**First Steps Nursery**



**BEHAVIOUR MANAGEMENT POLICY**

## **FIRST STEPS NURSERY**

**Behaviour Policy – Behaviour Management**

Promoting children’s self esteem and positive management behaviour, the basis of this policy is that “The welfare of the child is paramount”, and it draws on the principles of the Children Act 1989.

* Staff will at all times aim to work in partnership with parents and carers and take into account their views and involve parents/carers in decisions made about their children. We will work together to develop positive strategies to encourage children’s developmental and appropriate behaviour.
* In developing partnerships, staff will promote awareness and respect of the child’s family, culture, religion, gender and any specific needs.
* All children will be treated as individuals in their own right.
* Strategies to promote self esteem and the encouragement of positive behaviour at all times.
* Smacking, shaking, physical chastisement or humiliation of a child by a member of staff will not be allowed and result in instant dismissal.
* Anti-social behaviour exhibited by children will be strongly discouraged i.e. hitting, biting, kicking etc.
* Discriminatory comments or behaviour from children, parents, carers, or staff are not acceptable and will be challenged. Any behaviour exhibited by a child will be discussed with parents/carers
* Recording and assessment of children’s development and behaviour is important in developing plans for individuals and groups of children. Staff will ensure plans are in place for children in their care.
* It may be appropriate for advice to be sought from outside agencies i.e. inclusion team (children and young people services) to develop IEP’s for any child whom staff may be experiencing difficulties with behaviour. We aim to work in partnership with parents/carers and referrals to such agencies will be made with consent from parents.
* First Steps Nursery reserves the right to terminate a child’s Nursery place as a result of continued and severe behavioural difficulties, should this be deemed necessary.

**Managing Positive behaviour Techniques**

Clear and concise rules will be consistently applied to help children feel secure and understand what is expected of them.

* Children will be helped to understand why some behaviour is undesirable through explanations and reasoning. Any criticism will be focused on the behaviour rather than the child.
* Adults will help children negotiate solutions to problems with other children and model these skills appropriately.
* Adults will encourage children to talk about their feelings and frustrations.
* Positive behaviour will be encouraged through adult attention and praise. Techniques such as re-direction, managed choices, distraction, compromise and humour will be used as appropriate.
* In cases where a child is becoming very disruptive, removal from the group may be necessary for a few minutes.

**Promotion of dealing with anti-social, disruptive or destructive behaviour**

The Nursery staff aims through planning to minimise the likelihood of children engaging in anti-social or destructive behaviour, which can be as follows:

***Physical environment*** *–* The setting up of activities in a way that minimises overcrowding i.e. 4 aprons for children to engage in water play and children are aware only 4 children can play in the water at any one time. The creation of pleasant surroundings i.e. attractive surroundings making the Nursery a welcoming place to be.

***Materials*** *–* We ask that the children do not bring toys from home as these can cause conflict with other children. However books may be brought into Nursery to share with the whole group. An exception to these rules may be a child who is settling into Nursery and may need a comfort toy to help them feel secure. The use of books and stories can help us to promote and support good social behaviour. Also toys that complement each other encourage children to share and cooperate with each other in order to play the game. The use of puppets is encouraged as we can use them to act out stories of conflict and discuss with the children their thoughts and feelings on this.

***Activities*** *–* Encourage the older children in the group to take care of the younger ones. All children are encouraged to help to tidy up after each activity. Continuous provision is ongoing, allowing children to be able to choose which activity they would like to take part in. Adult led activities are planned, so children can learn to work cooperatively together. They are planned in advance so the adult can be focused and involved in the activity, if necessary, to extend children’s play. Also to help to negotiate and resolve incidents of conflict when they occur. Key workers will continue to assess all children’s development and if a difficulty arises this can be addressed straight away.

**Behavioural guidelines and methods for the staff**

Whilst children are learning to socialise with one another and at the same time learning to manage their own strong feelings and emotions, it is likely that some anti-social behaviour and disruptive behaviour will occur.

