



Angels on The Park

Behaviour Management Policy

Statement of intent

Angels on The Park advocates that children thrive in an environment where their holistic needs are met by practitioners and other adults and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to promote positive behaviour throughout our setting and to help the children understand and respect the needs and rights of others.

Methods

We nominate two members of the team to be Behaviour Management Co-coordinators. The Behaviour Management Coordinators in the Nursery are:

Michele Davison

Louise Townsend

These Coordinators are responsible for ensuring that all practitioners understand and implement this policy and are fully trained in effectively promoting best practice.

1. Strategies:

1.1. The Management team ensures that the setting keeps up to date with legislation and endeavours to undertake research into promoting positive behaviour and managing the behaviour of children which may require additional support.

1.2. The setting effectively employs a wide range of resources and learning experiences which help children positively interact and engage with those around them.

1.3 We enable access to relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;

1.4 There is effective professional development monitoring and a structured individual training plan to ensure that practitioners create an environment in which positive behaviour is encouraged and that all children are treated as individuals;

1.5 All new Practitioners and staff are trained through a detailed induction programme which encourages them to recognise the importance of positive behaviour management.

1.6 There is a strong recognition from all Practitioners that different cultures have diverse traditions and codes of interaction. Practitioners are aware of the varied cultures of children and families within the Schoolhouse and have respect and regard for various practices.

1.7. We work very closely with families and welcome parents and carers to talk with their child's key practitioner about any issue relating to their child's behaviour. We encourage parents and carers to observe and record important events surrounding their child's behaviour outside of the setting and share these observations with the family's Key Practitioner. Likewise, Practitioners use observations to monitor and record behaviour. These observations are shared with families in an effective and open manner and the Schoolhouse fosters an environment which encourages two-way communication which addresses any issues or concerns as early as possible.

1.8 Any repetitive negative behaviour is recorded using an 'A, B, C' context sheet. This structures observations in an 'Antecedents, Behaviour and Context' form which helps practitioners and any other professionals to determine the underlying cause of such behaviour in order for the setting, in conjunction with the child, family and if necessary, external professionals to respond in a positive and appropriate way to find resolution.

1.9 All children staff and visitors are required to have regard for our policy on positive behaviour and are expected to treat each other with courtesy and respect in order to promote a harmonious environment which is enjoyable for all.

1.10 Staff are encouraged to view children as unique individuals whose sense of identity comes from background and community. Practitioners understand that diversity is celebrated and that a positive self-image is underpinned in an exploration of their individual cultures as well as an exploration of the community and wider environment around them.

1.11 All children, staff and visitors are expected to show respect for the environment, equipment and resources. The staff are expected to model attributes of positive behaviour which the children can learn from.

1.12 Children are encouraged to show kindness and respect for each other. The Nursery believes that children who are encouraged to show compassion and consideration for others will help to support them to develop a high level of self-esteem and sense of belonging.

2 Positive strategies to address negative behaviour

2.1 Practitioners and other adults working with children will use positive strategies for challenging negative behaviour in ways which the child can understand. Resolutions can include distracting a child from unconstructive behaviour, intervening in situations where such behaviour is likely to manifest and discussing this behaviour with the child in order to seek a solution.

2.2 Practitioners always ensure that children are in a stimulating environment which enables children to explore their surroundings in a meaningful and proactive way. Practitioners understand that children who are engaged and interested are less likely to interact in a negative or unconstructive manner.

2.3 Children are encouraged to share experiences and resources and this behaviour is positively reinforced by adults.

2.4 Each environment is a welcoming one where the needs of individual children are respected. Quiet or private areas are part of the environment to give children the space they need.

2.5 Children do not experience an environment where they are only shown attention for negative behaviour. Practitioners and other adults understand that this type of provision can lead to feelings of isolation or of being under-valued.

2.6 The Nursery does not use any type of physical punishment, such as smacking, pulling or shaking. A child is never threatened with these. Any allegations of such behaviour are dealt with in an extremely serious manner (see Safeguarding Children Policy.)

2.7 Practitioners avoid the use of negative words such as 'bad' and never use the word 'naughty' to any child or parent.

2.8 Physical restraint or intervention is used as a last resort and only by practitioners who have been trained to follow strict guidelines. This is only used to prevent injury to themselves or to others. Any such incident is recorded as an Incident Log which is then kept in the appropriate file in the office. The parent or carer is informed of this incident and a copy of the report made available to them should they so wish, on the same day. (See Physical Restraint Procedure.)

2.9 Children who display inconsiderate behaviour are helped to understand the outcomes of their actions which helps to support them in learning how to cope with their emotions more appropriately.

2.10 Any unacceptable behaviour such as racial abuse or the infliction of physical injury to another person is dealt with immediately. The adult will explain to the child the possible outcomes of such behaviour rather than apportioning blame to the child. This will then be discussed with the child's parent or carer on the same day.

2.11 All adults remain calm and patient when addressing a child's negative behaviour. Adults do not shout at a child at any time.

4. The following guidelines have been collated to advise practitioners and families of effective methods of encouraging positive behaviour. This list of principles is not exhaustive, and the setting welcomes any suggestions or further advice from its families or other professionals:

4.1 Keep praising positive behaviour

4.2 Avoid using negative words and phrases such as 'I don't like..' or 'that's naughty.'

4.3 Always maintain eye contact with a child. This method of non-verbal communication helps a child understand that the adult is aware of them and respects them.

