

## **Behaviour Management:**

We believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery encourages and praises positive, caring and polite behaviour at all times in and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery, we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them.

We commit to

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Through our key person system, we enable staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Provide the children with opportunities to carry out a role of responsibility, through 'helper of the day'. Supporting children with positive behaviour by providing them with opportunity to develop self-confidence and self-esteem.
- Staff wear lanyards daily to remind children of boundaries and expected behaviours. This way staff are always able to remind children in various situations of our golden rules, and other boundaries whilst playing, on trips. Visual pictures support SEN and younger children in understanding behaviour and boundaries.

We aim to:

Our nursery rules are concerned with safety and care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child. We will have clear boundaries and as a team are consistent in our approach.

Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

**When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home

and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist

- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will always complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety. In these instances, we may remove a child is removed from an area until they have calmed down.

**All staff complete some form of behaviour training during their induction period (online training, reading through policies and mentored by a senior member of staff).**

**Theories we embed in our practice to support behaviour:**

**Maria Montessori:**

We do not believe in using reward systems or over praising children as this strategy can eventually wear off and is not the most effective way to ensure wanted behaviour is reinforced. Instead, we make sure we praise the children in a way that makes them think about what it is they done and how that had a positive effect – this then supports children to become more likely to want to do that behaviour again. For example, rather than saying 'well done for tidying up' we would say 'now all the toys are tidied away we have more time to spend at the park'. We do not punish children by taking food away, giving them time out or making them say sorry; we simply take the time to provide explanation as to why certain behaviours are unwanted.

**Albert Bandura – Social learning theory:**

Staff understand that children are observant and can learn from experiences that are not direct to them, but to others around them too. Staff understand the importance of modelling good behaviour for children. It is important that behaviour is dealt with in a streamline way, so that children learn what is wrong and what's right through the same model behaviours from all staff; in turn this supports all children to learn from all experiences they encounter the same way, supporting their understanding towards behaviour with more ease than staff using varied techniques when dealing with unwanted behaviours.

**Piaget – theory of mind:**

Young children have a very undeveloped 'theory of mind' and find it hard to understand how others are feeling, to be able to 'put themselves in somebody else's shoes'. Staff understand the importance of supporting children to understand what it is they done wrong

through communication, questions to support ego-centric thinking, gestures, and flashcards. We do not make children say 'sorry' when they have hurt others or displayed unwanted behaviour to another child – instead, we prefer to guide children on learning about their own feelings and how other people may feel from our actions. If children say 'sorry' of their own accord, then this is fine and displays that they have actual understanding of what 'sorry' actually means; it isn't just a word they use to 'get away' or 'let of' with unwanted behaviours.

### **Anti-bullying**

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will discuss any instance of bullying fully with the parents of all involved to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.
- Staff will get down to the child's level when speaking to them about their behaviour
- We use facial expressions to help the youngest children understand their actions; right and wrong.
- We talk about our 'nursery rules' during circle times daily and use photographs to support their understanding of what we expect.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review: