



## Behaviour Management Policy

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### Policy Statement

We believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will always be encouraged and praised in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the 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 behaviour, 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. We take any act of bullying or intimidation very seriously and will act immediately to stop any further occurrences of such behaviour.

This policy will be reviewed when changes arise. A copy of this policy can be obtained from the Nursery Offices or downloaded via our website.

### Aims

It will be our overall aim to re-enforce good behaviour in our nursery. The role of adults influences the behaviour of children, as children learn by example, therefore all adults (staff, parents and carers) using our nursery will be encouraged to develop their behavioral management skills to their full potential. We will always value our combined cultural diversity and respect each other's cultures. Our Aims are to encourage children towards the following:

- ◆ Caring and sharing attitudes
- ◆ Showing respect for others
- ◆ Expressing kindness and concern for others
- ◆ Awareness of sense of justice
- ◆ The development of skills enabling children to question, challenge and negotiate which empowers children to make positive decisions for themselves.

In carrying out these aims we will:

- ◆ Recognise the individuality of all our children
- ◆ Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- ◆ Work in partnership with parents and carers by communicating openly
- ◆ Praise children and acknowledge their positive actions and attitudes, we hope to ensure that children see that we value and respect them.
- ◆ Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- ◆ Promote non-violence and encourage the children to deal with conflict peaceably
- ◆ Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- ◆ Staff in our Centre do not hit, push, slap or pull children by the wrist. Staff only intervene physically to restrain children or to prevent injury to a child.

All adults at A2O are expected to support and promote this policy through best practice:

- ◆ Encourage good behaviour by setting a good example as role models
- ◆ Be good listeners
- ◆ Be consistent in our approach
- ◆ Provide the children in our care with an environment which is both stimulating and safe which will keep opportunities for inappropriate behaviour to a minimum.
- ◆ Keep rules to the minimum and make adults and children aware of them
- ◆ Set realistic goals in discussion with parents/carers/staff and children, in order to achieve acceptable behaviour whilst respecting confidentiality always
- ◆ Handle all discipline with a gentle, caring and understanding attitude
- ◆ Never confront a child with humiliation, anger or physical punishment
- ◆ Ask parents to make us aware of any major outside events which can result in an adverse effect on the child and thus influence their behaviour
- ◆ Encourage children to talk about their feelings
- ◆ Persistent behavioural difficulties with a child will be discussed within the staff team and a consistent approach developed to assist the child.
- ◆ The nursery BENCO will have a key role in this area of work

Very young children are developing from an egocentric curiosity to gaining an understanding of social skills;

- ◆ how to play with other children
- ◆ how to initiate friendship
- ◆ how to appreciate and handle the subtleties of interaction with others.

It is important to remember that a child's capacity for co-operative play is dependent upon maturity as they learn to find a balance between asserting themselves whilst giving others their own due consideration.

The role of staff in co-operation with parents is to help children work through these stages and support them in finding ways of dealing with the behavior. This we do through careful observations, regular discussions in room meetings and where necessary alongside outside professionals e.g. Educational Psychologist, Speech and Language Therapists, ABC Behavior Support Team etc.

## Working in Partnership with Parents and Carers

It is important that any behavior management is done in partnership with parents, ensuring that information is shared, and a consistent approach is adopted. Good channels of communication are essential if we are to support the child. In sharing information with parents, we will:

- ◆ Give as much detail as possible as to why we think it may be happening
- ◆ Keep dated observations
- ◆ Reassure the parents that all children go through this stage
- ◆ Consult with parents as to how to deal with the behavior.

## Handling Conflict

Every effort will be made to see that children are treated fairly when conflict arises. We will seek this by talking to the children and parents/carers concerned, making our own observations and then discussing these together. ***It is the behaviour which is unacceptable, not the child.*** The range of behaviour which we consider to be unacceptable includes:

- ◆ Any action which causes the physical discomfort of others
- ◆ Racial abuse or gender harassment
- ◆ Bullying
- ◆ Use of bad language
- ◆ Unkindness to nursery pets
- ◆ An uncaring attitude to the environment

***All A2O staff share equal responsibility in dealing with children and will deal with an incident as it occurs.***

## Promoting Positive Behaviour

We want children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the Nursery community. Children are praised for good behaviour; we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour.

Every opportunity must be taken to enhance children's self-esteem and self-confidence, by noticing and acknowledging their achievements:

- ◆ Encourage good behaviour through consistent praise
- ◆ Encourage an understanding of self-discipline
- ◆ Set achievable goals for dealing with conflict
- ◆ Be consistent and mean what we say

Adults have a crucial role to play in showing respect for self and others in providing a model of behaviour which they wish to encourage among the children. For example:

- ◆ Saying please and thankyou
- ◆ Introducing games and activities that encourage sharing and taking in turns e.g. lotto, picture dominoes, action songs and rhymes

It must always be remembered that children develop at different rates. A child with disabilities or learning difficulties may show behaviour characteristics of much younger children and will need support and encouragement. It is not acceptable for adults to shout across the room and humiliate children, use physical punishment or bad language. Above all, children will be enabled to feel that this is their group, a place in which they are individually valued and to which they each have their own special contribution to make. Within this secure and nurturing framework, both children and adults are free to grow and change.