4.4 Rule reminders are a constructive method of reinforcing positive behaviour, if this is appropriate the child's level of development. Visual, colourful signs are a useful resource which will capture a child's attention.

4.5 Distracting or diverting negative behaviour are useful tools that adults can employ with children to avoid potential conflict.

4.6 Clear and concise language which is appropriate to a child's level of understanding is important when communicating with them at any time, but especially in managing positive behaviour. Explain to a child, again in language which they can understand, the consequences of their actions.

4.7 Avoid shouting at children or telling them 'no' without offering them an alternative. Firm voices are an effective way of communicating when behaviour is not constructive.

4.8 Encourage children in conflict to make up with each other with a hug and an apology. Also encourage children who have displayed unconstructive behaviour to apologise to those that their behaviour negatively affected.

4.9 Be patient. Children experience a spectrum of emotions just as adults do and can feel frustrated, upset, angry and annoyed. The right to these feelings should be respected and the child should be supported into expressing these emotions in a manner which doesn't negatively impact the space of others around them.

5. Discipline Procedure

5.1 Of course, it may be necessary to discipline a child in our care, in conjunction with the above Behaviour Management Policy. When this is required the following procedure must be followed in all cases. Practitioners should always have regard for the child's stage of development and level of understanding and ensure that children are afforded respect and equitable treatment (See policy on Equal Opportunities and Diversity) .

5.2 The first strategy practitioner must always employ is to explain to the child, in language which they can understand, why their behaviour is inappropriate and try to divert their attention away from the inappropriate behaviour by encouraging them to participate in another activity.

5.3 The following procedure is for children who are in Ivies, Jasmines and Daffodils only:

5.4 If the child continues to display inappropriate behaviour, the practitioner should again discourage this, and attempt again to divert the child's attention towards an activity more positive explaining once again why the behaviour is inappropriate and in language that the child can understand.

5.5. If the child still continues to display inappropriate behaviour, the practitioner should then ask the child to sit away from the group for 'thinking time.' 'Thinking time' is a measure of discipline which is used as a third stage of procedure and is employed only when the child has been given the opportunity to understand why their behaviour is not acceptable and to spend time doing something else.

5.6 The child should sit towards the side of the room, away from the rest of the children and be encouraged to think about why their behaviour was not constructive. A child should only sit on time out for one minute for every year of their age, so a two-year-old child should sit and think for no more than two minutes.

5.7 Once the time is up, the practitioner should explain to the child, in language they can understand, why they have been put on time out. If the child's behaviour negatively affected another, it is important that they apologise to the child who was hurt. (See 4.8)

5.8 If the child attempts to get up from thinking time, the practitioner should gently but firmly sit them back down, explaining again why they have been asked to think about their actions. The practitioner may have to sit next to the child.

6. How to discipline a child younger than 18 months

6.1 Children who are younger than 18 months are too young to be asked to sit at 'thinking time'. This is because they have not yet reached the stage of development where this process will have any meaning for them and because much of what a young baby learns is through exploring and investigating their environment and reacting to their emotions and how they feel.

6.2 Practitioners will gently redirect babies and young children away from inappropriate behaviour with words such as, 'No, thank you.' Practitioners will have sound knowledge of their key children's reactions and routines and will understand when they are reacting through being hungry, thirsty or tired. Practitioners will also try to predict when children will react unconstructively and will take pre-emptive measures to encourage positive behaviour. See above.

7. Behaviour Management Plans

7.1. It may be necessary to discuss and record positive strategies that are employed with a child and share with others on a need to know basis.

7.2. If this is the case, the Behaviour Management lead in the Nursery will speak to the parent and to the key person to arrange for a time convenient for the key practitioner, parent, Behaviour Management lead and child, if appropriate, along with any other adults who may work with the child, to meet and discuss viable strategies that can be used to discourage behaviour that is harmful to the child and/or others and promote positive behaviour.

7.3. Once an agreement is reached, the strategies are recorded and used with the child by their key practitioner and other adults working with the child if required. The child's progress is then observed and recorded, and regular meetings are arranged to discuss the child's milestones and achievements.

7.4. Once the child has reached their targets and their behaviour is no longer causing concern, behaviour management meetings are no longer held although the child's behaviour is monitored, and the strategies reviewed.

7.5. If a child's behaviour does not improve it may be necessary to set targets through an Individual Educational Plan and/or to make external referrals to better support the child's needs. (Please see Special Educational Needs Policy).)

Policy links to:

- Safeguarding Children and Promoting Their Welfare Policy
- Equal Opportunities and Diversity Policy
- Biting Policy
- Parents as Partners Policy
- Special Educational Needs and Disability Policy
- Key Practitioner Policy
- Inclusion Policy
- Equal Opportunities Policy
- Policy on Play

This Policy has regard for:

1. Unique Child
 - 1.1. Child Development
 - 1.2. Inclusive Practice
 - 1.3. Keeping Safe
 - 1.4. Health and Well-Being
2. Positive Relationships
 - 2.1. Respecting Each Other
 - 2.2. Parents as Partners
 - 2.3. Supporting Learning
 - 2.4. Key Person

- 3. Enabling Environments
 - 3.1. Observations, Assessments and Planning
 - 3.2. Supporting Every Child
 - 3.3. The Learning Environment
 - 3.4. The Wider Context
- 4. Learning and Development
 - 4.1. Play and Exploration
 - 4.2. Active Learning
 - 4.3. Creativity and Critical Thinking
 - 4.4. The Areas of Learning and Development

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Written by Michele Davison