

The Acorns Day Nursery

Behaviour Management Policy

We believe in managing children's behaviour in a way which promotes their welfare, development and self-esteem. Children benefit most when adults are consistent and adopt a positive approach to behaviour management. By establishing clear boundaries according to the child's level of understanding, children become aware of routines and begin to understand what is expected of them. We aim to promote a happy environment for learning and play.

The children in our nursery are at many different stages of development, staff are sensitive to the individual needs of the children, their cultural and family backgrounds and their developmental stages of learning. All staff are committed to adhering to this policy.

We have a responsibility to ensure that:

- The physical environment is safe, well organised and stimulating.
- All activities, resources and equipment are appropriate for the children's ages and stages of development.
- When appropriate the children are given the opportunity to become involved in their own learning environment, including the setting of rules and boundaries.

When children and adults are actively involved in play in a positive way children are less likely to adopt inappropriate behaviour. Children need a consistent approach from adults where expectations have been made clear.

We ensure children develop and progress best in an environment where:

- Everyone knows what is expected of them.
- Children are free to learn and play in a way that is organised so that desired behaviours are positively encouraged.
- Opportunities for inappropriate behaviour are minimised, by changing the environment to suit the children's needs.
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If inappropriate behaviour does occur we will take into consideration the child's age, ability and level of understanding as well as the circumstances before dealing with the behaviour. Inappropriate behaviour may be something that is detrimental towards another child, such as hitting, kicking, pushing, snatching and un-kind words. Or it may be something that places themselves or others in danger such as, throwing toys, climbing on furniture or running indoors. If a child expresses unwanted behaviour they may be removed from an activity and given the opportunity to do another activity. Staff will explain to children what is wrong with their behaviour in a way that is appropriate to that child. We feel it is important to acknowledge that a child may be feeling angry, sad and upset and that it is their behaviour that we are rejecting and not the child. If unwanted behaviour continues the child may taken into a quiet corner to calm down or be given a short time out period to reflect on their behaviour and calm down. Re-occurring problems will be discussed with parents in confidence. Alternative reward systems may be suggested e.g. reward charts. The Ladybirds room uses golden rules to remind children what is expected of them and sand timers are used to help the children take turns. In addition to this positive behaviour is promoted through the use specific praise. Please see attached list for further behaviour strategies.

In extreme circumstances where a child is a danger to themselves or others the nursery staff will use

minimum physical intervention to make the situation safe. This will be recorded by the staff member in the Record of Intervention book and signed by the parent when their child is collected. Smacking, shouting and belittling a child is never used or threatened.

If any staff member feels that behaviour has not been dealt with in line with this policy reference must be made to our Whistle blowing Policy.

Our behaviour management officer is: **Fiona Thomas**

All staff members must adhere to this policy

Behaviour Strategies

- Consider the age/stage of development of the child – be realistic
- Acknowledge and label the child's emotions – then give them time/space to calm down.
- Set clear consistent boundaries, all staff are to follow these.
- Use a calm but firm voice.
- Say the child's name to get his/her attention before you tell them what to do.
- Use positive language e.g. change 'no' to 'stop'. – use visual clues such as 'signing' or cards to reinforce the message.
- Say the behaviour you do want not the behaviour you don't – 'walk' instead of 'don't run'
- Don't use 'would you?' or 'could you?' when giving instructions/requests. Instead phrase it in the expectation it will be complied with 'sweep the sand off the floor, thank you'.
- Remember that instant re-enforcers such as praises, smiles and signs to show approval are strong re-enforcers.
- As far as possible ignore unwanted behaviour, at the same time praise children nearby who are showing wanted behaviour.
- Praise the child in front of the parent/carers.
- Look out for good behaviour and praise accordingly, ensure you tell the child why you are pleased e.g. 'well done for sharing the toys'.
- Try using these words; 'when you have done.... then you can ...'.
- Use visual supports, such as the visual time line to ensure the child knows what they are going to do next.
- Provide small tasks which the child can carry out to be helpful. These provide opportunities where the child can feel important, helpful and responsible and also provides the opportunity for adults to give praise and attention for the right reasons.
- Ensure every day activities teach social skills such as turn taking.
- Redirect the child where possible. If you know there will be a problem be proactive and deal with the situation before it happens.
- Don't discuss incidents with parents/carers in front of the child.
- If you need to intervene when unwanted behaviour is being exhibited make sure you limit the time spent with the child.
- Give attention first to the 'victim' of unwanted behaviour before focusing on the child.
- Provide a calm quiet space for child to withdraw to if they are distressed
- Do not discuss the incident until the child is calm.
- Give child the opportunities to see the consequences of their actions – 'you made your friend angry/sad when you.... How can you make it better?'
- Be aware of colleagues and whether they are coping with a situation, they may need your help or support.