**Behaviour Management Policy**

The EYFS states as part of the statutory Framework 2018: “Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.”

**Policy aim**

At Cherubs and Imps, we aim to promote an environment where everyone feels happy, safe and secure. The behaviour policy is a means of promoting good relationships and positive behaviour, so everyone can work together in an effective and considerate way. We treat all children fairly and apply this behaviour management policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community. We reward good behaviour, as we believe that this will develop an ethos of care and co-operation. This policy is designed to promote good behaviour, and to distract from inappropriate behaviour. We make a clear distinction between the child and their choice of behaviour pattern.

**Expectations**

Children learn how to behave. A constructive approach is taken with realistic expectations of young children and the adult role of helpful guide.

We have clear expectations for the children to follow and promote these through:

For the children:

* We treat other people with consideration and safety
* We take care of all the toys and resources
* We take turns and share
* We listen to each other and work together to solve problems.

As a setting:

* Praising and rewarding positive behaviour.
* Adults to modelling positive behaviour.
* For adults to communicate the routine to all children so that they can learn and implement this affectively
* To support children to follow the settings expectations and gradually reducing prompts.
* Using stories, puppets, story sacks and songs as a strategy for encouraging/supporting positive behaviour.

**Consequences**

At Cherubs and Imps, we would first ensure that we try to distract the children from the behaviour that we deem inappropriate, this could be by moving them to an alternative activity, giving them a ‘responsibility’ to keep them occupied, offer a change of environment, spend dome time 121 playing.

If a child still presents with unacceptable behaviour, staff will approach the situation in the following way:

* Intervene at the time of concern in order to establish the cause of upset.
* Talk to the children involved to gauge their feelings and reactions to the situation.
* Ask each child how they/the other must be feeling so that both may realise that it is not just one person involved.
* In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.
* Where possible staff will anticipate and diffuse the difficult situations before disagreements arise that children might find hard to handle.
* We may sit with the child for a couple of minutes (gauged on the child’s age and understanding) so they can reflect on what has happened.
* In the event that the above is not effective the child makes be asked to a place that is away from the interesting activities and other people for a short period of time. This time can eb used for the child to calm down, reflect on their behaviour and to simple have a break from whatever they are doing .
* children involved in the incident are encouraging to apologise to whomever is deemed necessary and then encourage to play together in a positive way with supervision.

**Partnership with parents**

If a child has a pattern of behaviour that causes concern, then to be really successful in promoting positive behaviour the setting and parents/carers will work in partnership to devise a method suitable to the individual child so message is consistent.

We will invite parents to contact the setting if they have any concerns or worries relating to their children’s development in any area.

Along with the parents, our main goal is for the children to develop and learn in a positive environments so together we will encourage:

* Self-respect and growing self-esteem
* Pro-social behaviour including consideration and empathy for others
* The ability to guide their behaviour
* Social skills such as negotiation and problem-solving.

These learning goals will influence which strategies you use to guide children's behaviour and those you will avoid.