



Holbourn House Day Nursery & Pre-School  
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## Behaviour Management Policy

### *Our aim:*

*To give all children the chance to learn and understand the "Nursery's Boundaries" through positive role models, praising positive behaviour and discussing and involving children with decision making on a day to day basis. This will enable children to feel more comfortable in our setting and heighten their well being and self esteem to become independent life long learners. Children will be able to consider the needs, feelings and rights of others and deal with social interactions in appropriate ways.*

### *EYFS states:*

*"Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided." (DFE, 2017)*

**Gender Differences:** We acknowledge that there are differences in the way boys and girls learn and develop. Generally boys need more physical stimulation than girls to enable a more holistic approach to learning. We also know that boys need more time to process what is being said to them as their hearing develops at a slower rate than girls. We understand that generally girls find it easier to focus for longer periods of time and relate to the given activity, as they have been able to process language at an earlier age. However we would never exclude anyone from any activity even if we had planned it for a certain gender.

### **Our practise:**

There are many ways to support children to behave appropriately. We ensure all adults working closely with children know how to respond to every child's individualities and strategies are made clear. We also promote these as values (See British Values policy) and as a team do this by:

### **Recognising gender differences:**

- Allow time for rough and tumble play.
- Allow time for children to process instructions, thoughts and feelings.
- Encourage children to choose activities in order for them to stimulate their own needs.

**Raising children's self-esteem:**

- Encouragement and meaningful praise.
- Acknowledging considerate behaviour, such as being kind.
- Giving children space and time.
- Being there to listen.
- Using positive intonations.
- Give all children a voice through a variety of means. (PECs, Sign language etc)

**Ensuring awareness of right and wrong:**

- Allowing choices.
- Discussions – using correct language.
- Using role models and examples.
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**Building on a child's confidence:**

- Giving them opportunities to display qualities.
- Celebrating children's successes and differences.
- Enabling them to realise they are a special individual.
- Learning to value themselves.
- Knowing that they are a part of a wider family and community.

**Supporting the children to stand up for their own rights:**

- Allowing them time to sort out their own problems
- Encourage children to play inclusively
- Agreeing with them on what the boundaries should be in the setting.
- Helping them to respect others.
- Supporting the children to deal with their own emotions and feelings.
  
- Bernadette Martin – Has overall responsibility for managing children's behaviour within the setting. Her roles are:
  1. To be aware of any new legislations and updated strategies and to pass that information on to all staff.
  2. Liaise with parents and outside agencies to access support for the children.
  3. To make decisions, where necessary on social and emotional behavioural boundaries.
  
- We require our staff to respect that children may interact differently if they are from other cultures or backgrounds.

- We require all staff, visitors and students to be a positive role model and treat children and parents with friendliness, care and respect.
- We expect all staff, children, parents, visitors and students to adhere to these guidelines, so that children have continuity throughout the day.
- We ask that staff will support each other and work closely to uphold these values, strategies and responsibilities. We encourage staff to be open and honest if difficulties do arise that may be a struggle. We aim to create a culture of support and work collaboratively to provide a consistent and holistic approach for all children.
- All staff are required to create and maintain close working partnerships with parents, carers and families. Therefore, regular information about their children's behaviour is provided and we work closely with them to address reoccurring inappropriate behaviour. We use our observations to help us to understand the cause and then as a team, help resolve matters.
- We avoid creating situations in which children receive adult attention for inconsiderate behaviour, unless it comprises the safety of children and/or adults.
- We try to help them to understand the outcomes of their actions and support them in learning how to behave more appropriately.

#### WE NEVER:

1. Send children out of the room by themselves.
  2. Use a naughty chair or time out strategy.
  3. Use physical punishment.
  4. Threaten physical punishment.
  5. Intend to single out or humiliate individual children.
- We only use physical restraint such as holding or removing the child from a situation to prevent physical injury to children or adults and/or serious damage to property. If such an event occurs, it is recorded and parents are informed of this.
  - In cases of serious misbehaviour such as racial or other abuse we make it clear immediately the unacceptability of the behaviour and attitudes by means of explanation rather than personal blame.

#### *Process for managing reoccurring inappropriate behaviour:*

In the event that normal practice strategies are not enough to resolve the situation we will,

1. Inform person responsible for behavioural management to discuss new strategies and how to implement them.
2. Inform all staff of new strategies, routines and timetables. These are explained in detail and are visually displayed if needed.
3. Observe and record examples of the behaviour, time and frequency and who and what was involved.

4. Discuss with parents and make decisions on a plan of action, possible use of an A.P.D.R (Action plan do review).
5. Set realistic targets and set a review date (about 6 weeks time).
6. Seek advice and help from outside agencies using the County Council referral system.
7. Signpost parents, carers and/or families to outside agencies where required.
8. Work closely with parents informing them of any developments.