

Behaviour Policy

Rationale

At The Willow we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We are an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. We aim to set these boundaries in ways that help children to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Praise and encouragement are significant in promoting and motivating good behaviour.

Implementation of the policy at The Willow Nursery

The Head will take responsibility for behaviour management issues. They will support staff and liaise with other agencies for further advice and expertise, if required. Some members of staff have completed "Challenging Behaviour" training, and the Behaviour Policy is discussed with all staff members at regular policy meetings.

- ensure that all staff, including students and volunteers, are made aware of the EYFS welfare requirements relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- specifically identify behaviour that is unacceptable within The Willow (bullying/harassment/name-calling) for staff, parents, and children.
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour, manners and respect towards other adults or peers within the setting.
- we organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access, and choice of activities.
- we take a positive and consistent approach towards managing children's behaviour.
- we manage issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'Thinking Time' of the immediate situation either with or without support or comforting. This may occur in the book corner or on a chair apart from the children.
- we encourage children to be aware of The Willow routines and procedures, including our Golden Rules.

- we deal with negative behaviour at the earliest opportunity.
- we use RULER to help the children self-regulate the way they feel by using the Mood Meter and introduce the children to the Meta Moment to help them stop, breath & succeed.
- we have a Special Mention Tree to provide positive praise and to encourage good behaviour.

Encouraging positive behaviour

- we use praise specifically related to the children's actions or behaviours.
- if appropriate, we refocus the child's attention on another activity.
- we focus on activities and routines to encourage:
 - Sharing**
 - negotiation**
 - co-operation**
- we encourage responsibility in caring for others and the environment such as helping with tidying up, setting out activities and chairs, break-time and helpers for snacks and fruit.
- we encourage positive behaviour through play and learning activities during Circle Time, stories, role-play and using puppets.
- we ensure the children say good morning to us and look us in the eye every morning. We ensure the children shake our hands and make eye contact when they say goodbye.
- we discuss with the children what is acceptable behaviour in all areas of learning and experiences.
- we encourage the children to express openly their feelings/likes and dislikes.
- we help the children to understand the consequences and effects of their behaviour on others.
- we support the children to resolve conflicts with other children.
- we develop emotional language using RULER to help the children describe their feelings.
- we use the Book Corner where children can choose to go if they need to have time -out or feel they need to calm down.

References:

EYFS Framework 2024, including EYFS Statutory Framework Welfare Requirements

Name of Person Reviewing Policy	Date Review Carried Out	Date to be reviewed (Yearly / when necessary)
Amanda Hunt	February 2025	As necessary