



Behaviour Policy

‘Behaviour noticed is more likely to be repeated’

Behaviour Management Nominated Person - Dharmita Mistry

The Life Nursery believes that children and adults flourish in an environment in which everybody is aware of what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim for children to be free to develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

All staff at The Life Nursery are expected to model acceptable behaviour and offer strategies for handling any conflict, encouraging children to recognise behavioural expectations through discussions and conversation. Rules and boundaries will be explained simply and clearly to enable children to understand what is expected of them.

In order to achieve this:-

- At all times acceptable behaviour will be praised and desirable behaviour such as kindness and willingness to share will be endorsed.
- Staff will ensure the rules are applied consistently to enable children to have the security of knowing what to expect.
- Staff and children to demonstrate mutual respect.
- Show consideration to people and respect the nursery and its resources.
- Listen and carry out instructions when necessary.
- Consider the daily risk assessment in the interests of safety for themselves and others.
- Staff to remain professional, kind, friendly and caring to all who attend The Life Nursery, role modelling positive behaviour.

Should children fail to show acceptable behaviour, The Life Nursery will:-

- Use objective observational records to establish an understanding of the cause and tackle recurring problems;
- Staff to be aware some kinds of behaviour may arise from a child's special educational need and disability (SEND).
- Encourage the child to understand why the behaviour is unacceptable and decide whether the child requires one to one attention for a period of time.

Strategies to get results!!

- Ask a child to do something no more than twice. If a child still does not comply:-
 - Guide the child and role model eg. putting a toy away.
 - Staff to remain calm.
 - Praise the child that they are doing what you have asked, avoid commenting on the negative behaviour, eg. “good boy for putting your lego away, good listening”. “Well done, you’ve put your coat on your peg”.
 - Staff to persevere as a child may resist this way of being managed.
 - Staff think carefully before speaking to a child eg. if a child asks to get the train track out, don’t say “no” if you think you will give in and say yes a few minutes later.
 - Staff to use “when you have put your cars away..... then you can have your snack..... do not use NO.
- If a child persists with unwanted behaviour they will be guided by a member of staff away from the situation.
- Staff to be consistent and children encouraged to tidy away their toys after playing with them both indoors and outdoors. If children are seen throwing toys on the floor, staff must reinforce positive behaviour of looking after our toys.
- Parents to be included in discussions with the child to enable staff to understand any situations at home or reason for behaviour.
- At all times parents to be consulted and lines of communication to be as open as possible to encourage shared understanding of behaviour expectations.

Strategies to get Results!!!

- Give a time warning before changing activities eg “in a few minutes it will be time to tidy away our toys. When the sand timer runs out it will be time for our story. When the music finishes it will be time to go home.
- Gain the attention of the children by using their name before giving an instruction. This enabling children to understand that the instruction is for them and nobody else.
- State an instruction clearly and confidently and be specific “Sam, can you choose a book to read?”
- As soon as a child begins to comply with the instruction, praise them, eg “well done Sam, good listening”.
- If you want a child to do something, avoid using a question “will you get your coat?” as this can be answered with a “yes” or a “no” you have given a choice. Staff to use the child’s name, “you need to” and a thank you at the end, indicating to the child that you are wanting them to do something, “Sam, you need to put your book away now, thank-you”.
- If at circle time all the children are given a musical instrument for example and one child does not give the instrument back as asked and all the other children do. Praise the good behaviour of the other children and do not make an issue of the child not giving the instrument back, thus focusing on the negative behaviour and all attention on the child.
- Avoid arguments – if the child refuses to comply, staff to repeat the instruction, give the child time to respond. If necessary, guide the child towards the toys which are to be picked up. Do not begin a discussion with the child or negotiation. Staff to avoid discussing the inappropriate behaviour – the more it is noticed and given attention, the more likely it is to be repeated.
- Staff to remain calm and praise the prompted behaviour – as opposed to commenting on the fuss “well done for getting your coat” rather than “stop crying”. “good girl for picking up your toys” rather than “stop shouting at me”.

- Early Years Foundation Stage, (2025) (3.74) states:- Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

- ## Legislation: Keeping Children Safe in Education 2025

Policy read and agreed by:

[illegible]