



Behaviour Management Policy

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Policy statement

Dicky Birds believes that children flourish best when their personal, social and emotional needs are met and where expectations of their behaviour are developmentally appropriate and consistently communicated.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on others. This is a developmental task that requires sensitive role-modelling, teaching, encouragement and support.

Responsibilities

All staff

All staff have a duty to be good role models, to be sensitive and responsive, to supervise play and manage children's behaviour to ensure all children are kept safe. All staff must guide children through warm, positive interactions. All staff must teach children to be considerate of others and how to manage conflict themselves. All staff must seek advice and support if they have concerns about the behaviour of a particular child.

All parents

All parents have a duty to support the nursery in reinforcing agreed behavioural management plans where appropriate in the home to provide consistency within both settings.

The Behaviour Management Officer / SENCO

Each of our settings has a named practitioner responsible for behaviour management. This role is combined with the role of Special Educational Needs Coordinator (SENCO).

- They are responsible for providing support and advice to colleagues, regarding behaviour issues, when needed.

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- They support and monitor Key Persons to observe, assess and plan for Key Children ensuring Individual Education Plans are completed and consistently followed.
- They also liaise with external agencies and help facilitate good communication between Parents and Key Person.
- They receive additional support and training including how to access expert help, if a need or significant concern is identified. This includes attending Local Authority events and Dicky Birds SENCO meetings.

Each setting displays details of their Behaviour Management Officer / SENCO and ensures all staff and parents are aware.

Senior Support Team

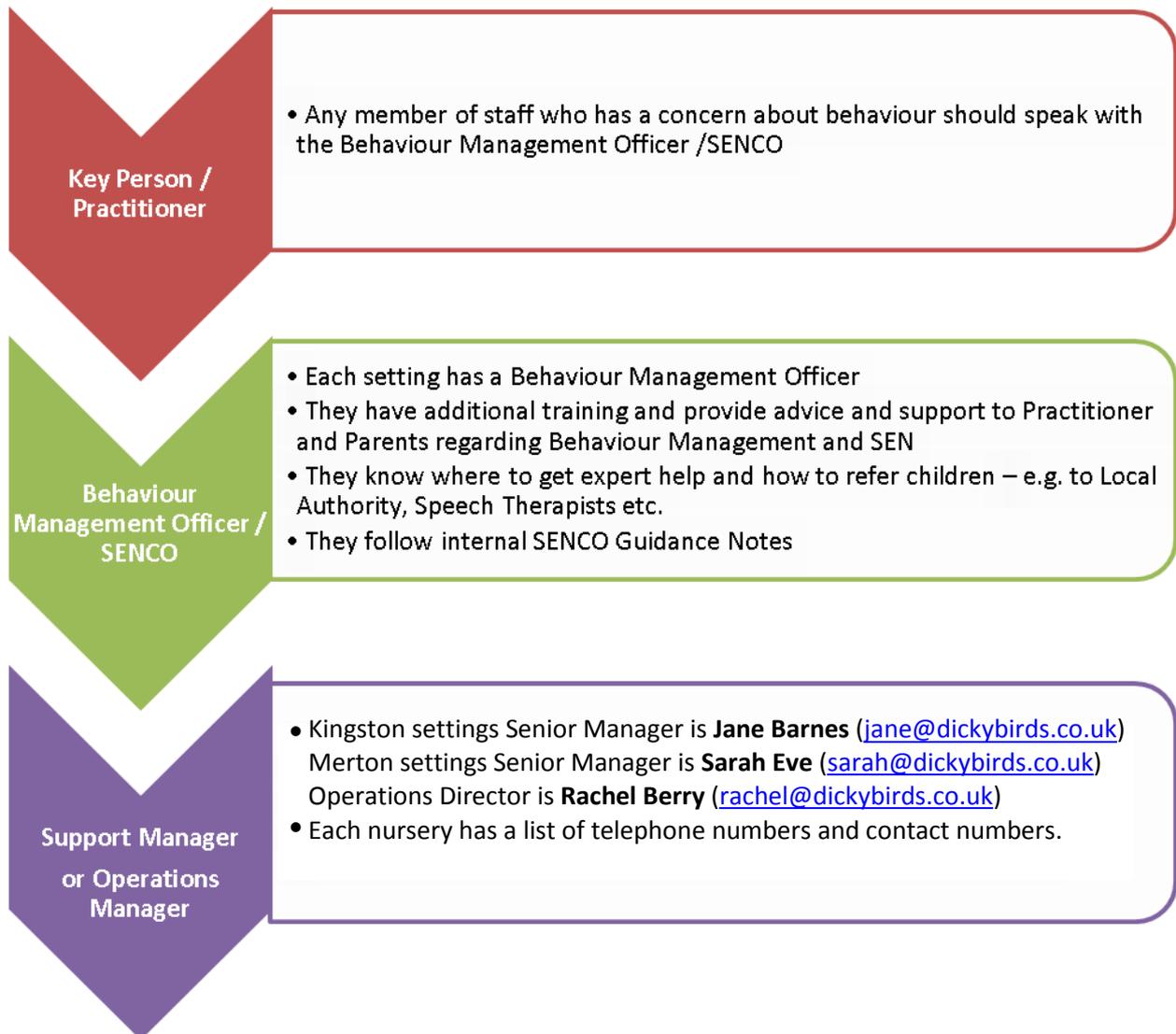
The Senior Managers & Operations Director provide additional guidance and support to the nurseries or Club. This includes facilitating regular internal SENCO meetings and devising and updating Internal SENCO Guidance documents.



