



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 all children to feel comfortable, heightening 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 between boys and girls and their approach to learning. However, we see each child as an individual and enable their learning guided by their own interests and needs. The adults and environment must promote non gender specific language and concepts.

Awareness is needed throughout the setting that children may have different ways of identifying themselves.

Our practice

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, strategies are made clear to everyone. We also promote these as values (See British Values policy) and as a team do this by:

Recognising differences:

- Allow time for children to settle into the session.
- Allow children space.
- Allow time for rough and tumble play.
- Allow time for children to process instructions, thoughts, and feelings.
- Encourage children to choose activities for them to stimulate their own needs.
- Allow children to be themselves and to express who they are.

Raising children’s self-esteem:

- Give encouragement and meaningful praise.
- Acknowledge considerate behaviour, such as being kind.

- Give children space and time.
- Be there to listen.
- Use positive intonations.
- Give all children a voice through a variety of means. (picture prompts, PECs, Sign language etc)

Ensuring awareness of right and wrong:

- Allow choices.
- Discussions – using correct language.
- Use role models and examples.

Building on a child's confidence:

- Give them opportunities to display qualities and skills.
- Celebrate children's successes and differences.
- Enable them to realise they are a special individual.
- Learn to value their selves.
- Know that they are a part of a wider family and community.

Supporting the children to stand up for their own rights:

- Allow them time to sort out their own problems and conflicts.
- Encourage children to play inclusively with others.
- Together agree boundaries.
- Help to respect others.
- Support 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. Organise or deliver appropriate training.
 3. Liaise with parents and outside agencies to access support for children.
 4. To make decisions, where necessary on social and emotional behavioural boundaries.
- We require our staff to respect that children may interact, play and behave differently if they are from other cultures or backgrounds or have additional needs.
- We require all staff, visitors and students to be positive role models and to treat children and parents with friendliness, care and respect and professionalism.
- We expect all staff, children, parents, visitors and students to adhere to these guidelines, so that children have continuity.
- We expect staff to support each other and work closely to uphold these values, strategies and responsibilities. We encourage staff to be open and honest if difficulties 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. This is to include name calling even innocent names for example 'silly sausage'.
- We only use physical restraint such as holding or removing the child from a situation to prevent physical injury to child/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 the 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.