

Under 5's Behaviour Policy

Staff work to build positive, safe attachments with the children and to act as good role models, setting high standards for behaviour within the setting. Expectations around behaviour will be made clear to all children and will be appropriate to each child's age and stage of development.

System Of Rewards

Children work collaboratively to earn pom poms for their jar. Pom poms are given for positive behaviours that demonstrate the setting's behaviour principles; respect, motivation, kindness and perseverance. When the jar is full, all children will receive a reward. These rewards will promote the behaviour principles and school values, encouraging children to build positive relationships with each other.

Examples of rewards may include;

- * Teddy Bear's Picnic
- * Pyjama Day
- * A Party
- * Bring A Toy

The children will vote to choose their reward.

When a child puts a pom pom into a jar, they also receive a sticker to wear so that they and their key worker can share their achievement at handover.

Staff will also use regular verbal praise with the children to encourage positive behaviours. This should be specific and focused around the behaviour principles and emotions. EG; "I like the way you shared your playdoh. That was so kind of you and made your friend smile!"

System Of Sanctions

Any sanctions will be age and stage appropriate for each individual child. Staff will help the children to identify and manage their own emotions, supporting them to self-regulate and make positive choices to keep themselves and others safe and comfortable.

In the first instance, staff will intervene before any behaviour escalates. They will use modelling and talk to support children to manage small conflicts with each other. Use of language that helps the children to identify and work through their emotions will support the development of their self-regulation and their ability to build positive relationships. EG; "I can see that you are feeling frustrated because it is time to tidy up and you were busy. It's tricky to finish playing sometimes! Let's keep your model safe over here to play with again after circle time."

Staff will also talk to the children about the consequences of their actions, such as not being able to play with a new toy before tidying up the one they were previously playing with - "You can play with the animals when the cars are back in the basket. We don't want the cars to

get lost! Tidy the cars then play with the animals.”

When a child is escalating, a simple and consistent script will be used. EG; “The blocks go in the box. Blocks in the box then snack time.”

The use of visual cues such as a picture timetable, when and then boards and timers when necessary will help children to manage transitions and to negotiate with each other successfully.

If a behaviour continues or is unsafe (physical harm or a risk of physical harm), the child may need to spend some time one to one with their key person to regulate their emotions. This may involve sitting in a quiet space with a calm activity or, if appropriate, talking through what went wrong and how to repair.

Staff will make parents/carers aware of any incidents or concerns regarding their child’s behaviour. This may be verbally during hand over or via a telephone call. These conversations will be recorded on a Meeting With Parents form that both parties will sign. If there are increasing concerns, staff will have a meeting with parents to discuss a plan to support the child moving forwards.