

Behaviour management policy

Statement of intent

Our setting believes that children flourish best when they are respected and treated as individuals. We will always ensure there are clear and developmentally appropriate expectations of their behaviour which are embedded in our values and supported with praise.

The first step is to develop clear bonds with children and close parent partnerships.

To reduce the opportunities for conflict we will have a proactive approach to behaviour including fair, consistent and age appropriate rules and boundaries and clear procedures for staff.

Aim

We aim to support children to behave in socially acceptable ways using British values, and to understand the needs and rights of others by encouraging children to:

- Respect one another's feelings and rights including listening to each other and using kind words (rule of law)
- develop an understanding that we are all equal and that all our beliefs are valued (Mutual respect and tolerance of different faiths),
- Ask politely for, and offer things to, each other
- to make decisions together (democracy)
- To say 'no' politely and accept 'no' from others, accepting all opinions (Individual liberty)
- To use assertive skills to achieve their goals.

We aim to work with the children to enable them to develop self-discipline and self-esteem in a safe environment of mutual respect and encouragement. We promote positive behavior and have developed strategies for dealing with unwanted behavior ranging from reinforcement of positive behavior to specific team approaches used by every practitioner. We work closely with parents to support children who may be demonstrating unwanted behavior, sharing strategies and providing additional one-to-one time for the child if they are in need of extra emotional support. On occasions where team approaches are not working, or behaviour is suspected to be linked to SEND an LSP will be written in conjunction with the parents and if necessary, outside specialists will be involved.

To promote positive behavior we have implemented the following.

- We have a designated member of staff to support key workers with children who are behaving in unacceptable ways.
- We have developed some simple 'golden rules' for the setting with the children's' support. These are explained to everyone in the setting. We involve the children in helping to agree rules wherever possible and discuss them regularly at circle time.

- All adults in the setting ensure that rules and behavioural approaches are applied consistently, so that children have the security of knowing what to expect and learning right from wrong.
- All staff provide a positive role model for the children with regard to friendliness, care and courtesy. Modelling polite manners such as saying “please” and “thank you” and showing respect and tolerance to all.
- We take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We ensure students and volunteers read our policy as part of their induction and approach behaviour in the same consistent way.
- We stay in close contact with parents and carers making sure we feed back in a positive, sensitive and professional manner. We will ensure that behavioural approaches are fluid between nursery and home.

When children behave in undesirable ways we will follow the procedure outlined below.

- Children who consistently ‘make others sad’ will be given one-to-one adult support which is age appropriate. This may involve talking about what went wrong and why and how to behave more appropriately in the future. This might be achieved by a period of “thinking time” with an adult, where the child takes time to consider alternative appropriate behaviour. Attention will be short and supportive.
- In cases of serious misbehaviour or persistent targeted unkindness, such as racial bullying or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Parents will be informed, the incident logged and minutes of the meeting taken.
- In any case of misbehaviour it will always be made clear to the child or children concerned that it is the behaviour and not the child that is unwelcome.
- Staff will not shout or raise their voices in a threatening way.
- Physical punishment, such as smacking or shaking, will NOT be used or threatened. Such behaviour from any member of staff in the setting would be classed as gross misconduct, which could lead to instant dismissal.
- Children will never be sent out of the room by themselves but may be taken away from a situation that has escalated beyond immediate control.
- Techniques intended to single out and humiliate individual children such as a “naughty chair” will not be used but instead a period of down time encouraged with a practitioner followed by a chat about what could have happened.
- Staff will make themselves aware of and respect a range of cultural expectations regarding interactions between people but will not overlook safeguarding issues or the happiness and wellbeing of the children.

Staff will be aware that some kinds of behaviour may arise from a child's additional needs. They will work with the SENCO to develop strategies to support the individual child's behaviour. If necessary, persistent unacceptable behaviour, will be tackled with a support plan, established and integrated fully into the setting which is used to ensure a team approach.

Physical Intervention

Physical intervention including restraint may be used to prevent personal injury or serious damage to property. Incidents involving physical restraint will be recorded and shared with the parent upon collection.

Biting

Biting is a common stage of development that some children may experience, due to teething, language delay, other communication difficulties or frustration. Children are supported to use their words by staff role modelling 'help please', 'stop I don't like it' rather than reacting physically.

We ensure that young children experiencing this stage of development are shadowed at all times, to ensure that injuries to other children are kept to a minimum.

We ensure that parents are informed if their child has bitten or been bitten. All incidents are recorded and logged. (Please see separate policy for more details).

Rough and tumble play and fantasy aggression

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 behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that 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' but will always encourage children to regard their friends reactions and check that their play is not causing distress. Children understand that they must ask a peer if they 'want to play' and accept 'no' if they do not.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Radicalisation

Embedding British Values through rules and role models is the approach used to try and prevent children from becoming radicalised. By offering children an environment where all views are respected and all children are treated equally, we hope to teach children right from wrong. Practitioners, parents and carers have a legal obligation to report any signs of radicalisation shown by a child. Practitioners are aware of the route used to report concerns and they will always act to ensure that the needs of the child are met (see Safeguarding Policy for more information). Prevent Duty training has been attended by the manager and SENCo (see separate policy)

Practitioner Code of Conduct

It is important that practitioners are constant and clear role models. This involves good practise during the day where children are encouraged to show positive behaviour, and professional conduct at all other times when considering their setting. Practitioners will not befriend current parents on social media or compromise their professional relationship. They will not post information about their job or any of the children as they understand that this may put the setting at risk. If practitioners spend time with parents outside their normal working hours (for example to babysit) they will maintain professional standards which do not reflect badly on the nursery. Practitioners understand the importance of their duty towards children and need to maintain an objective view of families who attend the setting at all times whilst enjoying a productive professional relationship with them.