## **Setting Goals and Boundaries**

Rules are kept to a minimum, but they are to protect the children and adults. Some are for Health & Safety reasons whereas others are to enable the children to learn self-discipline and behave in a way which is acceptable to others. It is impossible to work with children consistently and not find times when they need guidance and assistance in behaving in an acceptable way. Discipline does not mean punishment - it includes all the ways in which the adult carers talk and act with the child and demonstrating the best way to behave. *Boundaries make children feel secure as they enable children to know what is expected of them*

Our **Golden Rules** are designed to help children understand the need for rules and are designed to be age appropriate for the setting. They are:

- ◆ We are gentle
- ◆ We use kind hands.
- ◆ We listen
- ◆ We respect each other.
- ◆ We have fun
- ◆ We always try to do our best
- ◆ We look after our toys - we don't break or throw them

## **Behaviour Management Procedures**

- ◆ We will speak to children at their eye level, using eye contact, positive facial expression and body language.
- ◆ We will use words and terms they understand.
- ◆ We will give particular attention to a traumatised child
- ◆ We will explain to any child exhibiting behavioural difficulties that their behaviour is making others unhappy, and they will have to sit quietly for 2 - 3 mins. This will be supervised.
- ◆ We will use a variety of different methods to counteract difficult behaviour i.e. distraction, discussion, praise and rewards
- ◆ Unacceptable behaviour includes such things as hurting other children, bullying and destruction of toys.
- ◆ Parents will be kept informed of any unacceptable behaviour which will be recorded on record sheets to be kept on every child attending our nursery
- ◆ Where appropriate the parent/s will be asked to come in and discuss their child's behaviour
- ◆ Where a child is clearly in need of additional support help will be sought from outside agencies

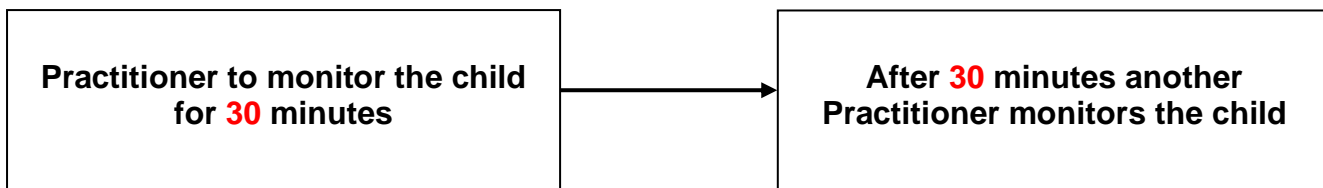
## **Behaviour Management Summary for Practitioners:**

- ◆ Be firm and calm
- ◆ Be consistent
- ◆ Always remind the child what is not acceptable and the consequences of it
- ◆ Ensure we provide a quiet withdrawal area in our rooms
- ◆ Staff are to catch children 'being good' and praise them on displaying accepted behaviour
- ◆ Develop non-verbal ways of managing negative behaviour, e.g. looks and body language

# Behaviour Management Strategies

## *Different Challenging Behaviour Strategies*

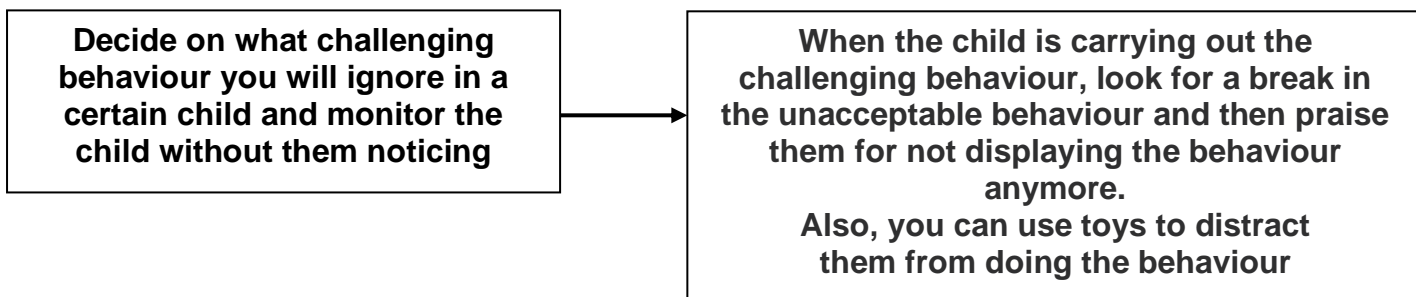
### 1. Baton Approach



When using the Baton approach always:

- ◆ Be firm when using language, for example 'Stop'
- ◆ Turn your back to the child who has hurt and do not make eye contact
- ◆ Give all your attention to the child who has been hurt
- ◆ IMPORTANT – Go over the top with praise

### 2. Planned Ignoring



Consistency of Language:

