



## Glendee Early Learning and Childcare Centre Nurturing approaches to behaviour policy

### Rationale

The implementation of nurturing approaches to behaviour supports children's self-esteem and wellbeing. Nurturing approaches support children's developing awareness of boundaries which contribute to children feeling safe and secure. Staff's awareness of the nurture principles guides them on developing positive relationships with all children and families. It is important for our children to feel safe and secure within the nursery environment to enable them to reach their full potential.

### Aims

- An inclusive environment is established where everyone is valued.
- We work in partnership with all staff, children, families, students and visitors to ensure we provide a consistent nurturing approach to behaviour.
- To encourage our nursery community to be kind and respectful towards others.
- To encourage our nursery community to be responsible citizens.
- Everyone will recognise that all behaviour is communication.
- Everyone will encourage positive language.
- To encourage everyone to follow Glendee's Principles. (appendix 1)

### Objectives

- To promote positive wellbeing and self confidence in everyone within our nursery community.
- To work in partnership with staff, children, families, students and visitors.
- We provide a caring attitude and show respect towards everyone.
- To provide an environment that promotes a positive ethos.
- To provide a framework of nurturing approaches to support all behaviour. (appendix 2)



# Glendee's Principles

In Glendee we:

Are kind

Have fun

Laugh

Smile

Help each other

Play

Look after our toys

Use kind words

Say please and thank you

Share

Keep ourselves safe



## Glendee Early Learning and Childcare Centre Nurturing approaches to Behaviour

- Talk to parents about any behaviour difficulties and explain how you are dealing with it and reach an agreement, where possible, for them to deal with a behaviour issue the same way.
- Use the vocabulary of feelings and emotions by naming their feelings and your own i.e. angry, sad, hurt, upset, bored, excited, happy etc.
- Use stories and resources to help children identify feelings and emotions e.g. How do you think that made .....feel? How would you feel if that happened to you?
- We must emphasise it is the behaviour and not the child as a person.
- Be flexible and consistent.
- Always acknowledge, praise and reward when a child has tried their best.
- Take time to listen and talk to the child about how they are feeling following an incident.
- Be clear about what you are asking a child to do, or not do. Adults often make assumptions that children understand what 'playing properly' means or what 'stop doing that means'. You may think it is obvious but children often don't.
- Families and staff are children's main role models during their early years so it is important that we are aware of our behaviour and how we present ourselves.
- Give children time to self regulate and explain how they are feeling.

**Nurturing approaches to behaviour have to be created for individual children. What works with one will not necessarily work with another. What works one day, might not work another day, be flexible.**

