



St. Stephen's School  
and Children's Centre  
*Learning for life*

# Day Care Positive Behaviour Management Policy

	<b>Date</b>	<b>By</b>	<b>Role</b>	<b>Ratified</b>	<b>Date</b>
Version 1	December 2010	Janet Mantey & Janet Patterson	Deputy head teacher, Assistant Head Teacher	Governing Body	March 2011
Version 2	March 2013	Janet Mantey & Janet Patterson	Deputy head teacher Assistant Head Teacher	Governing Body	March 2013
Version 3	May 2014	Janet Mantey & Julie Haley	Deputy head & day care manager	Governing body	June 2014

## Positive Behaviour Management Policy

This policy describes the way in which all children's behaviour at our nursery will be managed. It identifies the kinds of behaviour we would wish children to demonstrate and strategies to help children to achieve this. It reflects the commitment of all staff to looking at the individual child and of finding appropriate ways for the whole school to support a child when necessary, and extending the child's social and emotional development.

### **Relationships**

- All staff aim to build up good relationships with children and their main caregivers.
- Over a period of time staff build up a sense of trust and security in which the child feels safe and confident. Because of this feeling of security the child is able to reveal both positive and negative feelings, without fear of rejection or discrimination.

### **Self Esteem**

In order for children to build relationships with other children and adults, it is essential that they have a positive image of themselves. Ways in which this can be achieved include the following:

- The development of social and learning environments in which children are enabled to achieve success. Children are encouraged to learn through their mistakes without the worry of failing.
- Success for a child can be gained through both a differentiated curriculum and through social interaction.
- Children feel motivated and encouraged if their work is valued and their efforts are rewarded appropriately.

### **Understanding**

Through the detailed knowledge of each individual child (see key person policy) all staff build up a store of detailed information about the child and are able to identify, and be sensitive to, behaviour that may indicate a change in mood or emotional stability. Staff will look at the child's body language that may indicate the child's feelings. This enables the staff to be in a position to identify patterns of behaviour and to develop strategies appropriate to the needs of the child.

## **Language Development**

By encouraging language development, staff can help children to verbalise their fears and feelings. By accepting and listening to what the child says, the staff can help children to better understand their own emotional response to important aspects of life such as feelings of loss, rejection, frustration, anger etc. The nursery creates a safe environment where children are encouraged to talk about their feelings. By supporting children's language for their feelings it will help their emotional well being at a later date.

## **Boundaries**

Boundaries of acceptable behaviour need to be clearly established and communicated to the children in an effective manner. These boundaries will vary depending upon each child and the situation.

- Whole staff discussions of individual children ensure consistency across the whole school, and keep all staff informed of developments.
- Unacceptable behaviour is broadly defined as behaviour, which demonstrates a lack of care and concern for other children, staff, parents and any other visitors in the school.
- It would include such aspects as ignoring or not considering another's feelings, or by deliberately causing harm to others or to their belongings.
- It is important to have clear boundaries in order for children to feel safe and secure

## **Bullying**

At the nursery it is important to recognise that incidents of bullying may take place. This can be defined as when one child or a group of children causes feelings of fear or distress in another, over which they have no power or control. It can be an incident where a child is deliberately excluded from the group. This can result in child not wanting to come to school, being isolated and withdrawn and having a low self-esteem.

It is important to deal with incidents of bullying directly.

- Keep calm
- Ensure that the child being bullied is consoled, reassured and cared for.
- Talk to the other child about the incident, make sure you have eye contact and use 'I' statements to convey how it makes you feel.
- Monitor the problem closely, using ongoing behaviour management strategies with the child/children involved.

- Talk to the parents of all the children involved, and keep them informed of ongoing strategies, improvements etc.
- Discuss the nature of bullying and specific incidents at group time using persona dolls or puppets to help the children understand the issues.

### **Curriculum development**

As a nursery setting we implement the 'Early Years Foundation Stage' (EYFS). The curriculum area of Personal and Social and Emotional Development outlines some expectations in terms of behaviour and moral development. We are able to support our teaching through such resources as posters, books and puppets for example, persona dolls, stories and role play that relates to feelings and unfairness. We also use the 'Social, Emotional Aspects of Development' (SEALS) materials.