- ◆ Use only 2 words, for example "Stop hitting" (with a firm tone)
- ◆ Alone, the words "nice", "sharing", "gently" etc. are difficult for a child to understand
- ◆ When using words together for example "nice playing", "good sharing" this is better for the child to understand

**Unacceptable behaviour** - where we find that a child's behavior is unacceptable, we will:

- ◆ Talk to the child involved about their actions and help them to talk through what they have done and help them to come up with strategies of what they might do in the future
- ◆ Give praise when we see them using the strategies
- ◆ If the behavior persists, we will remind them again
- ◆ We may consider giving them time out, using a timer or encouraging them to choose a different activity as a way of them calming down.
- ◆ Once the child is calm, we will talk to them about the consequences of their actions.
- ◆ We will always support the child that has been hurt and encourage the other child to say sorry, shake hands, give them a cuddle or get a tissue and help them dry their eyes.

**Hurtful behaviour** - we recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Therefore, we help this process by:

- ◆ Offering support, calming the child who is angry as well as the one who has been hurt by the behavior.
- ◆ Not engaging in punitive responses to a young child's rage as that will have the opposite effect.
- ◆ Recognising that young children require help in understanding the range of feelings experienced.
- ◆ Helping children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. (*'Adam 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'*).
- ◆ Helping children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. (*'When you hit Adam, it hurt him, and he didn't like that, and it made him cry'*).

### **Rough and tumble play**

- ◆ Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behavior is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using strategies as above.
- ◆ We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits.
- ◆ We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- ◆ We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioral boundaries to ensure children are not hurt.
- ◆ We engage the children in other activities and deal with each incident on a 1:1 basis.
- ◆ Gun games will be monitored; they tend to coincide with a new interactive game or a TV programme seen by the children.
- ◆ ***We have a duty of care to our pupils to follow the Counter Terrorism and Security Act 2015. This act is to help prevent our pupils being drawn into terrorism.***

### **Tantrums & Misbehaving**

1. Ignored Planning - decide in your team what behaviour should be ignored.
2. If a child is throwing objects around and hurting other children, take all the children to one side or take the children to outside, leaving the child in the room with a keyperson who will ensure the child remains safe and is not hurting them-self. The keyperson should provide the child with activities that they have an interest in.
3. If the above strategy does not work, take the child to a quiet area to calm down, One to One (outside in the garden is usually best).
4. Do not grab/pull/restrain the child. Please use Physical intervention book about manual handling of the children when controlling their behaviour.
5. Please use humble kind and firm language like "STOP HURTING".
6. There is a reason why children misbehave or throw tantrums, so we must work in partnership with parents to find out the reason behind their behaviour. Sometimes the arrival of a new-born in the family disturbs the child's feelings, causing emotionally upset, which leads to displays of challenging behaviour in order to seek attention.
7. Minor, harmless and attention seeking behaviour is likely to stop if you don't pay attention to it.
8. Sometimes the child's behaviour is motivated by fear, anxiety or uncertainty. A big injection of affection and praise will help to stop inappropriate behaviour.

9. Find out what triggers the behaviour. Sometimes it is our way of communicating with a child or adult's language or voice or tone of our language.
10. Fill out a Problem Behaviour Chart.

### ***Resolving conflicts***

1. Approach calmly stopping any hurtful actions and place yourself between the children, on their level. Use a calm and gentle voice. Remain neutral, do not take sides.
2. Acknowledge children's feelings; 'You look really upset?'. Let the children know that you need to hold any object in question.
3. Gather Information; 'What is the problem?'. Allow all children involved to have a say.
4. Restate the problem; 'So, the problem.....'
5. Ask for ideas and solutions and choose one together; 'What can we do?'. Encourage children to think of a solution and be prepared to offer guidance and support; 'You solved the problem, well done'.
6. Stay near the children, to monitor them after

### **Calming Time**

- ◆ Use firm language and count slowly to five.
- ◆ Once the child is away from the situation, staff should continue what they are doing without giving attention to the child.
- ◆ Say to the child, " when you are still and quiet then you can '(name the next activity)'
- ◆ Once the child has sat calmly for one minute, tell them they may do the activity you have identified and give a reminder of play gently.
- ◆ Use a visual prompt; one-minute sand timer.
- ◆ There is no need to talk about the incident, insist on eye contact or insist on saying sorry (its better if the keyworker models apology by saying, " I am sorry you have been hurt").

### **Desensitisation to noise /mess**

- ◆ Give them a plenty of prior warning.
- ◆ Acknowledge them about the rewards at the end.
- ◆ Keep trying - not to give up after one attempt.
- ◆ Fail safe learning - think of a target that they cannot fail to achieve (walk with them to the noisy activity for a minute and then walk away with them to desensitise).

### ***Transition to school***

During the transition activities from pre-school to school in the summer term it would be useful for parents to read the School Behaviour Policy as this develops with the children. The children will be made more aware of the development of the Golden Rules and how they work in day to day school life and will become part of a school team with their siblings if they have already entered the school.

### **Appendix – Related Forms & Paperwork**

1. Individual Behaviour Support Plan
2. Risk Assessment: Challenging Behaviour
3. Managing Risks for Foreseeable Challenging Behaviour