**09.12 Promoting positive behaviour**

**Policy statement**

At Gilah we aim to enable all children to develop confidence, self-esteem, and a positive attitude towards their own learning and towards others. We provide a positive and consistent environment in which children are able to play and learn. We also work in partnership with parents by communicating and offering advice and support, especially when dealing with behaviour issues.

We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of children aged 18 months – 5 years.

We offer an open-door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or management team.

**Creating a caring learning environment**

Gilah Nursery believes that in order to enable an effective learning environment in which children can develop socially and academically good behaviour in all aspects of nursery life is necessary. We seek to create a caring learning environment for all children by:

* Encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour.
* Promoting self-esteem by encouraging children to value and respect themselves and others.
* Providing an age-appropriate environment with stimulating activities, using observation and planning.
* Ensure that the environment is safe, attractive, welcoming, inviting, and include activities for children that focus on their interests and their choices.
* Encourage good communication between staff to ensure the smooth running of sessions.
* Promoting early intervention.
* Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the nurseries policy and associated procedure.
* Encouraging children to take responsibility for their behaviour.
* Explaining unacceptable behaviour.
* Being good role models.
* We write ‘Gilah Rules” in discussion with the class in an age-appropriate way.
* Adults are expected to provide positive role models to children at all times, i.e., turn taking, sharing and general social skills. This is the way staff communicates with each other and with the children in their care.
* Alongside parents/carers we will have a consistent, calm, and friendly approach when dealing with undesirable behaviour.

**Encouraging good behaviour**

Positive behaviour is promoted through:

* Praise, rewards, and encouragement, i.e. positive reinforcement using positive language, facial expressions, and when appropriate stickers can be used in some cases if the motivation works for the individual child.
* Using it as an example to others to promote desired behaviour.
* Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
* Encouraging children to take responsibility for their own behaviour and that of others, i.e., supporting a child to tell another child ‘Please don’t do that, I don’t like it’.
* A consistent, calm, and friendly approach should always be taken when dealing with undesirable behaviour.

**Dealing with undesirable behaviour**

Our starting point is to consider a child’s age and stage of development:

Unacceptable behaviour includes:

* Bad language and derogatory language
* Not complying with turn taking sharing and other social skills.
* Physical harm of the other children/self or staff.
* Repetitive damage of nursery property or of that belonging to another child.

Staff will try to prevent unwanted situations occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child, the situation, and other factors such as tiredness.

These include:

* Verbal warnings with explanation
* Removal of equipment
* Distraction
* Removing of child from situation
* Reminders

However, our focus is always on promoting positive behaviour and the prevention of unwanted behaviours.

If a child is showing persistent behaviours that are not typical to their age/stage, we will then take the following steps.

* Persistent behavioural problems will be discussed with the parent/carer.
* If necessary, an individual behaviour plan (IBP) will be implemented in discussion with the behaviour co-ordinator Georgina Lesser.
* Further advise from partnership agencies will be sought, if necessary, i.e., health visitor, community nursery nurse, speech and language team, EP etc.

**SPECIAL EDUCATIONAL NEEDS**

* If a child has a special educational need and if there are also issues with their behaviour we will work closely with parents/carers, the nursery SENCO officers and outside agencies to come up with strategies to help with the situation.

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