



Little Swans Day Nursery Behaviour Management Policy 2

Reviewed: February 2018

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Aims and Values

- Our nurseries aim is to provide a happy and secure environment for all those who work, visit and attend as pupils
- We will foster positive caring attitudes to one another and to the environment
- Everyone's talents and skills will be valued
- We will support, encourage, nurture and raise the self-esteem of all the pupils in our care
- We will emphasise the positive in all aspects of nursery life

Positive Procedures for Encouraging Good Behaviour

1. Prevention – anticipation and removal of potential problems (**stop the fight before it happens**)
2. Interaction – plenty of adult attention (so there's no need to misbehave to attract attention)
3. Praise or reward – **all adults should offer explicit praise for good behaviour**, for example turn taking, co-operation, sharing, and listening. **Drawing attention to the good rather than the bad.**
4. Individual rewards such as stickers and certificates
5. Peer reinforcement
6. Positive messages sent home
7. Provision – provide physically challenging and emotionally satisfying activities for children to “let off steam”
8. Clear expectations applied in a positive way – **“no pushing in line” becomes “stand nicely”**
9. Leading by positive example from adults. In certain circumstances, such as racist language, physical abuse, dangerous behaviour, or progressively poor behaviour an instant adult response is required.
10. Special mention during circle time
11. Use other staff to re enforce

Consistent use of encouragement and praise is used to;

- Create a positive nursery environment

- Increase pupils self esteem
- Promote a model for good behaviour and relationships

Consistence of approach and the use of a common language to reflect this is essential. The use of the pronoun 'we' in terms of relationships within the nursery is a significant ingredient in securing commitment to the nursery ethos.

Procedures for Dealing with Unwanted Behaviour

1. Re direction – distract to another activity or join in with the activity.
2. **A firm “NO” and a clear explanation of why the behaviour is unacceptable.**
3. Speak clearly, calmly and firmly to gain control.
4. Give a warning of the consequences, for example, removal from the situation, or removal of the toy.
5. Use the consequence **6.** A fresh start afterwards.

We are also in the process of introducing Makaton signs (2017) for all children including children with additional needs and for those where English is a second language; as we feel some behaviour concerns come from a child's communication skills being compromised.

Sanctions

When children choose not to follow the rules ALL staff are expected to deal with them in a calm and consistent manner. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on each child. Furthermore, we believe that children should always be positively acknowledged; it is the child's behaviour choices that are inappropriate, not the child. Sanctions shall be seen as a natural outcome of poor behaviour choices. After a child receives a sanction it is important to find the first opportunity to praise his/her behaviour and so reduce the attention away from the bad behaviour.

In addition to the stages of sanctions, where appropriate, children should be supported to reflect on their behaviour choices and be given the opportunity to make amends. For example, they may be supported to make a sincere apology, write a card to the victim (age appropriate) or tidy a classroom that has been disrupted.

The manager or owner will deal with all serious incidents.

Unacceptable Procedures in Managing Behaviour

These should never be used and, if seen, would and should be reported immediately to the person in charge. Such conduct could result in staff dismissal.

1. **Shouting, criticism and comparison. Shouting conveys a loss of control.**
2. Labelling the child rather than the behaviour as “naughty” or undesirable.
3. Use of any form of corporal punishment, including smacking, pinching, poking or rough handling.
4. Use of any other humiliating and frightening punishment, including shouting, offensive language or name-calling.

5. In compliance with our equal opportunity policy, all children will be treated fairly and their behaviour will not be discriminated by expulsion from nursery.

Incident sheet (BBC Behaviour Record)

It is important these are completed as soon as possible after the incident. Attachments of eye witness accounts should be made showing all the information that has been gathered. These sheets will be used in discussions with the parents/carers.

Logging Incidents

Again this is a useful means for use with informal meetings with parents/carers to show how things have developed, or if matters deteriorate.

BBC BEHAVIOUR RECORD

PUPIL -----CLASS -----D.O.B -----
TEACHER ----- DATE -----

DATE	BACKGROUNDS	BEHAVIOUR	CONSEQUENCES

To be reviewed February 2018