**Positive Behaviour Policy**

We believe that children and adults flourish best in a warm and caring environment in which everyone knows what is expected of them and children are free to play and socialise without fear of being hurt or hindered by anyone else. We aim to provide an enabling environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Our Behaviour Coordinator is: Gemma Florance

We follow principles which are rooted firmly in specific praise and encouragement. This is based on the understanding that positive reinforcement of good behaviour is more effective than negative punishment. Praise raises a child’s self-esteem and develops an ethos of kindness and will promote good behaviour rather than deterring anti-social behaviour.

In order to achieve this:

* Expectations governing the behaviour of the children are discussed by all practitioners and agreed. The children are encouraged to make ‘good choices’ and then given the responsibility of carrying them out.
* All practitioners will ensure that these expectations are applied consistently so that the children have the security of knowing what to expect and can build up positive attitudes.
* All practitioners will provide a positive model for the children with regard to friendliness, care and courtesy.
* Practitioners will praise and endorse desirable behaviour such as kindness and willingness to share.
* Practitioners will take positive steps to avoid a situation in which children receive adult attention only in return for unacceptable behaviour.

When children behave in unacceptable ways:

* In any case of unacceptable behaviour it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
* Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
* Children who behave in an unacceptable way will be given additional adult support to establish what was wrong and work towards resolving issues leading to a positive outcome. Where appropriate this might be achieved by a period of reflection time, by way of a safe thinking space, supported by an adult.
* Children will only be removed from the room if deemed appropriate and as part of a behaviour plan discussed with the parents/carer.
* Practitioners will be aware that some kinds of behaviour will arise from a child’s special need and will be dealt with accordingly.
* Techniques intended to single out and humiliate individual children will not be used.
* In cases where the behaviour is deemed to be seriously unacceptable such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, by means of explanations rather than personal blame.
* Practitioners will not shout or raise their voices in a threatening way.
* Practitioners will make themselves aware of, and respect a range of cultural expectations regarding interactions between people.
* The key person will discuss any specific notable incidence with parents/carers on collection on that day.
* Recurring problems will be tackled by the practitioners, in partnership with the child’s parents/carers. An action plan will be agreed, using observation records to establish an understanding of the cause and helping to provide a resolution. This will be written down and copies kept by both parties and reviewed after an agreed length of time.
* Physical punishment, such as smacking or shaking, will never be used or threatened.