



Pippins Daycare Policy for Positive Behaviour

Equal Opportunity

Pippins Daycare Nursery supports the principles of Equal Opportunity as embodied in the EYFS document. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

Pippins Daycare aims

- To create a positive ethos within nursery based on a sense of community and shared values
- To promote high standards of behaviour among staff, pupils and parents
- To encourage and praise good behaviour.
- To differentiate between minor and more serious misbehaviour, responding accordingly
- To use personal and social education to promote mutual respect, self-discipline and social responsibility.

Pippins Daycare has family groups, led by a key worker who act as good role models at all times; with regard to friendliness, care and courtesy.

All staff take corporate responsibility for ensuring that pupils behave in a desirable manner and that when necessary are reminded of this with a non-confrontational approach.

Adults have a critical role in modelling behaviour and therefore we consistently encourage positive behaviour that promotes children's welfare and development. We aim to work towards a situation in which children can develop their independence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We allow children to flourish, learn and make a positive contribution.

Strategies for encouraging good behaviour include:-

- Staff and pupils maintain an efficient and organised environment with areas kept clean and tidy.
- Good behaviour is the result of mutual respect
- Use praise and positive reinforcement for both group and individual behaviour;
- Use positively phrased sentences when guiding children on what is expected of them;
- Encourage sharing and negotiation;
- Be consistent with our setting rules, with every member of staff being responsible for helping children adhere to them:
 - ❖ Have kind hands
 - ❖ Use your listening ears
 - ❖ Have walking feet indoors
 - ❖ Be helpful to others.
- Praise and endorse desirable behaviour such as kindness and willingness to share;
- Consult with the children when creating boundaries and rules;
- Help children understand the consequences of their behaviour;
- Encourage children to be responsible, for example tidying up and pouring their own drinks;
- Reassure children they are valued as individuals even if their behaviour is sometimes unacceptable;
- Avoid a situation in which children receive adult attention only in return for undesirable behaviour;
- Create a positive and stimulating environment with age appropriate and challenging activities;
- Will always make it clear to the child or children who are misbehaving, that it is the behaviour and not the child that is unwelcome or undesired;
- Will not humiliate, segregate when managing children's behaviour
- Will not shout or raise our voices unless safety is jeopardised;
- Will not use physical punishment, such as smacking or shaking;
- Will respect individual children's level of understanding and maturity when managing behaviour;
- Will tackle recurring problems to understand the cause or analyse possible triggers.
- Are aware that some kinds of behaviour may arise from a child's special needs;
- Will where possible, ignore unwanted behaviour and focus on praising the wanted behaviour instead;
- Will not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property;
- Support children to learn ways to deal with their feelings;
- Understand that rewards are much more effective than sanctions.

Sanctions for dealing with inappropriate behaviour:

In the event of a pupil behaving in an inappropriate way it is the responsibility of the member of staff witnessing the episode to respond by reminding the pupil of what is acceptable.

- Will allow children to move away to a quieter area to calm down. Once calm we talk to the child about their behaviour and listen to what the child has to say;
- A conversation would be had with the pupil about the inappropriate behaviour.
- If the misbehaviour continues the pupil would be given, 'time out' to reflect upon the choices made and affect the behaviour has on others.
- A supportive conversation will be had with the child and parent upon collection.

Frequent misbehaviour that does not respond to the key workers intervention will be referred to the Nursery Manager – Mrs L Fellows, as will misbehaviour of a more serious nature; however positive behaviour is a corporate responsibility of all practitioners and support should be given by other key workers and adult support where appropriate.

Consistent incidents of serious behaviour will be logged and shared with parents. In the event of more serious, abusive, threatening behaviour occurring, as would endanger pupils or staff, and having exhausted all available avenues of support such as Educational Welfare, the Educational Psychological Service and Behavioural Support Service, parents would be asked to remove their child from the nursery setting.

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