



Behaviour Management Policy

Statement of intent

Stepping Stones Nursery School believes that children thrive when they know the expected rules of behaviour. Children learn respect through meaningful interactions with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour is encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need clear boundaries of behaviour to ensure their own safety and the safety of their peers. At Stepping Stones we aim to set these boundaries in a manner that supports children to acquire an understanding of the consequence of their own behaviour within their own environment and those around them. A child has a natural desire to explore and develop their own ideas and concepts therefore, at Stepping Stones, we strive to keep restrictions to this natural desire to a minimum.

This policy reflects the guidance set out in the Statutory Framework for the Early Years Foundation Stage 2021 page 34 sections 3.53 and 3.54

We aim to:

- Recognise each child as an individual
- Share clear expectations of how children should behave by encouraging self-discipline, consideration of others, respect of our surroundings and property
- Promote our core values by way of Golden Rules
- Build positive relationships and use clear age appropriate language in a calm and supportive manner

- Return children to the appropriate behaviour as quickly and with as less fuss as possible.
- Provide organised and stimulating continuous provision resources and enhance these according to individual child's interests
- Encourage children to participate in a variety of activities which assists the development of social skills
- Work in partnership with parents/carers by communicating effectively
- Praise children and acknowledge their positive behaviour therefore ensuring that children understand that they are valued and respected
- Ensure all staff working with the children acknowledge their responsibility for implementing the objectives in this policy
- Promote zero tolerance regarding violence and encourage the children to deal with conflict peacefully
- Provide a key person for each child facilitating a strong and positive relationship between children, their families and the setting
- Ensure all staff working with the children have a good understanding of child development, appropriate behaviour for their age and development whilst respecting the individual child
- Consider all factors which may contribute to the child's negative behaviour including behaviour that may be linked to safeguarding/child protection concerns
- Ensure all new members of staff undertake an induction process which will include reference to this Behaviour Management policy
- Have a named person who has overall responsibility for issues concerning behaviour.

The Named Person:

Karen Netley is our Behaviour Management Lead and will:

- keep up to date with legislation and research and support changes to policies and procedures in the nursery
- access relevant sources of expertise where required and act as a central information source for all involved
- attend regular training events and ensure all staff attend relevant training for behaviour management
- a record will be maintained of staff training

We recognise that codes of conduct vary between cultures and staff are required to be aware of this and respect those used by all members of Stepping Stones.

Stepping Stones' rules relate to safety, care and respect for each other. Children who exhibit negative behaviour by physical or verbal abuse to another child or adult will be supported with calm sensitive conversations regarding feelings and emotions encouraging them to express themselves appropriately and label the emotion. Comfort will be given if and when the child is ready. Staff will explain to the child that their behaviour is unacceptable. Staff must be clear that when a child is feeling angry or upset they convey that it is the behaviour that is unacceptable and not the child.

Dealing with Children's Unacceptable Behaviour:

- Corporal punishment will never be used or threatened and staff will never use or threaten any punishment which could adversely affect a child's well being
- Children will not be singled out or humiliated in anyway.
- Staff will redirect children to alternative activities. Discussions with children will take place respecting individual levels of understanding and maturity
- Staff will not raise their voices in a threatening way
- When negative behaviour occurs, it will be made clear to the child or children in question that it is the behaviour that is unacceptable and not the child

- Children will be offered choices as a distraction method
- Parents will be informed if their child has needed support to engage with their peers appropriately or if their child has been upset or challenged by another child. In all cases negative behaviour will be dealt with at Stepping Stones at the time of the incident. Parents may be required to meet with staff to discuss their child's behaviour in order to work in partnership to ensure consistency between home and Stepping Stones. In some cases we may request additional support from other professionals.
- Confidential records will be kept regarding any negative behaviour that has taken place. These will be shared with parents/carers and asked to read and sign entries concerning their child
- If a child requires additional support the Behaviour Management Lead will discuss this with the parents/carers and will work together to establish a plan of action.

Children require their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and help them to recognise and understand the emotion they are feeling and those of other children.

Children must be encouraged to understand that fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are acceptable and that others are unacceptable.

- Staff will ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's natural development and that it should be supported appropriately
- Children need to be helped to understand that using aggression to get things is inappropriate and will be encouraged to resolve problems in other ways

- Staff are encouraged to intervene when they believe a child is causing harm to themselves, other children, adults or resources around them (physical intervention)
- Staff will recognise when it is time to change an activity or environment to prevent situations of negative behaviour arising
- A member of staff will be available to discuss any concerns a parent has regarding their child.

Through positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Physical Intervention

- Staff will assess all situations before intervening.
- Where possible children will be guided away from the area.
- Staff will physically intervene if a child is causing harm to themselves, other children, adults or the resources around them.
- In extreme circumstances they will be removed by guiding them by the elbow if safe to do so or carefully lifting and gently placing on the floor away from the situation
- Staff will always ensure the safety of the child and other children.
- Staff will always deal with the situation in a calm professional manner and be aware at all times of the child's well being

A confidential record will be kept of any negative behaviour which occurs and a confidential record of any physical intervention that has occurred. Parents/carers will be required to sign and date these forms and discuss with staff on the day of the incident.

Behaviour Management Guide

A guide on how to deal with unwanted behaviour

Stage 1

- Go to the child bend to their level
- Say "please keep the sand in the sand tray" or "can you see Fred is keeping the sand in the sand tray"
- Use a calm voice and positive words e.g. "can you see Fred sitting nicely" instead of sit down now, "Walk" instead of "Don't run"
- Ask the child to help clean up the sand or water or pick up the toy
- If the child refuses use a calm voice and positive words to explain clearly what you would like them to do
- Praise positive behaviour

Stage 2

- Go to the child bend to their level
- Model play and language and encourage child to do the same
- If the negative behaviour continues tell the child what you would like them to do, not what you don't want them to do
- Explain to the child that if it happens again they will need to move away to another activity
- Give choices
- Praise positive behaviour

Stage 3

- Gently remove the child from the activity/situation to a calm area
- Give them time to calm staying close by at all times for support and reassurance
- Using positive words talk about their actions, theirs and others feelings and emotions and what they could do next to make it better.
- Explain again why they were removed from the activity/situation
- Support them to rejoin the activity/situation modelling positive language and actions

- Praise positive behaviour

In the case of a child physically harming themselves, another or surroundings stage 3 should be implemented directly.

DANGER is the only time you can shout NO! If the child is doing something unsafe that could cause an **IMMEDIATE** accident or is unsafe.