

Behaviour Management Policy: Working Together At Docklands Day Nursery

Policy outline

# Introduction

At Docklands Day Nursery we believe it is important for children to develop and extend their curiosity and interest within their environment and with the people who they meet and who looks after them. At our Nursery we model behaviour and teach children how to get along and learn together and develop as unique, tolerant, and respectful individuals.

We plan and provide a comprehensive early year's curriculum which prioritises the personal, social, and emotional development of children as they learn and play in the company of others. We understand that learning to be aware of the feelings, ideas and views of others is an important part of early childhood education. We recognise this as part of our responsibility as early year's teachers and educators and we strive to create safe and secure learning environments where children can learn to be imaginative, reflect on their behaviour, be active, energetic, talkative and to be quiet when they choose. We create a calm environment for all the children to feel that the Nursery is established because of them.

The aim of this policy is to give a clear understanding of how our values and principles have shaped our curriculum and practice to:

* promote positive behaviour which helps children's social development and emotional well-being
* ensure that children feel safe and secure in our Nursery
* help children to understand our expectations and learn to behave in an appropriate way
* support children to play and work together without conflict or discrimination (including bullying or harassment)
* make sure that all staff have a consistent approach to behaviour management
* inform parents that our approach is consistent and fair

# Our Nursery' values and principles

Children have rights to play, learn, achieve, celebrated, and be heard in our Nursery

Parents/carers are children’s first educator and they have an important role in their children's learning and development both at home and in the Nursery a

Management and staff members are passionate about children’s well being and high quality education that gets the children involved.

Staff members work in partnerships with other professionals to improve children's health, well-being, development and learning

Everyone should be treated with respect and tolerance.

We set out our values and principles in all our policies and in this policy we provide a statement of behaviour principles under the five generic principles:

1. Children's rights

We belief and work together to ensure every child's rights to a safe, secure and welcoming environment. An environment where children can learn, have an equal voice and feel free from harm, bullying or harassment. We recognise that children may be unfamiliar with playing and learning in large groups and away from a home environment especially when they have just started at the nursery. Therefore, practitioners must create the time and support for each child to learn how to manage their feelings and emotions, build their own self-awareness and self confidence, play alongside other children, learn to collaborate in groups and listen to the views and feelings of others.

We:

* Provide a broad curriculum that gives significant focus on children's personal, social and emotional development (PSED) and communication and language development. So, children can learn the skills they need to get along together cooperatively. 
* Ensure all staff share responsibility for planned teaching that helps children to make friends, play safely and learn to reflect on the consequences of their actions and words.
* Concentrate on positive behaviour by describing and encouraging actions and language that are appropriate when children work together.
* recognise some children may take more time to settle into our busy Nursery and so our staff support that process by establishing firm expectations and boundaries, clear and consistent practice and modelling how to co-operate and take care of others.
* Actively discourage verbal and physical aggression and any behaviour that could become discriminatory, bullying or harassing towards specific children.
* Support children who become involved in conflict/dispute to resolve the problem through talk and non-punitive measures.
* Ensure unacceptable behaviour is always dealt with immediately and in a consistent manner. This should include explaining why the behaviour is unacceptable, stressing that the individual is valued, encouraging children to apologise and find a way of changing the upsetting behaviour.

# Parental involvement

It is our policy to build positive relationships with parents so they can continue to be an influence on their child's learning and development and can share their knowledge about their children as they become involved in the day to day life of the Nursery. Mutually respectful partnerships between parents and staff can strengthen our behaviour principles and approach to behaviour teaching.

It is our policy to:

* Ensure parents are well informed of strategies that teach positive behaviour and of ways to manage challenging actions and language.
* Ensure adults model consistent positive respectful behaviour patterns to support young children.
* Ensure staff, such as a child's key person or special educational needs support, maintain good contact with parents to discuss any behaviour concerns and appropriate strategies.
* Ensure parents and staff work together to monitor the child's social and emotional development and plan relevant help.
* Inform parents if their child has been hurt or have hurt another child.

# Management and staff lead the way on quality

Our Nursery have a reputation for offering early education and care to young children. Our well qualified teams lead on high quality educational programmes that ensure every child makes good progress in personal, social and emotional development. Management and staff are committed to upholding this high standard and leading the way on inclusive early education and good behaviour so that all children learn how to build positive relationships, manage their feelings and demonstrate friendly and cooperative behaviour.

It is our policy to:

* provide high quality education and keep this under regular review to ensure there are no barriers to learning, teaching and the development of emotional wellbeing.
* take responsibility for monitoring standards through regular reviews and learning walks which focus on how well children get along together and how they are supported to participate in working groups.
* recognise challenging behaviour can be disruptive and hurtful so we ensure all staff are trained to minimise and handle any potential challenges.

