

Behaviour Management

"Our Nursery recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment."

The aims of our Behaviour Management policy are to help children to

- Develop a sense of care and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

Behaviour Management Strategies

The Nursery, the Manager and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the Nursery will be structured around the following principles:

- Positive behaviour will be reinforced with praise and encouragement.
 - Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
 - Rooms will use age appropriate reward charts/stickers/raffles, Golden Box and staff may create individual charts for children to deal with issues such as toilet training, or frequent examples of negative behavior.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try diversion distraction to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.

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- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner and will finish by moving on to something more positive straight away.
- Staff will not shout or threaten children.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.

Staff will promote the use of Jenni Jigsaw initiative

- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it. Staff will use incident reports to inform parents about negative behavior. These are reviewed by the management and inform parents of the child's negative actions and how the negative behavior was dealt with.
- If a child shows consistent negative behavior then staff may consider creating a tally chart of behaviours, or an ABC chart to try to identify and understand the cause and frequency of negative behavior. Parents/carers will always be informed before these observations are carried out.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out
- Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

Dealing with Negative Behaviour

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

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'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff may use a wide variety of techniques for dealing with a child's negative behavior. The strategy used will depend on the child's age and understanding. Some of the strategies used are planned ignoring, ABC charts and time in.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.

In the event that unacceptable behaviour persists, more serious actions may have to be taken. At all times, children will have explained to them the potential consequences of their actions.

The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff

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can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

Where a member of staff has had to intervene physically to restrain a child, the Manager will be notified and the incident recorded on an Incident form. The incident will be discussed with the parent/carer at the earliest possible opportunity.

When children behave in inconsiderate ways we recognize that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognize that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adult interventions and support to help them learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the EYFS curriculum for supporting personal, social and emotional development. We recognize that young children require help in understanding the range of feelings experienced. We help children to express them, making a connection verbally between the event and the feeling. 'Joe took your car, didn't he and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.

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All staff will have responsibility for supporting personal, social and emotional development, including issues concerning behaviour. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We aim to use positive pro-active strategies to promote positive behaviour in children. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledging considerate behaviour such as kindness and willingness to share.
- Acknowledging children's considerate behaviour towards another who is hurt or upset.
- Providing activities and games that encourage co-operation and working together.
- Support children in finding a solution to a problem (conflict resolution).
- Ensure a child has a turn, after it has been said that they are next.
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Support children to recognize, talk and label their feelings, and understand how actions can make others feel. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

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