



Behaviour Management Policy

The Close Day Nursery School believe that children flourish best when their personal, social and emotional needs are met; where there are clear and developmentally appropriate expectations for their behaviour; and their feelings are acknowledged and supported.

Children should be free to develop their play and learning without fear of being hurt or hindered by anyone else.

We aim to take a developmental approach to the management of Children's behaviour and support them to understand their feelings throughout their time at our setting.

We adjust our expectations and techniques in-line with children's developmental needs. We promote positive behaviour through a range of positive strategies.

By giving positive feedback and having clear expectations, our feelings and behaviour support policy and techniques are promoted to parents, students, volunteers and visitors. We ensure that all of our staff implements this policy and supporting techniques.

We will meet this aim through the following procedures:

- **Lorraine Wetherill** has overall responsibility for promoting positive behaviour strategies. She has the necessary skills to advise other staff on supporting feelings and behaviour as she has attended relevant professional development courses/ child psychology courses. She is available to both staff and parents/carers alike should discussion over behaviour be necessary.
- Procedures regarding the conduct of the group and the behaviour of the children will be discussed and agreed by the staff. The policy will be explained to all newcomers, both children and adults alike.
- Many of the staff have undertaken training in behaviour management, this is mandatory within their Level 2 and Level 3 and degree qualifications.
- All staff in the Nursery will strive to ensure that the procedures are applied consistently so that children have the security of knowing what to expect and can build up useful and acceptable patterns of behaviour.
- All adults within the setting model positive behaviour to others.
- We use praise and encouragement to reward positive behaviour, together with stickers and WOW moments which are displayed on children's key worker boards. We have also implemented the 'superstar wristband' whereby when they have achieved certain amounts of stickers they will receive firstly, a bronze award, a silver award and then the gold award.
- We report achievements and positive behaviour to parents within earshot of the child. Most importantly we smile at children and make it clear that we like them and enjoy spending time with them, whilst making time for fun and laughter

When Children behave in challenging ways:

- We use distraction where appropriate to divert children from poor or inappropriate behaviour by either giving them focused attention or simply turning their attention to something else
- Reflective time (as opposed to 'time out') can also be a helpful method that can be used to modify behaviour for more serious or challenging behaviors within the home or setting. It involves removing the child from whatever they are doing and insisting he/she sits in a safe place for a period of time. The adult in these circumstances will often offer no eye-contact or conversation. This is an opportunity for the child to calm down - to think and reflect on his/her behaviour. The length of quiet time should ideally match the age of the child, for example, for a three-year-old child use three minutes. An egg-timer can be useful in this situation. The adult will then sit with the child using emotions and feelings resources to engage the child to reflect on how they are feeling themselves as well as how they think others are feeling.
- Physical punishment such as smacking or shaking will neither be threatened nor used.
- Techniques intended to single out and humiliate individual children e.g. a naughty chair, or sending children out of the room by themselves, will not be used.
- In cases of serious unacceptable behaviour such as racial or other abuse, or bullying, the unacceptability of the behaviour and attitudes will be made clear to both the child and the parent/carer, as soon as possible. This will be by means of explanation rather than personal blame.
- A child will never be called or labeled as naughty, and in the case of unacceptable behaviour it will always be made clear to the child that it is the behaviour not the child that is unacceptable.
- Staff in the Nursery will themselves be aware of, and respect, a range of cultural and individual expectations regarding interaction between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion. We will respect individual children's level of understanding and maturity.
- Children who persistently display signs of unacceptable behaviour will be discussed by the staff in partnership with the parent/carer. It may be appropriate at this stage to use objective observations of the child in order to establish an understanding of the cause of such behaviour. Occasionally in the best interests of the child, and only after such consultation with all interested parties, advice may be sought from the Preschool Teacher Counsellor Service. (EYSENIT)
- All staff are aware that some kinds of behaviour may arise from a child's special needs.
- Where possible a child will be encouraged to think about their actions, the effect they have had, and how they can put right what is wrong. This could be a hug, or to pick up what they have knocked down or to say sorry.

No matter what behavioural problems there may have been with a child, and what steps have been taken to point the child in the right direction, it is the policy of The Close Day Nursery School to rekindle a relationship with the child as soon as possible.

Appendix to Behaviour Policy

Guidelines when a child is bitten by another.

The following represents a guide to how to deal with both the child who has bitten another, and the child who has been bitten.

One reason a child will bite another is for attention. Often the reaction by practitioners is to focus on the biter, which means they receive the attention they seek. In this instance they should immediately, but calmly, be sent to an area for reflective time out whilst the focus is on the receiving child.

The recipient should be comforted and given any medical attention as may be appropriate particularly if the skin has been broken. The incident should be recorded in the accident book and the parent informed on collection, whilst maintaining strict confidentiality at all times.

The child who has bitten should have a period of time out as described earlier, and should be then made aware of what they have done. They should be encouraged to say sorry as described earlier. The incident should be recorded in the Incident Book (kept in the office) and the parent informed on the day. If the parent does not collect the child then the information should not be passed via a third party, instead Lorraine will ensure that a phone call home at an appropriate time, be made to explain what happened.

If this type of behaviour becomes a regular occurrence then it may be necessary to observe the child more intensely to try and establish a cause.