We have devised the following guidelines to assist Nursery staff to deal effectively with this behaviour and to inform and reassure parents/carers the Nursery methods for dealing with unwanted behaviour. The Nursery considers the rights of ALL the children in the Nursery to be protected from any degree of physical harm.

* Nursery staff must praise and encourage children who are engaging in positive behaviour i.e. “You both look like you’re having fun sharing”.
* Nursery staff should help children to learn to negotiate with each other i.e.: Ask a child who may want a toy another child is playing with to say “Please could I have a turn when you have finished?"
* Give the child explanations for dangerous or destructive behaviour i.e. “If you throw that toy, you may hit ‘Tom’ on the head with it”.
* If the child continues with dangerous or destructive behaviour, it may be necessary to move the child away from the activity for a few minutes. “Time Out” to allow the child to think and reflect on what they have done.
* Aggressive acts by a child or between children should be dealt with as quickly as possible. Nursery staff should always explain to the child that we do not hit, kick and bite at Nursery.

**This kind of behaviour may be dealt with in different ways:**

1. The Nursery staff should step between the children firmly saying “No” to the aggressor, but otherwise ignoring him/her and reserving the attention for the victim.
2. It may be appropriate to involve the child who has been the aggressor in making amends to the hurt child i.e. helping to get ice from the freezer for the hurt child.
3. When a child hurts another child, it is good practice to encourage the child to apologise. Although the apology should not be forced as it will be unlikely to be sincere and children may get the idea that it is ok to hurt someone as long as you say sorry.

**Time out**

Time out is a term used to describe a consequence where a child who is showing aggressive, disruptive or destructive behaviour is separated from play activities and other children. Listed below are guidelines on following this through appropriately:

* A warning will be given first prior to time out and it will be explained to the child that a consequence ‘time out’ will be given if the unwanted behaviour continues.
* If ‘time out’ is given, it should be applied immediately after the aggressive, disruptive or destructive behaviour has taken place so that the child is able to connect the behaviour and the consequence together.
* When applying ‘time out’, do not question, reason or verbally reprimand the child as this only provides the child with attention. Just state the unacceptable behaviour and put in ‘time out’.
* Do not give the child in ‘time out’ any attention but when time out is over, care should be taken to accept the child back into the group.
* Should the child have a severe temper tantrum and is causing upset to the other children, it may be appropriate to remove them from the group altogether and place the child in a soft and safe area so that they can work their way safely through their temper tantrum.
* We can use the egg timer to limit the time the child is in ‘time out’. The child will start to understand time limits and when they will be allowed back in the group.
* It is vital that consistencies are applied in why ‘time out’ is given in order to be successful in changing behaviour.
* If a child’s behaviour becomes very challenging, then it will be necessary to start to record incidents of behaviour. The parents will be informed and will be told about the incident and will have to sign the form.
* If after several weeks, there is no improvement in the child’s behaviour, we will arrange a meeting with the child’s parents to discuss these incidents and to consider the next steps for the child.
* If we are still concerned and there is no improvement in the child’s behaviour, the Nursery may choose to seek advice from other agencies (C&YPS), the local inclusion team.
* Parents/carers may be called to collect their child on a particular day should it become clear that he/she is not going to benefit from being at Nursery nor responding to any of the above methods for dealing with unwanted behaviour.
* Should a member of the Nursery staff feel temporarily unable to deal with an incident of aggressive or destructive behaviour from a child, it is imperative that they hand over the situation to a colleague to deal with. To recognise one’s own limits and act accordingly is viewed as strength rather than weakness.
* First Steps Nursery reserves the right to terminate a child’s Nursery place as a result of continued and severe behavioural difficulties, should this be deemed necessary.

It is important that Nursery staff and parents/carers work in partnership in order to share information and devise strategies for controlling the situation.