks. This reward introduces a sense of authority and being a role model as they are encouraged to set an example for the other children to follow. At the end of the week the children are given an extra reward.
- Plenty of positive praise is always given and staff make an extra special effort to praise children on good behaviour if totally unacceptable behaviour is exhibited.

Mad Hatters

Bullying

Bullying can be in the form of physical or emotional such as name calling.

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To achieve this, we adopt the following policy:

3) **VERBAL** - Plenty of verbal praise reinforcing good and acceptable behaviour.

Every effort is used to praise and encourage all the children of all ages when they participate in social activities such as taking turns, sharing, being helpful and polite, manners (please and thank you), respect for others and their environment, independence and doing their best in everything. If children show anti-social or disruptive behaviour which is totally unacceptable then the staff make an extra special effort to praise this child on good behaviour however trivial.

When praising and rewarding positive behaviour we use the following systems:

Well Done, brilliant, loads of smiles, hugs, stars on the star chart, etc

4) **SANCTIONS** - All children misbehave, and at some time in their life will show signs of unacceptable behaviour e.g. hitting, kicking, biting, bullying etc.

At Mad Hatters there will never be any form of physical punishment i.e. smacking or shaking etc.

Children showing unacceptable behaviour are sanctioned in the following way:

- d) Verbal disapproval is the best line of action taken, explaining why their behaviour is not acceptable. Always taking into account the age and stage of development of the child.
- e) Staff need to consider how to address any negative attitudes.
- f) We need to provide the children with opportunities to consider and evaluate a variety of viewpoints.
- g) We need to provide the children with opportunities to be critically aware so that they can make up their own minds about what is fair and just.
- h) We can work with children using special dolls to raise concepts of empathy and help to address any apprehensions they may have.

If behaviour still persists and cannot be controlled by nursery staff, a meeting will be arranged between senior staff and parents in order to find a solution which will benefit the child and everyone involved.

Mad Hatters

Staff Behaviour

- Learn how to speak in firmer voice instead of shouting.
- Use a lot of verbal praise.
- Be positive in our attitudes.
- Consistent in our approach to various situations.
- Be understanding and approachable.
- Know when to laugh and when to be serious.
- To be caring.

Children Act Regulations - You must not give corporal punishment to a child in your care, or allow any other person looking after children or living or working on the premises to do so.

Strategies for Managing Children's Behaviour

- 1) Can you distract the child? If the child keeps grabbing the paint pot from another child, ask the child to help you mix two more pots of paint. This distracts the child and takes you both out of a negative groove.
- 2) Does the child need personal space? Sometimes children cannot share or be with other children for too long "they need to do their own thing". Respect this.
- 3) Does the child need help expressing and talking about how they feel? Opportunities for role-play or to bash and bang a lump of clay can be helpful in this situation.
- 4) Should two children be left together? Sometimes children have been left together for too long, or their personalities are clashing and they find it hard to spend time together. When this happens, it is usually best to find a way of separating the children.
- 5) Can you negotiate together, or is the child too angry and upset to do this?
- 6) Sometimes children become too angry and upset, and their feelings erupt. They can be a danger to their own safety, or to that of other children. It is always best to help children before this point is reached, but sometimes the eruption of these feelings is unavoidable. Children are very frightened by the power of these feelings and overwhelmed at feeling themselves lose control. When this happens remember children quickly become very difficult and challenging to be with. They need you to hold their anger and feelings for them.
- 7) Are the children bored? Are the room and the outdoor area interesting enough places for the child? Are the children free to choose activities for themselves?
- 8) Check that the child is not hungry or thirsty.
- 9) Is the child uncomfortable? If so try to find out why (maybe they have wet themselves).

Mad Hatters

- 10) Check that the child is not tired.
- 11) Remember, children need safe places where they can be noisy and move about freely both indoors and outdoors.
- 12) Remember children need calmer periods where they have personal space, perhaps by making a little den for themselves, or by reading alone in a book corner, or by sitting with an adult listening to a story.
- 13) Sometimes you can see something is building up and you can redirect the situation by moving in before it happens.
- 14) Children are able to tidy up with adult help, but they need their efforts recognised and warmly appreciated. Are you appreciating their help and telling them this.
- 15) Are the children having enough opportunities to play?
- 16) It is important to remember that what is positive behaviour in one culture might be interpreted differently in another.
- 17) Remember that behaviour that is valued universally in the world has to do with others, feeling for others, sharing and taking turns, and understanding somebody else's feelings and ideas.