

Behaviour Management

We believe that children and adults flourish best in an organised environment in which children know what is expected of them, so children are free to develop their learning and play without fear of being hurt or hindered by anyone else. We aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We aim for children to be polite and well-mannered and for children to understand expectations, rules and boundaries at ACE.

In order to achieve our aim

- We provide a caring, stimulating environment where the children's interests are catered for in such a way that unacceptable behaviour is less likely to occur.
- We encourage the children to show respect for adults, other children, animals and other living things; we expect them to play constructively and use the toys, equipment and books with care.
- Adults working with the children will ensure boundaries are applied consistently, so the children have the security of knowing what to expect and can build up good patterns of behaviour.
- Adults will take into account that some kinds of behaviour may arise from a child's special needs or cultural differences; also see SEND (Special Educational Needs and Disabilities policy) and Equalities policy.
- Adults provide a positive role model for the children with regard to friendliness, care and courtesy.
- Adults praise and endorse desirable behaviour such as kindness and willingness to share and take turns.
- We take positive steps to avoid situations in which children receive adult attention only in return for undesirable behaviour.
- During staff meetings and supervisions, we address the nursery environment and the behaviour of the children, so necessary changes can be made to aid the smooth running of the playroom.
- Staff support children to express their emotions appropriately, using lanyards which display emotion picture cards when appropriate and required. We also provide activities to help develop emotional literacy, in small focused group times.

Our designated staff member for behaviour management is Hanna Ochalik-Baca and her role is:

- To work closely with all staff to agree, implement and review the behaviour policy and procedures.
- To liaise with the team to ensure that behaviour plans are followed consistently.
- To work with outside professionals alongside parents/carers in relation to behaviour issues and share appropriate information as required.
- To assist staff in making behaviour observations and assessments.
- To keep appropriate records.
- To help identify appropriate training for staff or the setting and plan how training will be completed.
- To be aware of the developmental ages and stages of the children needing support.
- To have an awareness of any medical conditions that may affect a child's behaviour.

It is the responsibility of every member of staff to implement agreed strategies, to model appropriate behaviour and ensure that the needs of the children are being met.

Ways of managing unacceptable behaviour

We consider unacceptable behaviour to include:

- the use of rude words or unkind language.
- physical actions such as kicking, hitting, biting, throwing, pushing, pulling, spitting.
- persistent/deliberate damage to property/resources.

Staff always refer to the 4 golden rules in the play session and use them when managing children's behaviour. Our golden rules are:

- We always have our listening ears
- We look after our toys
- We are kind to others
- Walking feet inside please

The staff team addresses unacceptable behaviour according to each individual child's age and stage of development. And it will always be made clear that it is the behaviour and **not** the child that is unacceptable.

To address unacceptable behaviour with lower age/stage children:

1. Say the child's name getting down to their level
2. Say stop with a hand sign and serious face
3. Adult to role model positive behaviour

To address unacceptable behaviour with higher age/stage children first we will remind the child of our golden rules and the behaviour we expect:

1. Say the child's name getting down to their level
2. Remind the child of the acceptable behaviour we would like to see
3. Adult to role model the behaviour

Our stepped approach if unacceptable behaviour persists

Staff will need to judge the level of persistency according to the child's age/stage and discuss with Hanna as necessary.

1. Restate the golden rule/s.
2. Adult to distract/divert and role model play and positive behaviour.
3. Give a consequence i.e. "Zack if you continue to throw the sand, we will need to choose another activity for you to play with."
4. Follow through with the consequences if unacceptable behaviour continues.

For our children at a higher stage in their development the staff team feel supporting them to manage their own behaviour is an essential skill. This involves encouraging children themselves to say, 'stop I don't like it'.

Supporting children's behaviour

1.If unacceptable behaviour continues to be persistent, an Antecedents, Behaviour, Consequences & Communication (ABCC) observation will be completed.

2. Once the ABCC observation has started and the behaviour has shown little or no improvement a meeting will be arranged with the parent/carer to discuss the observations and incidents.

3. Strategies will be devised and quite possibly a plan for supporting positive interactions implemented at this stage, with parents/ carers encouraged to use the same strategies at home.

4. The plan for supporting positive interactions will be reviewed regularly by the key person, Hanna (designated person for behaviour management) and the parents/carers.

5. Further support may be sought from outside professionals and relevant services should it be deemed appropriate to do so.

Adults will:

- Give clear, age-appropriate explanations to the child of why the behaviour is not acceptable and refer to the golden rules.
- Role model how they would like the child to behave rather than focusing on the unacceptable behaviour.
- Never threaten or physically punish a child.
- Never single out or humiliate a child.
- Neither shout, nor raise their voices in a threatening way.
- Aim to defuse the situation before it becomes serious.
- Not ask the child to say sorry as the child needs to understand what that means before it has any value.