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Flow Chart: Who do I speak to about concerns about a child's behaviour or development?





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- All staff, volunteers and students are made aware of this Behaviour Management Policy and endorsed strategies (see below). They receive training and coaching on behaviour management and child development.
- All staff are supervised and receive regular 1-2-1s as well as an annual appraisal which allow opportunities to reflect and refine practice as well as reinforce knowledge and share strategies.
- We require all staff, volunteers and students to provide a positive model of behaviour by being warm, friendly and responsive and by treating all children, parents and each other with respect at all times. We expect parents and other carers to follow these guidelines too.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by our families.
- We discuss this policy with parents and carers during show-rounds and share it during settling-in and sign-up visits. It is also available via our website and 'Chirp' newsletter.
- We provide advice to parents via Parents' Evenings and other events – e.g. Parents' Information Evenings (four times a year) and a meeting with a senior manager to share a specific concern can be booked daily to support parents. This meeting has been named an Auntie Jane as it is an advice line for parents to use on a regular basis.
- Practitioners and Key Persons work proactively, in partnership with parents, to share information and address any on-going concerns regarding behaviour – this will typically include sharing observations to jointly identify any triggers or causes of concerning behaviour as well as agreeing how to respond appropriately.
- We are vigilant and understand that behaviour issues may be a sign of other concerns – e.g. safeguarding
- When felt necessary, Key Persons or parents may be signposted or referred to other 'expert' professionals – e.g. local authority advisor, GP, health visitor, social worker.



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Endorsed Strategies for Promoting Positive Behaviour

- ✓ **Positive** – we notice when children are ‘exhibiting wanted behaviour’ and reinforce this with praise and attention.
- ✓ **Praise** – staff should offer *specific* praise for exhibiting wanted behaviour (e.g. “Well done, Tommy you were very patient and waited for your turn to climb the ladder.” Rather than “Good boy!”)
- ✓ **Planning** – each room should thoughtfully plan stimulating and challenging activities around the interests of each child (this ensures they are engaged and less likely to become bored and therefore behave in a disruptive way)
- ✓ **Routines** – each room should have a consistent, yet flexible routine to provide children with a sense of security. This should be displayed and communicated via a visual timetable
- ✓ **Interaction & Supervision** – positive adult attention should result in positive behaviour
- ✓ **Prevention** – adults should anticipate and act proactively to remove or avoid potential situations before they occur (e.g. ensuring there are sufficient number of bikes in the garden to avoid squabbles)
- ✓ **Promotion** – each room should promote age-appropriate ‘rules’ in a clear, visual and positive way (e.g. Kind Hands/ Indoor Voices). Children should be involved in devising and reviewing rules.



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Endorsed Strategies for Dealing with Unacceptable Behaviour

or the purpose of this policy, 'unacceptable behaviour' is defined as any behaviour that is likely to injure, hurt or upset another child, the child him/herself or an adult or any action that is likely to cause damage to property.

The age and stage of development of the child will always be considered when choosing an appropriate strategy:

- Distraction – distract the child to prevent action or avoid repeated action
- Anticipation – ensuring close supervision* of a child thought likely to behave in an unacceptable way
- Intervening to prevent injury or further injury – e.g. by moving between children or shielding 'victim'
- Saying "No..." and giving a specific explanation of what is not acceptable (e.g. "No, Tommy it's not OK to snatch the car from Dylan")
- Speak calmly, clearly and firmly to gain control
- Focusing positive attention on the 'victim', rather than the perpetrator (child who has behaved unacceptably)
- Offer choices – often children need to have a little control and choices can empower as well as distract them
- Explain the consequence of behaviour and label feelings – e.g. Tommy is sad because you hit him with the book.
- Give a warning of consequence of continued unacceptable behaviour – e.g. if you continue to jump on the book I will take it away. (Note this must never be a physical or emotional threat only removal of object or person to prevent harm/damage)
- Complete an ABC chart to try and determine the cause of the unacceptable behaviour e.g. the time it happened, what the child was engaged in at the time, this could indicate what triggered the behaviour, i.e. tiredness or frustration.
- Following through with consequence if behaviour continues – to ensure consistency
- A fresh start – after a situation has been dealt with, we all move on!

