

## **Behaviour**

Little Stars Day Nursery believes in positive reinforcement of children's behaviour. We focus on positive behaviour and put in place effective strategies for promoting children's welfare, learning and development.

Little Stars Day Nursery will not use physical or corporal punishment to any child and this is made explicitly clear to all staff working within our setting.

Little Stars Day Nursery aims to offer a happy, well-organised, positive and stimulating environment. The Nursery will be a place where children can learn effectively and demonstrate good social and learning behaviours. Within this policy we aim to help children develop relationships with their peers and members of staff whilst helping them develop a sense of respect for each other and the environment. Also teaching them what is good and positive behaviour which will enable them to develop their own confidence, self-esteem, self-discipline and respect for everything.

Each play room sets out clear rules which are encouraged in an age and stage appropriate way for all children. Staff will model these rules within their daily practice and children are regularly encouraged to discuss the rules. Positive language such as "kind hands" are used as opposed to "no hitting" therefore enhancing positive modelling with regard to behaviour and language. At Little Stars Day Nursery, we use a simple set of rules across the setting:

- We will follow instructions,
- We will talk politely and use good manners,
- We will care for and show respect to others – never hurting anyone,
- We will look after our belongings and the belongings of others,
- We will be honest and take responsibility for our actions,
- We will have a positive attitude towards our learning and others,

Each room (Both Toddler rooms and Pre-School rooms) has a set of 'fidget toys'. If children display inappropriate behaviour that requires the child to be moved away from the situation, the practitioner will encourage the child to sit in the quiet area of the room with the fidget toys to allow the child to calm down and reflect. The practitioner should make a judgement whether to sit with the child or not. The emotion cards can be used with the child to discuss their feelings. If the incident involved another child a respectful discussion should be encouraged between the children and an apology if age/stage appropriate. The child should be made aware they can re-join the group when they feel calm and ready to do so – this will allow the child to develop their self-awareness and regulate their own emotions.

### **Positive Behaviour:**

- Staff will recognise good behaviour in children and give praise. The praise given will be genuine, personal and specific to the child.
- Interactions between staff, parents/carers and children will be courteous and respectful.
- Positive reinforcement of the Fundamental British Values will be embedded throughout the setting.
- Rewards can be used in order to reinforce and encourage positive behaviour – this can be in terms of a sticker chart.

- Star of the Week certificates will be used in each room to celebrate the children's achievements.
- We will avoid stereotyping.
- Staff will consider children's home circumstances and values.

### **Inappropriate Behaviour:**

- If undesirable behaviour is witnessed the behaviour management strategies (above) will be used.
- When dealing with unwanted behaviour staff are to be clear when talking to children and ensure they are conversing in a way the child can understand.
- If we notice regular inappropriate behaviour from a child – discussions with the behaviour rep will take place. Please see the 'monitoring behaviour' section below.
- Physical punishment such as smacking or shaking will not be used or threatened by any staff, students or volunteers.
- Children will never be sent out of the room on their own nor will they be humiliated or singled out in terms of labelling a child 'naughty'.
- The only time we would use physical restraint would be if the child was to put themselves or another child in danger or cause serious damage to property. This restraint would be to hold the child to prevent any damage. All details would be recorded such as what happened, what action was taken, and by whom and the names of witnesses on an incident sheet and the parent /carer would be informed upon collection of the child. Physical intervention is only used as a last resort after using all of the non-physical actions such as diverting the child's attention, and speaking with the child. As soon as the child is calm the physical intervention should gradually relax allowing the child to gain their self-control back.
- When staff are discussing the behaviour with the parents/carers they will convey whether their behaviour was 'disengaged', 'disruptive' or 'unacceptable'. The definitions for these are:
  - **Disengaged:** Would indicate when a child is bored, unsettled or unhappy. Staff would deal with this sensitively and support the child to find a purposeful activity.
  - **Disruptive:** Behaviour that effects all children enjoying an activity or planned session with an adult.
  - **Unacceptable:** Behaviour that relates to discriminatory remarks or actions including bullying and damage of equipment. Staff will be clear that consequences will follow from their actions.

**Useful contacts and links:**

- Behaviour Rep: Laura Johnson  
Little Stars Day Nursery  
(01472)315530  
[Johnsonl@grimsby.ac.uk](mailto:Johnsonl@grimsby.ac.uk)
  
- Special Educational Needs Coordinators: Amy Stephens & Courtney Muckle  
Little Stars Day Nursery  
(01472)315530  
[stephensa@grimsby.ac.uk](mailto:stephensa@grimsby.ac.uk)  
[mucklec@grimsby.ac.uk](mailto:mucklec@grimsby.ac.uk)
  
- Early Help Coordinator - Necia Fraser  
Integrated Front Door - Children's Services  
North East Lincolnshire Council, Civic Offices, Knoll Street, Cleethorpes DN35 8LN  
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