



## Morning Star Behavioural Policy

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| Setting's Name:      | Morning Star Nursery & Morning Star Educational centre |
| Date Last Reviewed:  | 15 <sup>th</sup> September 2026                        |
| Date of Next Review: | 15 <sup>th</sup> September 2027                        |

At Morning Star, we believe that children learn best when they are guided to know and to develop acceptable behaviour. Children gain respect through quality environment where children are respected and value. Adults caring for children in the provision are able to manage a wide range of children's behavior in a way which promotes their welfare and development

The named person will keep up to date with legislation and research and support changes in policies and procedures in the nursery; access relevant sources 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. A record will be kept of staff attendance at this training.

Children need to have set boundaries of behavior for their own safety of their peers. Within the nursery we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behavior, 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. Sanctions applied in the case of unacceptable behavior must take account of age and stage of development of the child, be relevant to the action or actions and be fair.

Social anti- social behaviour, persist unacceptable attacks on others, unacceptable language via swearing.

The attitude and behavior of all those who work or have contact with children in the nursery should be characterized by warmth, respect and encouragement towards each child.

Difficulties in accepting correction social behaviour e.g. sharing, taking turns, not harming others feeling, social etiquette table manners, hygiene, good manners and respect for careers. Respect for boundaries, right, and wrong, acceptable, unacceptable.

Children need good guidance and training for them to develop acceptable good standards of behaviour.

Enforcing areas are the home and setting working together for the development of good conduct and behaviour of each child. This policy is designed to help in this process of character and personality formation and development.

Carers will as far as possible will use professional experience & policy to enforce in children good qualities of behaviour and conduct, were a child finds it difficulty to adopt or respond to acceptable norms the parents or guardians will be informed.

This will be done in the normal process of summary and reporting including working with the parents or guardians, and the setting to find a workable compromise or solution.

Parents are assured by this setting of our policy of transparency and team work between the setting and parent's involvement.

Morning Star believes in promoting positive behaviour, by adopting a consistent behaviour policy.

**Morning Star aims to:**

- Encourage self-discipline, consideration for each other and our environment.
- Encourage the development of children's social skills and help them learn that acceptable behaviour is.
- Develop the confidence and self-esteem of children

**Anti-Bullying**

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged 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.

Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, staff follow the guidelines below to enable them to deal with challenging behaviour.

### **Good practice for Supporting Children's Behaviour**

- Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling. If the children are engaged in useful activities that are of interest to them and at their level, and staffs are interacting with them in a positive and spontaneous way, the majority of the time unacceptable behaviour will not be a problem.
- The guidelines of the Pre-school that apply to staff as well as children, (for example, where children are not allowed to climb on tables, adults should not sit on them).
- All adults are expected to provide a positive role model for the children with regard to friendliness, care, courtesy and consistency in the way they carry out their practice.
- Adults will not shout or raise their voices at children.
- Corporal punishment (slapping, pulling, grabbing, shaking) are unacceptable practices.
- Staff will give children constant positive encouragement, re-enforcing appropriate behaviour with praise, rewards and explaining to them why certain behaviours are unacceptable.

### **Good practice for dealing with children presenting unacceptable behaviour.**

If a child demonstrates unacceptable behaviour their age, stage of development and individual abilities will be taken into account.

External factors which may be influencing their development, for example changes in family circumstances, child abuse, staffing issues, the relationship between staff and parents/cares, and the child's individual needs not being met.

The frequency and intensity of the behaviour will be considered before staffs take any action. Minor instances of undesirable behaviour can often be ignored.

1. Intervene straight away.
2. Explain to the child why their behaviour is not acceptable; making it clear that it is the behaviour you dislike rather the child themselves.
3. Try to find out what has caused the disruption and listen to explanations of all those involved. If possible, give all the children involved equal attention.
4. Give the necessary reassurance and support to child/children involved.
5. Ensure that a member of staff continues to observe the situation.
6. In cases where behaviour is particularly concerning make a record in the incident/accident book and where appropriate report to the manager.

### **If the child persists with the unacceptable behaviour**

1. Explain what the outcome will be if they continue e.g. they will not be able to play with the activity of their choice.
2. If the behaviour continues to disrupt the group or is dangerous, remove the child from situation to enable them to calm down in a quieter, more private setting.
3. This will give staff the opportunity to talk to the child and comfort them as appropriate. If a child is removed from the group they should be accompanied by member of staff at all times. When the child returns and starts to behave in more desirable ways reward them for the behaviour.
4. Discuss with senior member of staff and implement monitoring procedure if appropriate.

5. Take the assessment to the staff team meeting for discussion. If appropriate consider external factors surrounding the behaviour using information from the monitoring sheets, for example:
6. is play provision inadequate; are the child's individual needs not being attended to; does the child have communication difficulties; is the trying to express certain feeling; are there issues relating to staffing; could there be changes, of difficulties in the child's family.

### **Assessment and Monitoring Procedure**

This procedure is to be used only in cases where a child has not responded to intervention as outlined in previous section.

If a child is regularly behaving in a way which is problematic to either themselves or those around them, two things need to be done before deciding how to tackle the problems:

Firstly, examine what is going on around the child to see what they might be trying to communicate through their behaviour;

Secondly assess what the child may be gaining by behaving in this way, which could encourage them to repeat the behaviour.

### **A careful assessment involves gathering information on the:**

Antecedents or setting event, behaviour, and consequences (A, B, C,'s) surrounding the problematic behaviour;

- What time it is
- Who is present?
- Where it is
- What is the child doing?
- What are other people doing?

### **Aspects of the behaviour need to be noted. This includes information**

- Frequency
- Number of times it occurs
- Duration
- Intensity
- When it first started being a problem
- Have there been any changes over time?

These records can then be used alongside an assessment of what is happening in the child's life outside the nursery, to plan a strategy to help the child and monitor changes.

**When these procedures are implemented the manager is responsible for ensuring the following;**

- Practitioners involved in the assessment should agree a period of that the observation process will take place (maximum 1 week)
- Practitioner SENCO or Key Person is delegated responsibility for the process.
- The assessment sheet is filled in every time the behaviour occurs
- At the end of the observation period the practitioners involved discuss the observations and any findings.

The findings are discussed with the parents/carers and a strategy planned to support the child in managing their behaviour.

### **Children for injuring each other**

The setting through its professional staff team is able to assure parents and other organizations that all human effort and care and capacity will be applied to provide a caring and safe environment for all children.

None the less children will have accidents; children will cause injury to others. Whatever category of injury the first station is proper logging and treatment of the injury.

Next make sure that parents are informed, should the occasion rise it might be appropriate for both parents to meet with a member of Management team to try and resolve the situation if a particular child keeps injuring others.

This policy sights for example biting, hitting, pushing, selfish behaviour possessiveness, scratching, pulls, to act without safety and fear of danger. Children will not be talked to, but rather, a child will receive careful caution and guidance at all times from the key person and the name behaviour officer.