**Close supervision means to be within reach of a child and observing them so it is possible to intervene immediately, as necessary to prevent harm*



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Endorsed Strategy for Supporting Children with Conflict Resolution

Learning how to resolve conflict is an essential life-skill. We utilise the 'High Scope' approach to support older children to resolve their own conflicts (e.g. when children report a squabble or are discovered in conflict with each other). This is instead of 'Managing' the situation for them or judging and providing an immediate solution.

The High Scope approach promotes sustained shared thinking, communication and language development as well as personal, social and emotional development.

The High Scope approach consists of six steps:

- Step 1: Approach quickly and calmly stopping any hurtful behaviour
- Step 2: Acknowledge feelings
- Step 3: Gather information
- Step 4: Restate the problem
- Step 5: Ask for ideas for solutions and choose one together
- Step 6: Give follow-up support

Specific training is planned regularly for all staff.



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Unacceptable Strategies for Managing Behaviour

The following are not tolerated. These should never be used and if seen challenged or reported immediately in accordance with our Whistle-Blowing Procedure:

- × Shouting*
- × Degrading, discriminating, sarcastic, insensitive or offensive language
- × Criticism and comparison with other children
- × Bullying or threats
- × Labelling the child rather than the behaviour
- × Use of the word “Naughty” (as this is known to encourage children to be labelled)
- × Aggressive body language or eye contact
- × Use of any form of physical punishment including smacking, pinching, shaking, poking, excessive holding or rough handling*
- × Isolation or extended periods of ‘time-out’#
- × Use of any other humiliating and frightening punishment
- × Ignoring deliberate hurtful behaviour when witnessed
- × Using strategies that are not appropriate for a child’s age or stage of development
- × Insisting children apologise (when this is the only strategy used to resolve the situation)

** In very rare occurrences, it may be deemed acceptable to shout or use physical intervention if it is for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary.*

When used, physical intervention is recorded on an Incident form, reported to the Manager and information shared with parents or carers by the end of the day.

Children MUST NEVER be left unsupervised when implementing a time out. A time out is only appropriate for older children and should always involve quietly sitting with an adult to calm or reflect on a situation.

Any breach of this policy by staff or volunteers is treated seriously in accordance with our Disciplinary Procedure within the Employee Handbook.

Any breach of this policy by parents or carers is treated seriously in accordance with our Safeguarding and Child Protection Policy and Terms and Conditions for Parents.



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Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt or upset deliberately – *e.g. Let's agree we will only squirt water at people who want to be squirted.*
- We allow opportunities for physical play and challenge
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and 'dying' as such offer opportunities for us to explore moral issues / concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- We extend on children's interests to promote areas of learning and development – e.g. an interest in Spiderman rough and tumble can be used to promote mark making or painting as an 'alternative' to rough and tumble.



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Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. (Therefore it is likely this policy relates to our Club rather than Nurseries – although there may be exceptions).

If a child bullies another child or children:

- we intervene to stop the child who is bullying from harming the other child or children;
- we give reassurance to the child or children who have been bullied, listen to their concerns and act upon them
- we explain to the child doing the bullying why her/his behaviour is not acceptable and help them 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 anger in negative ways
- 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;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable behaviour patterns.



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Linked Policies

- *Safeguarding & Child Protection Policy*
- *Equality of Opportunity Policy*
- *Recording and reporting of accidents and incidents*
- *Biting Policy*
- *Key Person Policies*
- *Whistle-blowing Policy*
- *Internal SENCO Guidance*

To be used in Conjunction with the following Nursery Forms, Documents & Resources

- *Incident / accident forms; child chronology*
- *ABC Chart and Ask Aunty Jane advice service*
- *Individual Education Plan*
- *Job Descriptions (all roles)*
- *Website and Chirp Newsletter*
- *Employee Handbook*
- *SEN Code of Practice*

Updated	<i>January, 2018</i>
Updated by	<i>Rachel Berry, Operations Director;</i>
Date to be Reviewed	<i>January, 2019</i>