

Behaviour Management

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Staff are encouraged to promote good behaviour, through positive role modelling and managing behaviour effectively in a way that is appropriate for the child's stage of development and particular needs.

Whilst at Serendipity Day Nursery we expect children to:

- Use socially acceptable behaviour.
- Comply with the nursery rules, which are compiled by the children attending the nursery.
- Respect one another, accepting differences of race, gender, ability, age and religion.
- Develop their independence by maintaining self-discipline.
- Choose and participate in a variety of activities.
- Ask for help if needed.
- Enjoy their time at the nursery.

Method:

- Our named behaviour management person is Hayley Parker who is supported by Emma Bray.
- All staff and children are made known of which behaviours are acceptable within the setting. We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We require our behaviour management person to:
 - Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development and to;
 - Check that all staff has relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We require all staff, to provide a positive model of behaviour by treating all children, parents/carers and other staff with friendliness, respect, care and courtesy.
- At Serendipity Day Nursery we work in partnership with our parents/carers. They will be regularly informed on their child's behaviour. We work alongside parents/carers to address recurring inconsiderate behaviour, using our observations to help us identify and understand the cause and to decide joint ways to respond appropriately.
- All incidents are recorded in the behavioural management log, on separate sheets for each child to ensure confidentiality. This will be signed by the member of staff whom witnessed the incident as well as the parent/carer.
- We require all staff, to use positive approach's for handling inconsiderate behaviour by helping children to find solutions in ways that are appropriate for the child's age and development.
- We ensure that there is enough equipment, resources and sufficient activities available so all children can enjoy playing, without the need for unnecessary conflict over sharing and waiting to take turns.
- We do not single out or humiliate individual children.
- We only use physical restraint, such as holding to prevent personal injury to the child, to prevent personal injury to other children or an adult, to prevent serious damage to property or in exceptional circumstances.
- Any occasion where physical intervention is used to manage a child's behaviour will be recorded immediately in the incident log and parents/carers will be informed the same day.
- We reinforce all good behaviour through praise and encouragement.
- We do not shout or raise our voices in a threatening way to respond to a child's inconsiderate behaviour.

Strategies for promoting positive behaviour and valuing children:

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We praise, encourage and reward considerate, positive behaviour such as kindness and willingness to share.

- We support each child in developing self-esteem, confidence and feelings of competence. This in turn helps develop a sense of belonging in our group, which will lead to the child feeling valued and welcomed within the setting.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- Child will never be stood outside the classroom door as a consequence for unacceptable behaviour, nor their name be written on a board as it is not about public humiliation.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

Dealing with inappropriate behaviour:

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- In the first instance, the child will be temporarily removed from the activity.
- Staff will discuss with the child why the behaviour displayed is not deemed appropriate.
- Staff will give the child the opportunity to explain their behaviour, to help prevent a reoccurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.
- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.
- Corporal punishment or the threat of corporal punishment will never be used.

Anti-Bullying Policy:

We take bullying very serious, it is the duty of every member of staff to protect the interests of the children and try to prevent any forms of bullying.

- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.

At Serendipity Day Nursery we view children's misbehaviour as a mistake to be corrected. We avoid giving attention for bad behaviour but use the situation as a learning opportunity for the child. Often minor misdemeanours are ignored in favour of praising good behaviour. The reasons for ignoring negative behaviour and praising good behaviour is that children will respond to attention, even negative attention. Therefore, it is important that attention given is for positive reasons, not negative.

We value children's self-esteem and seek to manage their behaviour in ways that keep their self-esteem intact. Therefore, when using a reprimand, we criticise the act and not the child.

Any action that has been taken to correct negative behaviour needs to be followed up at the earliest opportunity. The child needs to feel forgiven and the relationship between adult and child strengthened.

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