### **Strategies used by staff**

Where children experience difficulties conforming to these expectations and boundaries, the staff will need to use a variety of strategies to manage the children's behaviour. The strategies used depend upon understanding the child's needs, and the particular circumstances. It is important that staff move on from an incident and if needed, take a few minutes out of class. ( the teacher, AST/DHT must always be informed of this) In order to encourage respect from the children and for the children to respect each other it is crucial that the staff are very respectful in their day to day work with the children.

### **Using positive language**

Use language of the positive behaviour you would like rather than the negative, e.g. 'Walking feet please' rather than 'don't run'. Children may hear the word 'run' and then run!

### **Praising positive behaviour**

It is important to acknowledge the child for being good, be explicit and say why you are pleased with them or what they have done that is good. This can be a verbal or non-verbal message. Staff need to be specific and genuine when praising children's behaviour e.g. 'I like the way you....'

## **Ignoring undesirable behaviour when appropriate**

Sometimes it is best to ignore 'low level' behaviour. When a child is attention seeking, active ignoring can be effective as long as the child, staff and other children are not in any danger. Whilst actively ignoring the child's behaviour the member of staff can praise the other children for their good behaviour near them. Children that are attention seeking crave attention whether it is positive or negative.

### **Being consistent**

Children need consistency in approach and need to understand the reasons for being asked to behave in a particular way, which is suitable for the child's level of understanding.

### **Making it clear that it is the behaviour that is undesirable not the child**

Using 'I statements' is a good way of letting the child know what you are thinking and feeling. It looks at the behaviour, the effects it has and the feelings that the practitioner feels, for example:

"When you poke him, I feel upset because I know it hurts".

I statements takes the blame away from the child as it looks at the behaviour and the effect of that behaviour.

### **Helping children to choose correct behaviour**

We need to recognise that children choose their behaviour. By allowing children to choose their behaviour we are helping them to take responsibility for their own behaviour. When offering children the choice we need to emphasise the 'right' choice that we expect and point out inappropriate behaviours as a poor choice with consequences, for example:

"It would be really good choice for you to hang your coat up. You can leave it there but it might be trodden on".

This helps to remove confrontational situations.

### **Thinking time**

This is when a child is withdrawn from the group for one or two minutes in order to:

- Give the child a chance to calm down. Children find it hard to talk about a situation when they are still angry.
- Give practitioners time to remind children about boundaries.
- Give the child and adult time to talk about the difficulty.
- Provide time for an adult comfort the child if needed.
- Allow time for the adult to refocus if needed

## **Strategies to avoid unnecessary confrontations**

### **Take up time**

When asking a child to do something, call their name (pause whilst they turn around) then give them the instruction, thank them for carrying it out and then turn away. By doing this the child can carry out the instruction without the teacher watching. This will help the child to feel that they have not lost and it becomes less confrontational without a member of staff watching.

### **Partial agreement**

If a practitioner feels that they are in a confrontational situation with a child, you can offer to carry out the instruction for something that they had done well earlier, for example

"I will pick up the apron as you did that lovely painting earlier".

This will help to stop the confrontation without backing down.

## **Children's Meetings**

If a child displays challenging behaviour, this should be discussed at the fortnightly 'children's meetings'. Strategies will be agreed by all practitioners to ensure a consistent approach. A note of the concern will be made, which will be followed up at the next meeting.

## **SEN**

### **Working with Parents**

Some difficulties can only be resolved by working fully with parents, so that the child is receiving consistency of support from the home and nursery.

- Talk informally to parents about their child's development and share initial concerns (out of the earshot of other parents).
- Provides opportunities for parents to tell us about any changes in their circumstances, which may explain a child behaving in a different way at nursery.
- At times it is appropriate to talk to parents on a more formal basis, to gather and/or share information.
- It may be appropriate to sign post parents to Triple P, Positive Behaviour sessions or 1-1 support with the family support worker.