



# Little Swans Day Nursery Behaviour Management Policy 1

Guidelines for learning and the Management of Behaviour in the Early Years

**Reviewed:** July 2020

**Reviewed By:** Samantha Tranter Nursery Manager, Rose Boulton Assistant Nursery Manger

## **Introduction:**

At Little Swans Day Nursery, we believe we should create a safe and structured environment conducive to good learning and teaching. We seek to build a caring and learning environment by:

- Encouraging and acknowledging good behaviour and boundaries
- Promoting self-esteem by encouraging children to value and respect themselves and others
- Providing a safe environment free from disruption, bullying and any form of harassment
- Promoting early intervention
- Ensuring a consistent approach to both positive and negative behaviour
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the nurseries policy and its approach
- Encourage children to take responsibility for their behaviour

Samantha Tranter and Rose Boulton will be responsible for the implementation and day to day management of the policy and procedures.

All staff will be responsible for ensuring the policy and procedures are followed.

Fairly and consistently applied.

To help with this the nursery has produced a booklet for all staff members that are kept in each area called ***Best Practices for Guiding Children's Behaviour***. The guide is for all early learning and child care staff; it provides effective ways to guide behaviours and enhance the social and emotional well-being of all children in our care. The strategies are there to help all children not just those experiencing difficulties.

## **Aims of our Good Behaviour Policy**

- To promote a community where everyone feels valued, happy safe and secure
- To promote mutual trust and respect so that everyone can work together in a supportive way
- To encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour

- To promote models of good behaviour to develop an ethos of consideration and co-operation
- To ensure that all children are treated fairly and in a consistent manner by all members of staff. We acknowledge our legal duties under the Equality Act 2010 and in respect of children with Special Educational Needs. Therefore, we will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this by regular monitoring and evaluation of the policy.

## **Children's Behaviour**

At the beginning of every new nursery year in September, each class of children work together to draw up class boundaries, listing expectations of behaviour both in and out of the base room. This code is agreed by all adults and children and then displayed for everybody to see on the classroom display board. This expected code of conduct runs alongside of our High 5 Behaviour Board. The High 5 board promotes good sitting, good listening and kind hands etc

All children who come to the nursery, as well as staff/carers and visitors, adopt these principles. They form the basis for all relationships. Prior to starting at the nursery, a home visit is carried out. Within the contents of the home pack is a "create a happy environment" booklet outlining behaviour expectations. This is for both parent and child to read through and talk about before the child takes up their place at the nursery. If a home visit is not required by the parent the home pack is still given to the family so they will be aware of the day to day routines and expectations of nursery life.

Appropriate and inappropriate behaviours are defined in relation to the observer's criteria.

Children and parents need to know what our criteria/expectations are.

Appropriate and inappropriate behaviours are defined with respect to the context, e.g.

- We do not expect the children to sit and work in silence normally but we do expect them to sit quietly and listen when it is story time.

### **Remember**

**MOST** children behave appropriately **MOST** of the time **ALL** children behave inappropriately **SOME** of the time.

Appropriate and inappropriate behaviour are **LEARNED** and therefore **TAUGHT** and/or maintained in an early year setting.

### **Encouraging appropriate behaviours**

**BEING POSITIVE** – both generally in terms of expectations and more specifically by making positive comments, praising or rewarding children's appropriate behaviours.

- Positive reinforcements should be specific, directly related to the behaviour, immediate and, at first, frequent.
- **Children should gain attention by behaving well.**

**BEING CONSISTENT** – In terms of response to and expectations of behaviour by all Early Years staff.

### **Our Expectations to Include**

- Consideration for children and adults
- Listening and responding when spoken to
- Playing constructively and appropriately; **no fighting or fighting games or running around inside.**
- Using **appropriate language** to the children and the staff
- Treating classroom equipment appropriately and not touching other people's things (children may need to be taught not to take things home from the classroom, not to tip toys out etc.)
- **Having positive rules** – established and known by all children, staff and parents
- Boundaries to be displayed in classroom and given to parents together with prospectus
- **Modelling** – appropriate behaviour
- **Providing** – an activity the child prefers following completion of a less preferred one.
- **Make** this clear initially to the child
- **Discussion** – with other staff on organisation, responsibilities, particular approaches etc
- Particularly important when working with nursery trainees and other students, lunchtime supervisors and parent helpers

### **Helping to Prevent Inappropriate Behaviour**

The nursery has introduced **Time Lines** from **Smarties group** through to **Rolos and Heroes**. This gives the children a greater understanding of what they will be doing in the morning and afternoon while they are at the setting. By doing this we encourage good behaviour as the children anticipate what will happen next; this gives them a sense of security and no surprises.