# Partnerships with other professionals

We acknowledge that high quality early childhood education and care thrives where there are good professional partnerships. We draw on the expertise of health, social care and education professionals as well as the insights of parents to ensure all children get the best from their time at Nursery. We have established professional partnerships with other nurseries and schools to ensure a good flow of information, advice and support. We invest in partnership work so that the individual needs of children are identified and addressed appropriately.

It is our policy to monitor and assess each child's learning and development in a range of areas, including PSED and communication and language. If a child's progress in any of those areas needs additional specialist support then Nursery staff/management will discuss with parents how to access such support.

It is our policy to:

* Monitor and manage each child's PSED, communication and language development through the baseline and on-going assessment and planned teaching.
* Respond promptly if a child has significant need and ensure the child's parents, key person and the SENCO meet to discuss and agree on a plan to assist the child
* Discuss any additional behaviour management support a child requires with the child's parents.
* Work with parents to implement strategies in Nursery and at home.
* Ensure parents are fully consulted before any child is referred to other professionals, such as the Henry or to SEND referral.
* Work with other professionals and parents to keep children safe from harm, neglect, abuse, bullying and harassment.

# Respectful, tolerant and ethical behaviour

We will co-operate to secure an educational environment that is inclusive, where children can value and appreciate everyone as a unique individual. We believe that it is just as important for children to learn to get along together as it is to learn to read, climb or count. In our Nursery children have the time and encouragement to develop strategies for playing and working together without conflict or discrimination. They learn how to be respectful, tolerant and ethical.

It is our policy to:

* Ensure all adults in our Nursery behave with equal fairness in their interactions with children and take account of cultural, language and faith diversity.
* Recognise each child is a unique individual who has different experiences, abilities and family lifestyles to share. Expect that all are given the appropriate support and guidance to adopt our Nursery' shared code of behaviour.
* Ensure staff build on children's growing self-awareness and awareness of others to encourage consideration for their environment.
* Monitor and review our policy and ensure that changes are shared.

Legislation and Policy into Practice

 Our behaviour policy in practice sets down the following expectations:

# All Staff allow a child time to adapt to a new environment with different expectations and boundaries

* ensure that all children and their families are greeted by staff so that they have a positive start to the day
* praise good behaviour by saying "l like the way you......."
* strive to be 'emotionally attuned' to children by saying "l can see that you're feeling sad/angry. Shall I help you?'
* ensure that the child understands that it is their behaviour and not themselves that is unacceptable
* model how to deal with and sort out difficult situations
* involve children in sorting out problems and disputes
* support children to have a positive self-image
* understand that there are different approaches to behaviour management depending on whether a child is two, three or four or has special needs.
* understand the challenges of parenting
* provide activities that are developmentally appropriate, exciting and challenging that motivate children to be fully involved
* implement effective strategies for children whose behaviour may be challenging

# Involving parents/carers

At Docklands Day Nursery, we work with parents to support their child's positive behaviour is an ongoing and collaborative process that involves regular communication between the parent/carer and the child's key worker. Parents are encouraged to contact their child's Key Worker or any other member of staff if they have concerns regarding behaviour in the Nursery or if they would like ideas to help them to manage their child's behaviour at home.

Parents will be informed if their child behaves inappropriately towards another child, especially if they hurt the other child. Parents will also be informed when their child has behaved well.

# Dealing with Challenging Behaviour

## Challenging behaviour includes

* intimidating or excluding other children verbally and/or physically
* using racist, discriminatory or other prejudiced comments
* damaging property, toys and other materials
* deliberating ripping books
* snatching toys off other children, interrupting their play and taking over their play space/conversations
* damaging other children's work or constructions
* being aggressive e.g. pushing, shoving, biting, scratching and hitting
* swearing or using offensive gestures
* spitting

## Children may demonstrate this type of behaviour due to

* immaturity
* lack of understanding
* delayed language skills which means that they are not able to express their wants, needs or feelings.
* low self-esteem
* behaviour they have seen and are copying especially from the media (tablet, iPad, phone, TV)
* the way others are behaving towards them
* special needs such as ASD (autism spectrum disorder) and other delays

