Auckland House Behaviour Policy

Policy Statement

Auckland House believes that in order to enable effective teaching and learning, good behaviour in all aspects of school life is necessary. It seeks to create a caring and calm learning environment in the nursery by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Promoting early intervention;
- Ensuring a consistency of response to both positive and negative behaviour;
- Encouraging a positive relationship with parents and carers to develop a shared approach that involves them in the implementation of the nursery's policies and associated procedures;
- Encouraging children to take responsibility for their behaviour;
- Explaining unacceptable behaviour.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race quality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Achieving Positive Behaviour

Auckland House believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

The principles that underpin how we achieve positive and kind behaviour exist within the curriculum for promoting personal, social and emotional development, for example, within the Early Years Department, we encourage children to express their feelings and emotions as well as looking at how our own actions can affect another person's feelings and emotion, and we teach this with the support of Mood Monsters.

Mood Monsters are a great way to help children explain how they feel and the emotions that they are experiencing. They can also be used to help children find the words that match the facial expressions on the monsters so they can talk about how they are feeling and their mood and also relate this learning to how others are feeling.

We believe that all children have a right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt.

This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is always a developmental process and that by modelling positive behaviour, managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at Auckland House Early Years Department.

To support positive behaviour in our setting, we aim to:
• Recognise the individuality of all our children
• Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
• Understand that behaviours are a normal part of some young children's development e.g. biting
• Encourage self-regulation, consideration for each other, our surroundings and property
• Encourage children to participate in a wide range of group activities to enable them to develop their social skills
• Ensure that all staff act as positive role models for children
• Encourage parents and other visitors to be positive role models
• Work in partnership with parents by communicating openly
• Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
• Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
• Promote non-violence and encourage children to deal with conflict peacefully
• Provide a key person system enabling staff to build a strong and positive relationship with children and their families
• Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
•Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
• Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

Promoting Positive behaviour

For children to follow and co-operate with routines and "expected behaviour" we need to promote positive behaviour by:

- Being a good role model
- Being consistent
- Using positive reinforcement
- Giving children a chance to change their behaviour
- Using positive body language- do not stand over children, come down to their level etc.

All Early Years staff are expected to:

- Keep up to date with legislation and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

- Access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development, this may include Inhouse training.
- Attend training on promoting positive behaviour and cascade information to practitioners.
- Recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Keep to the guidelines in the Code of Conduct, requiring these to be applied consistently.
- Work in partnership with children's parents. Parents are regularly informed verbally about their children's behaviour. We work with parents to address recurring unkind behaviour, using our observation records (ABC Charts) to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies we use with children who engage in unkind behaviour

- We require all staff, volunteers, and students to use positive strategies for handling any unkind behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable; supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- In Auckland House staff will use distraction and positive praise to encourage positive behaviour.
- Age-appropriate language and reasoning will be modelled and encouraged to develop self-regulation and emotional control. Boundaries and consistency in routine enable children to understand what acceptable behaviour at Auckland House is.
- If a child demonstrates a poor choice, the member of staff will follow the procedure of 'Time In', where the child will have the opportunity to reflect with an adult and think about how they could have made a better choice.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied, without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share using verbal praise, stickers and certificates.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our nursery, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for unkind behaviour.
- When children behave in unkind ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- Physical intervention is only used to prevent physical injury to children or adults and/or serious damage to property. Details of such an event are recorded immediately and Nikki Collins / Amy Gregory to be informed. The child's parents/carers are informed on the same day.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's unkind behaviour.
- Common unkind or hurtful behaviours of young children include tantrums, biting or fighting.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause (using ABC Charts)- such as a change or upheaval at home or not being able to communicate feelings.
- Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'. We focus on ensuring a child's attachment figure in the setting, key person, is building a strong relationship to provide security to the child.

Rewards and sanctions

Auckland House's ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures.
Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.
Sanctions are needed to respond to inappropriate behaviour. A range of sanctions and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.
We praise and reward children for good behaviour in a variety of ways:

- Congratulating children.
- Children may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Children may receive a certificate, to celebrate good behaviour, attitudes and achievement.
- The Early Years Head actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

The EYFS Department also praise and celebrate the behaviours children use to learn, which are known as Characteristics of Effective Learning.
To learn well, children must approach opportunities with curiosity, energy, and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.
Therefore, each class has a set of dinosaurs called Thinkosaur, Explorosaur and Tryosaur, when a child has shown a behaviour to support one of the aspects of the Characteristics of Effective Learning, such as 'I use my senses to explore everything around me,' they will receive the teddy dinosaur as a reward to look after for a period of time and praised.

The named people for promoting and supporting behaviour is:
Amy Gregory (Manager): 0-3years

Nikki Collins (Head of Early Years): 3-5 years
Helen (Deputy): 0-5 years

It is their role to:
• Advise and support other staff on any behaviour concerns
• Along with each room leader / teacher will keep up to date with legislation and research relating to promoting positive behaviour
• Support changes to policies and procedures in the nursery
• Access relevant sources of expertise where required and act as a central information source for all involved
• Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong. Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Involvement of outside agencies

The nursery works positively with external agencies (e.g., educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all children are met by utilising the range of external support available.

Monitoring, evaluation and review

The nursery will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the nursery.

Interrelationship with other policies

In order for the behaviour policy to be effective a clear relationship with other nursery policies, particularly equal opportunities, inclusion, and the use of force to control or restrain pupils, has been established.

Policy Written By: N A Collins

Date: April 2026

Approved By: A Gregory

Review Date: March 2027