



BEHAVIOUR POLICY

In accordance with Standard 9 NMS (2016): Nurture and well-being – The behaviour of children is managed in a way that respects their rights and promotes their welfare and development.

Children entering Happitots and Tinytots start to develop the social and emotional skills to allow them to function well in a group situation. This is a very different situation from being at home. Well-trained staff, using a child-centred approach, provide the resources that interest the children and the time and space to play with them, thus ensuring the children are interested and engaged. With this approach children begin to develop concentration, a thirst for learning and enthusiasm and excitement for everything they do.

The Setting Leaders (Anna Wygold, Happitots and Louise Simister, Tinytots) are responsible for overall behaviour management in the Settings. All staff are aware of their role in promoting acceptable behaviour. Behaviour management is consistent and developmentally appropriate and all staff are consistent in their approach to behaviour. This will include:

- act as a good role model by showing consideration, respect and good manners to the children, parents and carers, and each other.
- provide a social environment where activities are stimulating and appropriate for the developmental stage of the children.
- provide situations where each individual can enjoy freedom without threatening the enjoyment of others.
- understand age/stage appropriate behaviour.
- encourage children to develop self-discipline and self-regulation.
- be positive, constructive and fair, by reward and praising acceptable behaviour.
- be able to differentiate between deliberate and accidental occurrences.
- be aware there may be underlying problems when unacceptable behaviour occurs.
- use appropriate language and establish eye contact when talking to the children.
- work with parents and carers to promote and encourage acceptable behaviour.
- always respect confidentiality.

Within the positive ethos created in Happitots and Tinytots, children begin to develop appropriate social skills, learning to take turns, share, consider the feelings of others and begin to understand how their behaviour impacts on others. At all times staff use praise to modify any inappropriate behaviour articulating clearly why a child is being praised; e.g. “*I was pleased with the way you passed around the fruit. You were being so kind*”. In this way, children learn what acceptable behaviour in a group is, and alter their inappropriate

behaviour to receive praise, developing good self-esteem in the process. This approach is maintained and developed within the main school in a more structured way.

Behaviour that impacts on the safety of the individual child or the group would have to be challenged. This is dealt with on an individual basis to meet the needs of the child, and parents/carers would be involved and appropriate strategies put in place.

Procedures to manage behaviour:

1. Positive actions will be used to change behaviour. Emphasis will be made on praising children for good behaviour rather than highlighting bad behaviour.
2. Where necessary it is the action that will be criticised and not the child.
3. Adult reaction will be appropriate to the age/stage of development of the child.
4. Intervention will take place as soon as possible after the incident.
5. Clear specific language will be used to describe the behaviour.
6. The whole staff team will use consistent methods. Empty threats will not be used.
7. A firm steady voice will be used, but children will not under any circumstances be shouted at or labelled. Disapproval **of the act** will be shown by tone of voice and body language.
8. The child will be spoken to at his/her level. The effects and consequences of his/her actions will be explained to them; it will not be assumed that the child will know why s/he is being spoken to, or that s/he has acted inappropriately.
9. All explanations will be kept as short as possible not to overwhelm the child.
10. Explanations will be given as to how the situation could have been handled differently.
11. If the child is being uncooperative s/he will be told that s/he will be removed from the situation if s/he does not change his/her behaviour.
12. If the behaviour continues the child will be removed from the activity for a few minutes and allowed some quiet time until s/he is ready to join the group again.
13. Appropriate activities, such as circle time, stories, role-play etc. will be used to support behaviour management without directing the action to the child.
14. The parent/carer will be informed of any inappropriate behaviour without the child being present.
15. Where necessary the group will work with parents to modify behaviour within the group or if the parent is experiencing difficulties at home.
16. If behaviour is ongoing (daily) the behavior will be monitored, recorded and shared with parents. Where appropriate the information will be shared with relevant professionals after permission has been given from the child's parent.

Children will **never** be smacked, shaken, humiliated, shouted at, intimidated, shamed, ridiculed, threatened, left in isolation or be made to feel unwanted or undervalued. (1989 Children Act).

- Adults will never use any form of physical intervention e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.
- Any incident is recorded, and parents/carers informed of the incident on the day.

Please refer also to The Child Minding and Day Care (Wales) Regulations 2010 (Regulation 25) and the Wales Pre-School Providers Association Policies and Procedures.

Signed: Wendi Terry (New Responsible Individual)

Date: November 2023

Review date: November 2024