## Staff deal with challenging behaviour by

* asking children to observe the effect of their behaviour on the other child and then comforting the other child.
* talking for the child if they are unable to verbally express themselves.
* listening to both children.
* empowering children to say to the other child, Stop I don't like it', as an initial strategy and then to tell an adult if the other child continues with negative behaviour.
* encouraging children to think of ways to solve the problem and to try and find a solution based on their ideas. If the children find this difficult staff will impose a solution, explaining why.
* asking the child who has hurt another child to find a way of making the other child feel better. This could be a genuine 'sorry' or comforting them with an arm around them.
* reminding a child of the rules in a positive way such as 'remember we walk in the nursery and we run in the garden'.
* using a sand timer to encourage sharing, waiting and turn taking.
* moving one child away from the other and encouraging them to engage in positive play.
* praising the child's positive behaviour, e.g say, XYZ well done for rolling your sleeves to wash your hands.
* asking the child to stay with another adult if the challenging behaviour continues. The child is asked to sit with and adult in the area where the 'incident' occurred. This could be inside or outside in the garden. The child will be expected to sit on with the adult for the number of minutes consistent with their age. We will never call it a 'a time out’ as we promote positive language.
* endeavouring to find win-win solutions to disputes.
* Involving parents/carers in finding a solution

Bilingual staff play a key role in helping where children are at the early stages of learning

All strategies used are differentiated to ensure that they are appropriate to the child's stage and level of development.

## Additional Support

If a child needs additional support this will first be discussed with the child's parents/carers who will be encouraged to follow the behaviour strategies used at Nursery at home. The child's needs will be monitored and the SENCo will meet with the child's parents/carers to agree an Personal Education Plan detailing strategies to be used and targets to be met. This will then be reviewed regularly and it may be necessary for the child to be referred to other professionals such as the HENRY or SALT for additional support.

## Positive Handling

Positive handling may be occasionally used by a trained adult to physically hold a child

Positive handling is only used when a child is:

* A danger to themselves or to others
* Seriously damaging property
* Behaving in a way that is a risk to maintaining a safe, calm and positive environment

Staff need to know what is expected of them when putting this into practice:

* Removing other children from danger
* Remaining calm and being aware of verbal and non-verbal communication
* Giving the child space
* Supporting and reassuring the child (for example: I know you are upset, but I'm here to help you)

If positive handling is used, a report must be completed, detailing the incident and filled in the child’s folder and discuss with management.

## Key to other policies

* Different But Equal: Equality, Inclusion & SEND Policy
* Teaching & Learning in the Early Years Foundation Stage
* Safeguarding in Nursery and Early Years Settings Policy
* Admissions and Transitions
* Complaints Policy & Procedure

# Appendix: Staff Behaviour Policy

What We Do

Staff aim to be firm and consistent, taking a positive approach when dealing with incidents. We may redirect a child to another play activity, praise the behaviour of children who are nearby and focus on the behaviour, rather than criticise the child.

We always listen to both sides of a disagreement (while still reinforcing our guidelines and boundaries) and try to involve children in resolving the conflict.

We find that an apology is enough to ease hurt feelings and children are always encouraged to continue playing together.

Staff reinforce that the child is valued, even if the specific behaviour is rejected.

We do not believe that children should be belittled, frightened or punished. Instead, we believe that it is better to try and change the way children feel about themselves and others. This is why we try to help all children develop a positive image of themselves and their peers.

A quiet chat away from others is often an effective way to deal with a potentially difficult situation.

Staff provide many opportunities for children to play co-operatively and develop problem solving skills. We do this by planning a range of learning experiences that foster a respect of cultural, linguistic and religious diversity.

We try to sustain equality towards all children during our interactions with them.

Our Code of Practice

Name calling, aggressive language and any behaviour which could be seen as bullying will be dealt with in the following way:

The member of staff who was present, or to whom the behaviour was reported, will talk to the children involved and explain why the behaviour was not acceptable. Children will also be encouraged to reflect on what they have done.

* Children who are upset will be comforted and apologised to.
* A more serious incident will be dealt with away from other children.
* We listen to the child's point of view and aim to end the discussion on a positive note, stressing that the child is valued even though the behaviour is not.
* If incidents reoccur, the child's key person will meet with the child's parent/carer. Staff and parents/carers will be required to sign and date the incident sheet.
* If a child is hurt, his/her parents/carers will be informed.
* If staff are sufficiently concerned that a child is continuing to exhibit unacceptable behaviour, a meeting will be arranged with parents/carers. At the meeting they will discuss the possibility of the child's needs being recorded on the Nursery's Special Education Needs Register.
* The child's parents/carer and key worker will then consider strategies to implement, enabling the child to demonstrate more acceptable behaviour.
* It may be necessary for the child and his/her family to be referred to other professionals, such as the Educational Psychologist, for additional support.
* We encourage children to tell a staff member about any incident, rather than deal with unacceptable behaviour themselves.
* If an incident is not reported at the time, but we hear about it later, we will talk to the children involved, if we feel that it is still appropriate to do so.
* Staff encourage parents/carers to let them know about any concerns they have about incidents that have occurred in the Nursery, so they can be dealt with and resolved.
* Physical violence towards children is not tolerated at Docklands Day Nursery. Staff use physical containment only in cases where a child's health and safety is put at risk. If a child is at risk of injuring him/herself or others and positive handling needs to be used, this will be detailed on their Personalised Education Plan (PEP) after discussion with parents/carers.

