



Behaviour management policy

Care chiefs children's nursery

EYFS specific legal requirement: 3.50 Providers must have and implement a behaviour management policy, and procedures. A named practitioner should be responsible for behaviour management in every setting. They must have the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary.

Behaviour management officer: Loren Price

The nursery setting considers behaviour to be an important feature in maintaining a safe and secure environment for the children both inside the setting and whilst out and about. The childcare providers encourage the children to be well behaved, well-mannered at all times and to respect others. The childcare providers will advise parents of any behavioural problems that arise.

Equality: All children and adults are treated with equal concern and made to feel welcome at the setting, the setting aims to offer a quality service for parents and children including a safe environment for children to play and learn freely; the setting recognises that to achieve this aim it must set out reasonable and appropriate limits to help manage the behaviour of children and to help prevent accidents and incidents from occurring.

The management of children's behaviour is discussed with parents during first visits our procedure shared. Parents are informed that the setting will always share strategies that we are using to ensure consistency between home and setting. The setting will, wherever possible, respect and meet requests to manage their child's behaviour according to their family beliefs and values. Where the child's first language is not English the setting will attempt to find ways of communicating behavioural issues and expectations effectively with them. The setting aims to be firm and consistent in the delivery of behaviour management therefore allowing children to know the boundaries that are set for them and feel secure within those boundaries.

Environment: The setting provides a safe and happy environment for children, and children are encouraged to develop social skills that help them to be accepted by others. Physical punishment or any other punishment that may cause pain or discomfort to a child is not tolerated by the setting.

Intervention: Physical intervention, and restrain, will only be used by the setting to prevent an accident, e.g. to prevent a child running into the road, to prevent injury to the child or another child or person at the setting or to prevent damage.

Change of circumstances: Parents need to keep the setting informed of any changes in the child's home setting or care arrangements that may affect the child's behaviour, e.g. new



baby, parents separation or divorce, new partner or bereavement and/or changes to the methods used to discipline their child at home to maintain continuity and to avoid confusing and conflicting messages being passed to the child.

Emotional development: Children will sometimes have difficulty in expressing their feelings and emotions and this is a normal part of a child's development, the setting acknowledges these feelings and will attempt to find constructive solutions and management techniques in liaison with parents, e.g. sticker charts, reward charts, ABC records and/or distracting and re-directing children's activities to refocus or discourage unwanted behaviour. The setting will respond positively to children who constantly seek attention or are disruptive and will help children to maintain their self-esteem by showing that it is the unwanted behaviour and not the child that is disapproved of and that good behaviour is rewarded and encouraged.

Ownership: Children are spoken to about their actions at a level that is appropriate to their age, highlighting the choices that they make and to help them understand possible consequences and to encourage responsibility for their actions.

Reviews: Parents can request a review of their child's discipline routine to coincide with next stages of development or if they feel that current practices are inadequate or unsuccessful.

Additional Support: If the setting cannot effectively manage the behaviour of a child, or issues remain unresolved then the setting will seek the permission of parents to approach other childcare professionals for information, advice and support. Concerns that could identify a child are kept confidential and shared only with people that need to know it.

Positive Discipline: Positive discipline is regarded by the setting as an effective way of setting boundaries for children.

Positive discipline means:

- Rewarding good behaviour
- Encouraging self-discipline and respect for others
- Setting realistic limits
- Setting a good example
- Encouragement, not orders or instructions
- Being consistent
- Praise, appreciation and attention
- Building children's self-esteem



Expectations: The children are encouraged to follow some simple 'house rules' to help them to understand and avoid dangers, respect others and encourage positive behaviour, these are as follows:

- No swearing, name calling, fighting, biting, pinching, hair pulling or hurting anyone else in any other way
- Eating and drinking is done at the table to avoid accidents
- Children are kind to each other, share and use their manners
- Toys, books, furniture, equipment and environment are respected and taken care of
- Children to sit when asked to be seated
- Running indoors is discouraged
- Dangerous places are off limits
- Sharp and hot items and substances are off limits
- Pushing and shoving is discouraged
- Children are asked to hold hands and walk on outings until it is safe to do otherwise, e.g. trips to the park

These guidelines are designed to enable children to play in a safe environment without causing harm to themselves or to others, or placing themselves or others in danger.

Thinking time: If children become really disruptive whilst at nursery the staff will use the child's specific distraction method to try and defuse the situation. This may be a distraction box with the child's favourite things.

Where a child is persistently unruly or disruptive and the setting feels that they are either a danger to themselves or likely to be a danger to others, or the nature of the child's behaviour is such that it is causing distress to other children at the setting, or circumstances arise through a child's behaviour that make it difficult to adequately care for the child or care for other children at the setting then a parent will be contacted and they will be asked to arrange for someone to collect their child.

In the event that a child's behaviour continues to be unmanageable then the setting reserves the right to suspend or terminate the childcare service, this is for the health, safety and wellbeing of all the children at the setting.



Consistency

The whole staff team are expected to be consistent when managing children's behaviour, this is to ensure that children get the same message from all staff members and are fully aware of their boundaries. Staff will use our behaviour pyramid to try and diffuse/prevent a situation starting with lots of praise and encouragement with time out being the last of the options.

Staff will also use traffic light flash cards which are on their lanyards to give a message of when behaviour is unwanted, to give a child a warning or to praise a good choice that has been made by the child. This is explained during a member of staffs induction and is expected to be thoroughly followed by each member of staff.

Corporal Punishment

EYFS Specific Legal Requirement: "Providers **must** not threaten corporal punishment, and **must** not use or threaten any punishment which could adversely affect a child's well-being." (EYFS 3.53)