

Behaviour Management Policy

Policy statement

Our policy is underpinned by the Equality Act 2010. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Positive behaviour, politeness and good manners are praised and encouraged. We provide a framework for staff consistency in establishing clear boundaries according to the child's level of understanding. We effectively manage behaviour that is not acceptable such as bullying. (See also Anti-bullying policy)

Procedures

- Particular responsibility for behaviour falls to Julie O'Kelly and Bernadette Lee who attend in-service training as necessary and lead staff development.
- Making staff aware at staff meetings of individual children's needs to ensure continuity of care is offered.
- Seeking information and training opportunities for our staff from Herts for Learning, the early years networks, Pre-school Learning Alliance, Alban Way Children's Centre and other groups.
- Promoting positive behaviour through praise and reward systems e.g. verbal, stickers, smiley faces and sticker charts.
- Encouraging sharing and negotiation e.g. playing board games that require turn taking.
- Ensuring that staff, volunteers and students set positive role models in their interaction with each other, parents and children and are consistent in applying agreed procedures.
- Formulating the 'golden rules' with the pre-school children as a shared set of behavioural expectations.
- Explaining to children why the behaviour is unacceptable.
- Helping children recognise the effects of their actions on others by helping them empathise with the 'victim'.
- Encouraging children to stand up for themselves when someone behaves unacceptably towards them e.g. name calling by saying 'no' in a firm voice.
- Encouraging responsibility, for example help with tidying up or pouring their own drinks from a jug.
- Encouraging children to take responsibility for their own actions e.g. admitting a wrong doing.
- Expecting children to apologise for poor behaviour in an age-appropriate way and understand that this means the behaviour will not be repeated.

- Ensuring that staff 'criticise' the poor behaviour and not the child themselves to maintain the child's self-esteem.
- A circle time activity to help pre-school children deal with a range of emotions and feelings assisting them to find constructive solutions.
- Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used or threatened.
- Staff do not shout or raise their voices in a threatening way to respond to children's inconsiderate behaviour.
- Offering one to one adult support when children behave in unacceptable ways to help them see what was wrong and how to cope more appropriately. This might be accompanied by 'time out'.
- Not discussing children's behaviour with staff or parents in front of them or others as far as is practical.
- Physical punishments never being used or threatened. We never use or threaten to use physical punishment such as smacking or shaking. Instead, children's attention may be diverted; children or adults being withdrawn from a situation or the environment made as safe as possible to avoid a child causing injury to themselves or others e.g. removing a group from the book area leaving the child to have a tantrum on the carpet.
- Physical intervention is used only as a last resort with minimum force and minimum time. This may be appropriate to prevent an accident, injury or damage.
- Keeping an incident record for unacceptable episodes of behaviour. These may include racially abusive comments (these must have a large red 'R' in the top right-hand corner). Other severe isolated incidents such as disruptive behaviour, bullying (verbal, physical or emotional) or acts or comments that give rise to concern require an incident record. Parents are requested to sign the incident record to confirm their awareness of this incident. This record should be made by the staff member who dealt with the issue then placed in the filing cabinet. There is an incident record proforma.
- In extreme cases reserving the right to suspend a child's place if their behaviour is detrimental to the safety, learning and behaviour of themselves and others.

Children under three years

- When children under three behave in 'inconsiderate' ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We have frequent discussions with parents & carers to provide a consistent framework of support between home and nursery.

(See also Anti-bullying policy)

This policy is also relevant to EYFS commitments:
1.1,1.2,1.3,2.2,2.3,3.3 & 4.4