How Can You Help?

As parents and carers please help the children to settle and prepare for a relaxed and happy time at the Nursery as you walk or drive them to the nursery. It can be difficult to manage overexcited children as most children arrive the nursery at the same time. Children need to learn to respect the needs of others by being encouraged to behave appropriately.

Just as children are encouraged to "come and tell", it is hoped that parents/carers also feel free to contact any staff member if they have any concerns regarding behaviour in the Nursery.

We hope that our Behaviour Policy reinforces the approach that you are adopting at home with your children. Please feel free to approach the nursery if you need help or more support in managing your child's behaviour.

We value parental help and contributions and appreciate everyone's support in helping to make the atmosphere at Docklands Day Nursery supportive and relaxed.

Parents and carers can help us to achieve our aims by reflecting the Nursery's policies while on the premises.

Children need to see a firm, but fair code of practice operating. We all need to uphold it consistently, to reduce conflicting expectations of acceptable behaviour and ease the transition from home to Nursery. Consistent boundaries are essential if children are to learn the difference between right and wrong.

We want every child to feel pride in belonging to our Nursery, where everyone is valued.

Positive adjectives to use with children

|  |  |
| --- | --- |
| Active | Gentle |
| Affectionate | Graceful |
| Artistic | Healthy |
| Assertive | Imaginative |
| Careful | Intelligent |
| Caring | Kind |
| Clever | Lively |
| Confident | Loving |
| Considerate | Mathematical |
| Creative | Musical |
| Curious | Outgoing |
| Determined | Peaceful |
| Energetic | Persuasive |
| Entertaining | Polite |
| Enthusiastic | Quick |
| Expressive | Scientific |
| Funny | Strong |
| Friendly | Thoughtful |
| Generous | Warm |

What other adjectives can you think of that describe positive attitudes and actions?

From: The Thinking Child Resource Book (Nicola Call and Sally Featherstone)

Our Golden Rules

(as discussed with the children)

* We touch others gently and show that we are friends by sharing and being kind
* We play inside and share toys and books with each other
* We put our hand up when we want to talk
* We try to wait until after others have finished speaking
* We walk and talk (not shout) inside
* We say “sorry” when we make others upset
* We ask others to stop if they hurt us or take our toys
* We listen to the teachers and each other
* We leave sweets, toys, chewing gum and food at home
* We help tidy up
* We remember to say "please" and "thank you"
* We have our snacks at the Snack Table
* We wear an apron when we play in the water and paint
* We roll our sleeves up when we paint and play in the water and wash hands
* We write our name on our work or ask an adult to write it.

We all have fun and stay safe at Nursery when we remember to follow these golden rules

Dealing with challenging behaviour in the Nursery

Challenging behaviour includes:

* Bullying (verbal and physical)
* Damaging property, toys and other material
* Aggression (for example: hitting, biting and scratching)
* Swearing

Children may demonstrate this type of behaviour because of:

* Immaturity
* Lack of understanding
* Poor language skills (not yet able to express wants, needs or feelings)
* Low self esteem
* Behaviour they have seen and are copying
* The way others are behaving towards them
* Special needs, such as autism spectrum disorder, Asperger syndrome and global delay

We use a number of strategies to deal with challenging behaviour:

* Using praise as often as possible for positive attitudes, actions and words
* Using positive language that focuses on what we would like the child to do, rather than what they have done wrong (for example: "Please walk inside" instead of "Don't run").
* Commenting on other children behaving appropriately (for example: "l really like the way that
	+ Hasan is sitting quietly and showing me that he's ready to listen")
* Ignoring low level behaviour (i.e. behaviour that is not unsafe for the child or others)
* We sometimes work with dolls and puppets in small groups to encourage discussion and problem solving skills
* Children can also be given their own book where they can record things they have done well
* "Circle time" is used to help children listen to and respect the views of others

**Positive Handling**

Positive handling may be occasionally used by a responsible adult to physically hold a child

Positive handling is only used when a child is:

* A danger to themselves or to others
* Seriously damaging property
* Behaving in a way that is a risk to maintaining a safe, calm and positive environment

Staff need to know what is expected of them when putting this into practice:

* Removing other children from danger
* Remaining calm and being aware of verbal and non-verbal communication
* Giving the child space
* Supporting and reassuring the child (for example: I know you are upset, but I'm here to help)

If positive handling is used, a report must be completed, detailing the incident if this strategy is not detailed on the child's PEP. If the incident is serious, a report must be completed and reported to the DSL and the Manager. Physical intervention should be used only as a last resort. Staff will sign the report and the incident will be reported to the parents/carer who will also be required to sign during pick up.