**Praising others** for appropriate behaviour

**Praising child** for appropriate behaviour

Encouraging and reinforcing appropriate behaviours

**Stickers given praising good behaviour**, such as sitting nicely during story time; helping to tidy up; comforting a friend when they are upset

**Stickers awarded to the children for positive behaviour** such as good listening, good sitting, and being kind to our friends. When the child has 5 stars they come to the office and are praised by management and awarded a special certificate for showing positive behaviour towards their environment and others

### **Distracting**

**Managing activities** in order to remove potential for inappropriate behaviours, e.g.

- Circle time for discussion rather than sitting as a group
- Lining up when children are moving through nursery as a group instead of trying to get through the door all at the same time

**Moving** – perhaps separating a child

**Prompting/reminding** children what is expected of them. But watch this doesn't provide a cue for the behaviour. **Better to say, "Please keep the sand in the tray" than "Don't throw it on the floor"** Always reinforce the positive behaviour you want to see **"show me your good sitting"**.

### **Informing and involving parents**

**Discussion** with other staff on organisation, responsibilities, particular approaches, etc  
**An observation of the environment will be carried out**– don't feel guilty about taking time out (give class holding activities) to observe – in the long run this can be very effective. This is used for persistent poor behaviour. An environmental check list will be carried out in order to look at the environment to see if this could be a deciding factor in encouraging poor behaviour. If it is certain that the positioning of equipment, for example the library being situated next to role play; (quiet and high energy together), in promoting undesirable behaviour; areas can be moved around accordingly. However, after investigation, it might be decided that the child may require prompts, as follows;

**Correction procedures:** child assists in rectifying the consequences of their behaviour, e.g. **says “sorry”** picks up toys. Note assists, young children will need help to rectify consequences quickly and move on to something else.

**Ignore** – planned ignoring with praise for appropriate behaviour – a difficult strategy to follow through but sometimes works.

### **Discussion with other staff**

#### **Using Sanctions for Inappropriate Behaviour**

If a child behaves in an unacceptable way, then the following sanctions will be imposed:

1. Verbal reprimands, frown, voice disapproval, talking to, resolving
2. Short, specific, quiet and personalised and delivered close to the child
3. Criticise the action **not** the child. Children pick up on this very quickly. If they do, are verbal reprimands being given discreetly enough?
4. **Removal or Thinking Time**, Remove or regroup children, e.g. remove from playground for a short while or sit on floor next to an adult for a short while. Procedure is one minute for every year from a child's birth date. For example, and this is from rising two's onwards, 2 minutes sitting away from the situation that has caused the behaviour. Three minutes for a three-year-old and four minutes for a four-year-old.
5. **Remove privileges** – done as a consistent follow through of a warning. This could be being excluded from a short play session outside.

If step two or beyond should be necessary then parents should be **informed** and **involved** at each phase in the following way:

- A senior member of staff will be asked to talk to the child and parents will be informed of their child's behaviours and the action taken
- A meeting may then be held with the manager and another senior member of staff and the parents or carers to agree strategies to modify the behaviour if it persists.
- Parents or carers can be asked in some cases, where the safety of other children is in danger, to take the child home after the morning session for an agreed number of days. This is a 'temporary exclusion', which will be reported to Ofsted.

- Persistent inappropriate behaviour will result in a meeting being called between the nursery and the parent/carers so that the behaviour can be discussed and strategies agreed upon to resolve the problem. This may lead to a child being put on the Special Needs Register for behaviour difficulties. Nursery may also decide to decrease the child's days or sessions if the behaviour demands one to one during attendance days. This decision could be permanent.
- In extreme cases the nursery has the right to exclude a child permanently, though this is a last resort.

Once the parent becomes involved, it may be necessary for the child to have a diary of performance. The diary will be used as a go between home and the setting, in order to inform both parties of the child's behaviour within the nursery and home environment.

### **Our Expectations of the Children**

1. We expect children to show consideration for other children and adults at all times. This means being kind to one another, no fighting, hitting back or calling each other names. If children are unkind to one another, we ask them to tell the child that they do not like that and then tell an adult if they need to. We ask the child who has been unkind to say "sorry".
2. We expect children to listen and respond when they are spoken to. It is very important for children to learn to listen. At story time, for instance, we ask children to sit quietly, with legs crossed and hands in lap, to help them to listen.
3. We expect children to use appropriate language at nursery. This means no swearing or being rude.
4. We expect children to treat equipment with care and not to touch another person's property. Children may need to be reminded not to take things home from school.

**We have a positive behaviour policy at nursery and expect and praise good behaviour.**

We prefer children to gain attention by behaving well, rather than behaving badly!

#### **Children may expect staff:**

1. To be courteous, consistent and fair
2. To be on time
3. To listen at the appropriate time
4. To recognise good work and behaviour
5. To deal with bad behaviour

#### **Classroom rules**

1. Be kind and friendly to everyone
2. Play sensibly and treat toys with care
3. Use quiet voices inside Nursery
4. Walk, not run inside Nursery
5. Good Listening skills
6. To help keep the learning environment tidy and safe

**To be reviewed July 2021**