



## BEHAVIOUR MANAGEMENT POLICY

### STATEMENT OF INTENT

Staff at Ivy League Nursery believe that children and adults flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The children will also develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn."

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences and developmental stages. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

### Method

The named person who has the overall responsibility for issues concerning behaviour is required to:

- ❖ keep up to-date with legislation and research and thinking on handling children's behaviour;
- ❖ Access relevant sources of expertise on handling children's behaviour; and
- ❖ Check that all staff have relevant external and in-house training on handling children's behaviour. We will keep a record of staff attendance at these training sessions.
- 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways, which are appropriate for the children's ages and stages of development - for example distraction, re-direction, praise and reward.
- Familiarize new staff and volunteers with our behaviour policy and its rules for behaviour
- We respect confidentiality of families.
- We expect all members of the Nursery including- children, parents, staff, volunteers and students to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We create an appropriate environment.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
  
- We recognize that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used.



## **2. Principles of Positive Behaviour Management**

2.1 We recognise and value the individuality of all our children

2.2 We work in partnership with the children's families to ensure consistent adult responses to children's behaviour.

2.3 We encourage self-discipline and respect for themselves, each other, our surroundings and property.

2.4 We have realistic expectations for each child that are developmentally appropriate.

2.5 We aim to build children's self-esteem, reinforce that it is the behaviour that is unacceptable and not the child.

2.6 We aim to be positive role models by setting a good example because young children take more notice of how we are and what we do than what we say.

2.7 We aim to develop each child's ability to think for themselves and learn to take responsibility for their actions.

2.8 Positive behaviour is rewarded through the use of praise and positive reinforcers such as stickers.

## **3. Managing Unacceptable Behaviour**

- Although the policy has an emphasis on promoting positive behaviour it is necessary to identify what is considered to be unacceptable, and the action that should be taken if required.
- Unacceptable behaviour is considered to include, bullying, aggressive behaviour towards others and property and refusal to carry out reasonable instructions.
- To diffuse difficult situations staff may try to distract children by offering an alternative activity. If this is not possible then intervention using reasoning with the child(ren) should be attempted to resolve the situation, to develop children's understanding of actions and their potential consequences.
- Failing this it may be necessary to take further appropriate steps such as using a short time out period to allow the child to calm down. During this time a sand timer is used which provides a visual aid for the child to recognise when time out has ended. If time out is used a clear concise explanation of why will be given to the child.
- Any actions leading to another child or adult being harmed must be recorded on an incident form of which the parents should sign. A discussion will be held with the parents and support given.
- If a child displays an increased level of difficult behaviour on a regular basis the matter needs to be brought to the attention of the Key Person, who will be able to support staff and suggest an appropriate plan of action. This plan of action will always be drawn up in partnership with the child's parents/carers and we will continue to work together to resolve the situation. Actions taken could include the involvement of the nursery's SENCO, Observations during which an ABC plan is completed and seeking advice from other professionals.
- Staff are also entitled to ask for time out if a situation is becoming overwhelming - a baton system will be implemented.
- Parents are kept fully informed on any actions taken within the nursery and any strategies put into place will need to be fully supported outside of the setting.
- Sanctions applied in the case of unacceptable behaviour must take into account the age and stage of development of the child, be relevant to the action or actions and be fair.



#### **4. Further action that may need to be taken**

- 4.1 Once all of the above procedures are in place the child's behaviour will be continuously monitored and parents/carers kept fully informed on our progress with any strategies put in place for the child
- 4.2 Regular review meetings will be held with the management team, parents/carers, SENCO, Behaviour Management Co-ordinator and any outside agencies supporting the child in the setting.
- 4.3 In cases of extreme negative behaviour where a child displays abusive, threatening or otherwise inappropriate behaviour towards another child or adult in the setting and the above procedures have been followed; other strategies or agencies will be sought.

#### ***Bullying***

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is inappropriate.
- We give reassurance to the child or children who have been bullied.
- We make sure that children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully.
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour.

#### ***Behaviour strategies***

If you have made a reasonable request for a child to do something, then this must be followed through. He/she must be praised for any attempt to carry out your request e.g. picking up some toys that he/she has thrown onto the floor.

Children get cross and may well cry, but try to remember and they are not hurt, upset or unsafe. Taking on these strategies needs to be discussed and agreed with all staff. However you may decide to use the strategies, **consistency is the key to success**. All members of staff need to see the strategies through.

When a child is playing well, this is the time to hold back slightly and play/engage with other children. If strategies have been agreed, then all staff should be in a position to deal with matters as they arise.

If a child does hit bite or throw things, then the message is 'no hitting, pushing or throwing and take him aside. Count to 5 and then let him join in again. Give the attention to the child he has hurt – try not to give attention when a child has done something unacceptable. Try not to make eye contact, show disapproval by giving no attention and turning away slightly. Keep 'calm time' away from other children only for pre agreed incidents, e.g. really hurting another child or clearing a table top of toys or a big rampage, or a combination of these.

Use a favourite book or toy to divert attention during sitting times that may be too long for some children. Keep story and song times short and appropriate to the age of the children.

If staff have said something to a child – that is, set the boundaries, then these must be adhered to, e.g. 'lie on your mat for sleeping', 'no crawling over the other children when they sleep.' If a child does not follow these rules, then move them to another part of the room, ignore them as much as possible but



say to the child 'when you come and lie down then you will be given a cuddle.' Be consistent with this strategy as it may take time for this message to get through to the child that you mean what you say.

Share strategies with parents. This is very important. If parents can do the same things at home, then change will happen much quicker.

To safeguard your own practice, it is important to share with parents what strategies you are using to help support children to move forward in their learning and in their behavioural learning.

The named person responsible for Behavioral Management is **Sandra Dixon**.

This policy was adopted on: \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_

Signed on behalf of Ivy League Nursery: \_\_\_\_\_

Name of Signatory: \_\_\_\_\_

Role of Signatory: \_\_\_\_\_