Positive handling

Adults will use the following steps when encouraging the children to follow the nursery routine:

- The adult will attempt to talk to the child (down at the child's level in a soft voice and with eye contact.) Encouraging the child to stop what they are doing and join in with the routine or activity.
- Telling the child/ren if necessary, 'I can see you are feeling angry/sad/cross'.
- The adult will then hold out their hand and gently attempt to guide the child to where they should be, either to join in or to a quiet area to talk to the child about why they are sad/unhappy/angry.
- Sometimes placing the child next to an adult or on a lap can help calm the child down and enable them to join in.
- If the child is unwilling to sit with or near an adult, or stop what they are doing it may help to give them a choice; 'you can either join in with this activity/play or we will go and play somewhere else'.
- On some occasions, it may be necessary to move the child away if they are in danger of hurting themselves or could harm others. The child would be moved to a quieter place where the adult can talk to the child and support them until they calm down enough to re-join their peers or others.

Incident forms

Incident forms are completed to keep a record of persistent unacceptable behaviour, please also see our biting policy. Staff use the records to monitor children's behaviour, so a decision can be made as to whether an **A**ntecedents, **B**ehaviour, **C**onsequences & **C**ommunication (ABCC) observation should be implemented. The incident forms are also completed so staff can share the incident with the parents/carers. This enables a strong channel of communication between the setting and home and advise can be shared on how to positively handle the unacceptable behaviour in both environments. We don't encourage parents to discuss the behaviour or incident again once at home, we feel this often has a negative effect, especially after we have already addressed it at nursery.

Special Educational Needs and Disabilities (SEND)

Some children with special educational needs and disabilities may need physical intervention and this possibility will be discussed with parents/carers ahead of time, and appropriate actions agreed upon and recorded. A record of this information will be kept in the child's file.

Tantrums

While addressing unacceptable behaviour, the child may have a tantrum. If this happens, staff will make sure the child is in a safe area of the room and a staff member will stay close by. No interaction is necessary from staff (as long as the child is safe). Staff **will not** use the following language:

“If you stop crying you can go and play”

“Have you finished yet?”

Once the tantrum has finished, we allow the child a few minutes to calm down with the comfort and support from a staff member before being encouraged to play. If appropriate, re-address the unacceptable behaviour and encourage the child to play. An incident form will be completed, and parents/carers will be informed at the end of the child's session.

Unacceptable behaviour towards an individual

At this age, we appreciate the children won't understand the term bullying, but we work hard to discourage any unacceptable behaviour. If a child is witnessed being unkind to another child, both children will be spoken to separately and the victim will be comforted by a member of staff. The incident will be discussed with both sets of parents/carers on the same day, either face to face or over the telephone (confidentiality applies). Further incidents will be recorded on an incident form and discussed with the child's parents/carers as before. This type of behaviour will not be tolerated, and we shall work very hard to eradicate it as quickly as possible.

Weaponry play

Weaponry play isn't discouraged at ACE. If children are interested in this type of play staff will support and plan suitable structured play/activities around the theme. Staff may take this opportunity to visit the library with the children and bring some suitable and age-appropriate books back to nursery which can be looked at with an adult. Staff will inform the parents/carers of the children who are interested in this type of play and communicate how we are managing the play at nursery.

Sleep time

At sleep time the children are placed on low level beds or in a pushchair. Staff are always present in the sleep area. Staff encourage sleep by gently patting or rubbing the child's head, back or tummy. Sometimes children will fall asleep straight away, while other children may take a little longer.

Communication with parents/carers is vital for our sleep time; we work closely with parents/carers to follow their wishes i.e. only giving their child 45 minutes to sleep or providing their child with some quiet time on their bed/book corner to rest.

Adults will encourage the children to sleep on their beds by:

- Using a soft voice to explain that it is sleep time
- Providing the children with their comforter/ blanket
- Giving the child a cuddle before they are placed on their bed
- Giving the child a book to look at, before lying down

If the child is too restless the adult will give the child (if developmentally appropriate) the option to sleep on their bed or in a pushchair. Sometimes a change of environment can help children sleep so if

parents/carers have given their permission for their child to sleep outside, an adult will take a pushchair outside to the secure garden. If the child continues to be restless then staff will try and put the child to sleep at a later time or feedback to their parents/carers that their child hasn't slept. Adults will never force the children to sleep during the session.

Partnerships with parents/carers

To make sure parents/carers are familiar with our behaviour policy and procedures we shall:

- Display the policy and procedures on our website.
- Display our 4 golden rules in the playroom and garden.
- Keep parents/carers up to date with any changes to the policy and procedures.
- Regularly remind parents/carers through our newsletters, emails and website that Hanna is our designated staff member for behaviour management and they can contact her with any behaviour questions and/or difficulties as and when they need to.
- Always keep parent/carers informed of their child's behaviour and how we are managing it in the setting via: parent chat evenings which take place each term and feedback at the end of each session. If required, additional meetings with their key person can be made at any time during the term.

Policy Adopted: Summer term 2023

Review Date: Summer term 2024

Designated Behaviour Staff Member and Acting Manager: Hanna Ochalik-Baca

Signed: *Hanna Ochalik-Baca*