At 2 Little Birds DTR Limited and Hutton Preschool (the settings / the company) we aim to enable all children to develop confidence, self-esteem, problem solving skills and a positive attitude towards their own learning and towards others.

We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of toddlers.

We believe in working closely with parents/carers as this enables a consistent approach to behaviour management.

Children can develop positive behaviour through an engaging environment, with simple ground rules and positive adult role models. Our environment will be stimulating, engaging and safe. The adults will develop a relationship of mutual respect with the child and gently guide them with making positive behaviour choices.

Adults will never use any physical restraint, humiliation or threat to deal with undesirable behaviour and when talking to children will use a calm tone and child friendly language.

Most behaviour can be supported by positive reinforcement of desirable behaviour and adults will verbally recognise this.

Preschool ‘Rules’ will be few and age appropriate. They will mostly relate to safety. These are displayed around the setting and are referred to by all adults. They consist of;

‘be safe’

‘be kind’

‘be polite’

**I am 2**

Being two can be a complex confusing time for our toddlers. In the setting we understand that the concepts of danger, safety, sharing and co-operation can be difficult to comprehend and that most ‘behaviour issues’ at this age are borne from worry, misunderstanding and lack of communication and negotiation skills. Therefore, we promote an environment that is suitable to their changing needs and provide a consistent approach to our daily routine to enable children to have an understanding of expectations.

For our two year olds, we use a support system to help them understand their own thoughts, feelings and actions and this is very much based on communication and explanation. We also appreciate that each child is an individual and therefore will develop at their own rate. Our behaviour interventions will therefore be pitched at a level that is appropriate to their understanding

**I am 3 and 4**

As toddlers turn three their communication skills are increasing and their understanding of the world around then strengthens. At this stage we can begin discussions about what is and is not acceptable behaviour.

Adults within the setting will use a basic ‘restorative justice’ approach whereby children will be involved in a discussion about what has happened and how the problem could be solved.

Adults will ask children simple questions such as

What happened?

Who has been hurt / what has been broken?

How can we make the situation better?

Then children will be empowered to solve problems and make choices about future behaviour. We believe this allows every child a voice and to take responsibility where possible for their future actions.

**More Serious Behaviour**

We believe that most behaviour can be dealt with at the time and with a speedy positive outcome. We celebrate the fact that we seldom have extreme or serious behaviour. On the very rare occasion where behaviour is deemed more serious (e.g. deliberate physical conduct, racial, homophobic abuse etc.) the child will be spoken to by a senior member of staff. This behaviour will be logged, and parents will be spoken to, discreetly and away from other parents. If this is an isolated incident, then the matter will be considered closed. In the event of a child displaying continuous extreme behaviour, we will work closely with parents to support the child and to consider all aspects of the cycle of unwanted behaviour. With a robust parental partnership we aim to provide a solution that will be unique to the child to ensure we can resolve the problems as quickly as possible. In the unlikely event that the behaviour becomes unmanageable, steps will be taken to consider reducing the child’s hours in preschool or as a last resort permanent exclusion from the setting.

**SEND**

Some children who have a Special Educational Need display behavioural issues as part of their condition. This behaviour will be dealt with as is deemed appropriate and at a level that the child can understand. Parents will also be informed, and the behaviour will be logged. The Nursery SENCO can put support in place and further outside agencies will be contacted if it is deemed necessary. Any child displaying additional needs will be supported through the Thurrock 3 step check for SEND. Additional support identified will be put in place by the setting SENCO.

This policy was adopted at a meeting of:........................................................................

Date:................................................................................................................................................

Date to be reviewed:................................................................................................................

Signed:...........................................................................................................................................

Print Name:.................................................................................................................................

Position of signatory:..............................................................................................................