



Behaviour Policy

The Child Behaviour Coordinator is Rachel Boyden.

Code of conduct

Children and adults are encouraged to:-

- Treat everyone with kindness and respect
- Act with thought and consideration to others
- Behave courteously, being polite and helpful at all times
- Be friendly and co-operative
- Be honest and truthful
- Treat property with respect

Aims of the policy

- To promote positive behaviour
- To develop a moral framework in which initiative and sound relationships can flourish
- To enable the children to develop good self-esteem and respect and tolerance for others
- To provide an environment in which children feel safe, secure and respected

Objectives

For children to show:-

- Self confidence
- Self control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activities

For children to develop:-

- A shared responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life, different opinions and abilities
- Non racist attitudes
- Non sexist attitudes
- A persistent approach to tasks

Implementation

Members of staff at Yorkies Daycare will always act as positive role models and take steps to prevent any member of the Day Nursery (adults and children) from:-

- making unkind or offensive comments (including comments about people's appearance or ability/disability);
- behaving in a racist, sexist or homophobic manner;
- using foul or unacceptable language;
- being rude or aggressive;
- shouting excessively;
- using physical aggression;
- Damaging property;
- bullying.

Appropriate actions

- Rewarding good behaviour with:-
 - praise from staff (be specific e.g., "good sitting");
 - sharing with parents;
 - responsibilities given;
 - sharing with other children/staff;
 - stickers at staff discretion,
- Actions taken in response to inappropriate behaviour:
 - quiet, firm reprimand from a member of staff;
 - staff to support children in conflict develop appropriate strategies;
 - sanction of removal from toy or incident area – usually with a warning;
 - discussion with parents in confidence;
 - Behaviour Coordinator/Head Teacher involvement.
- Staff will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems. A record will be kept of any incidents in the child's file.
- Parents have a vital role in promoting good behaviour in the Daycare and hence effective home/daycare liaison is important.
- We expect parents to:-
 - keep us informed of behaviour difficulties they may be experiencing at home;
 - inform us of any trauma, which may effect their child's performance or behaviour at school e.g. a death in the family;
 - inform us about their child's ill health and any absences connected with it;
 - share any concerns they have about their child.

The Daycare will actively seek a good home/daycare liaison by:-

- promoting a welcome environment within the school;
- giving parents regular constructive and positive comment on their child's work and behaviour;
- encouraging parents to feel part of the Daycare community and welcome in the class;
- keeping parents informed of Daycare activities by letters, newsletters etc;
- involving parents at an early stage in any disciplinary problems.

Other agencies

Full use of such agencies as advisory teachers and social services, will be made where appropriate.

Positive behaviours to be reinforced:-

- Sharing
- Acts of kindness
- Taking care of property
- Taking care of other people
- Quiet talking
- Taking turns
- Calling people by their proper names
- Keeping hands and feet to themselves
- Walking in school
- Using equipment appropriately
- Tidying away
- Including all children in social group/classroom areas
- Responding quickly to direction
- Being sensitive to others' needs

Unacceptable behaviours which will not be tolerated

- Running inside the building
- Spitting
- Hitting
- Kicking (except balls)
- Pushing (except appropriate toys)
- Damaging property
- Damaging other children's work
- Swearing
- Shouting
- Punching
- Taking things
- Offensive remarks e.g. Racist
- Name-calling
- Intimidating behaviour
- Biting (except food)
- Not responding to direction
- Hair pulling intentionally
- Excluding children from social groups/classroom areas
- Scratching intentionally
- Throwing sand
- Bullying

Reviewed January 2014