

## Behaviour Management

We believe an organised environment in which children know what is expected of them is best, so they can develop their learning through 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 are a fully inclusive setting in which we welcome all family units.
- 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.
- All 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.
- We share our policy with families so that the boundaries are encouraged to be similar in both the setting and home environment.
- Adults will take into account that some kinds of behaviour may arise from a child's special needs or cultural differences.
- All adults provide a positive role model for the children with regard to friendliness, care and courtesy.
- All adults recognise the importance of personal, social and emotional development.
- Adults in the nursery praise and endorse desirable behaviour such as kindness and willingness to 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, often using lanyards which display emotion picture cards. We also provide activities to help develop emotional literacy, in small focused group times.

### **Our designated staff member for behaviour management is Jade Hill and her role is:**

- To work with all staff to agree, implement and review annually the behaviour policy and procedures.
- To liaise with all staff to ensure that behaviour plans are followed consistently.
- To liaise with any professionals and parents/carers in relation to behaviour issues and share appropriate information with staff.
- To assist staff in making behaviour observations and behaviour assessments.
- To keep appropriate behaviour 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 all children are being met at all times.

## **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.
- selective hearing.

Staff always refer to the 3 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.

The staff team addresses unacceptable behaviour according to each individual child's age and stage of development.

To address unacceptable behaviour with lower age/stage children:

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

For example:

'Zack stop'

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
2. Remind the child of the acceptable behaviour we would like to see
3. Adult to role model the behaviour

For example:

'Zack remember we are kind to others'

## **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 Jade Hill 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."
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, Jade Hill (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.

### **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 **Antecedents, Behaviour, Consequences & Communication (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.

## **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.

### **Bullying**

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. Bullying 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 sleep on low level beds or in a pushchair. Staff are present in the sleep area until children fall asleep. 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 our secure garden. If the child continues to be restless then staff will try and put the child to

sleep at a later time during the session 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.
- Use the website to display any recent and relevant behaviour articles for early years.
- Display our 3 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: Jade Hill is our designated staff member for behaviour management, they can contact Jade Hill with any behaviour questions and/or difficulties and How they can contact Jade Hill.
- Always keep parent/carers informed of their child's behaviour and how we are managing it in the setting via: parent chat evenings each term, feedback at the end of each session and appointments with their key person can be made at any time throughout the term

**Policy Adopted:** Spring Term 2019

**Review Date:** Spring Term 2020

**Designated Behaviour Staff Member:** Jade Hill

**Signed:** Jade Hill

**Signed:** Sarah Piotrowski

**Position:** Manager