**BEHAVIOUR MANAGEMENT POLICY**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

# **Aim**

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

The named behaviour management co-ordinators are - Teresa Cutler (manager) and Tracy Munnik (Senco). They are responsible for ensuring effective behaviour management within the setting.

The named persons will keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children’s behaviour where it may require additional support.

We hope that parent/carers will be able to:

* Inform us of any relevant changes to their circumstances which may affect their child’s behaviour eg new baby, moving house, bereavement, divorce, separation or hospitalisation.
* Re-enforce expectations of positive behaviour by talking to their child at home.
* Be a positive role model for their child.

## **Procedures**

1. Rules governing the conduct of the group and the behaviour of the children have been and will be, discussed and agreed within the nursery and explained to all newcomers.
2. All adults in the nursery will ensure that the rules are applied consistently, so that children will have the security of knowing what to expect and can build up useful habits of behaviour.
3. Adults and children often discuss what is needed to ensure that the nursery is a happy place for everyone. Their ‘rules’ are displayed in the setting and often referred to during the daily routine.
4. Staff keep up to date with legislation and research relating to handling children’s behaviour. We use systems such as ABCC charts to pinpoint triggers and help us to consider children’s actions and behaviours closely.
5. 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.
6. 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, praise and reward.

We encourage children to make positive choices in the following ways-

* Noticing and acknowledging positive behaviours
* Using clear and consistent boundaries
* Explaining the consequences of some behaviours and offering choices.
* Involving the children in problem solving
* Providing strategies to support turn-taking ie using a sand timer
* Recognising and acknowledging feelings to encourage empathy.
* Creating an environment that minimises conflict eg ensuring there are sufficient resources.
* Planning opportunites to discuss behaviour and feelings at ‘group’ time.
* Sharing information with parents/carers about their children’s behaviour both in the setting and at home.

**Children under three years**

When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will be developmentally different from those for older children.

We recognise that very young children require sensitive adults to help them to regulate their emotions.

Common inconsiderate or hurtful behaviours of young children may include tantrums, biting or fighting.

Staff are calm and patient, offering comfort to intense emotions, helping young children to manage their feelings.

If tantrums, biting or fighting are frequent, we will try to find out the underlying cause –such as a change or upheaval at home.

Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.

We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security for the child.

**When children behave in unacceptable ways:**

1. Physical punishment will be neither used nor threatened.
2. We will help them understand why their behaviour is unacceptable and they cope more appropriately
3. Children will never be sent out of the room by themselves.
4. Techniques intended to single out and humiliate individual children will not be used.
5. Children who misbehave will be given one-to-one adult support when necessary. Where appropriate, this might be achieved by a period of time out with an adult to calm down and reflect before talking things through.
6. In any cases of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
7. Physical intervention may be used for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. Details of such an event (whatever happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager and are recorded. The child’s parents/carers are informed on the same day.
8. Any behaviour problems will be handled in a developmentally appropriate fashion.
9. The whole nursery, in partnership with the child’s parents, will tackle recurring problems. We would use objective observation records to help us assess the cause and decide jointly how to respond appropriately. In some cases setting up an individual education plan (IEP) with specific targets related to behaviour. We may liaise with other agencies ie health visitor or Area Senco to access further support and advice
10. We will remember that some kinds of behaviour may arise from a child’s special needs

Some behaviours are extremely concerning eg racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional harming of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

* Removing the child from the situation.
* Seeking immediate support from other staff members
* Contacting the parent/carer and requesting that the child is taken home.
* On rare occasions: using positive handling techniques for the child’s own safety, and the safety of others.
* Convening a meeting with the child’s keyperson and the child’s parent/carer to identify ways forward.

Updated 21st September 2020

Signed on behalf of the Nursery - Teresa Cutler (Manager)

Name of signatory - Jane Follett (Chairperson)