

## **Behaviour Management Policy**

### **Rationale**

Within stepping stones nursery we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. We use a behaviour management programme called framework for intervention. The framework focuses on the many different aspects and factors that can contribute to behaviour issues such as resources, staff, time, rewards, expectations etc and how changes can be made as a whole rather than focusing on individuals.

The nursery has a behaviour co-ordinator whose role is to ensure staff members are supported in their daily management of behaviour. The BeCo will work with the child's key worker in the event that a behaviour concern has been highlighted, please refer to procedures for further information.

[Miss Jade Coen is the behaviour management co-ordinator for the nursery.](#)

### **Incident Book**

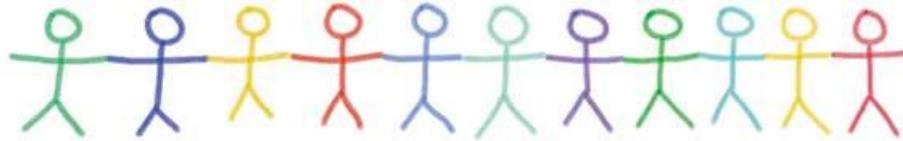
In the event that a child intentionally harms or attempts to harm another child or staff member, regardless if a mark is visible, this will be recorded in the incident book (if a mark is visible the injury will be logged in the injury record).

In the event that a child intentionally attempts to or causes damage to nursery equipment, this will be recorded in the incident book.

Each room has an incident book, within which each child has an individual form, to ensure confidentiality and to allow any patterns in behaviour to be noticed with ease. Once the form is full the team leader will then file it in the child's individual file. In the event that an incident form is not completed and the child moves rooms, that child's individual form is then transferred to that room's incident book. Recorded on the incident form is; the child's name, the date and time of the incident, the incident, the behaviour strategies used, staff members and witness staff members signature, the name and signature of the parent/ carer on collection.

If there is a reoccurring incident (a child is frequently logged in the incident book) the behaviour management co-ordinator must be consulted, who will then look through the incident form and carry out an observation of the child. Further steps/ strategies will then be agreed, the nursery SENCo may also become involved at this point. We will work in partnership with the child's parent/ carer throughout.

The incident book is a tool to encourage patterns in behaviour to be noticed quickly, which should lead to the behaviour to be dealt with efficiently. The incident book also allows parent/ carers to understand exactly what has happened.



### Managing behaviour at the setting

- Food, outdoors and outings are never used as a reward or sanction.
- The child is never blamed for their behaviour. We do not say “you have made me sad” we say “that behaviour has made me sad”
- We work with other agencies to help ensure that methods of dealing with unacceptable behaviour are age appropriate.
- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We handle issues of behaviour in ways appropriate to the child’s stage of development and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued. We place strong emphasis on rewarding positive behaviour however small, so for example if a child has tidied away without being asked they will be praised.

Please see specific behaviour procedures attached

### Encouraging positive behaviour at the setting

We take a positive and consistent approach towards managing children’s behaviour.

- We use praise specifically related to the children’s actions or behaviours.
- If appropriate, we refocus the child’s attention on another activity.
- We focus on activities and routines to encourage:
  - sharing
  - negotiation
  - co-operation.
- We model appropriate behaviours in different contexts.
- We ensure that rewards for positive behaviour are given fairly and consistently
- We ensure that instructions given to children are simple and easy for them to understand.
- We ensure the children understand what is expected of them.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.
- We help to support children’s self-esteem by enabling them to be successful in play experiences and activities.

### Thinking time

The children may have ‘thinking time’ this is a time to think about their behaviour or actions. This time is measured according to the child’s age.(eg a 2 year old would have 2 minutes thinking time) A sand timer can be used as a visual aid during ‘thinking time’.



Children under 18 months do not have any sort of 'thinking time' unless it is parent's wishes as behaviour issues at this age are relating to the child learning and discovering.

#### Corporal punishment and restraint

We ensure that all staff are aware that corporal punishment will not be tolerated neither is threatening to use corporal punishment or any punishment that could adversely affect a child's well being.

The use of physical restraint (e.g. holding a child) will only be used where a child's actions are at serious risk of causing harm to themselves or others. In the event that physical restraint is used it must be recorded in the incident book on the child's incident record, parents/ carers must be informed, on collection of the child, that physical restraint has been used, the parent/ carer will then sign the incident record to show that they have been informed of this incident.

#### Rewards used at the setting

- Rewards are integrated into the daily routines and activities for the day.
- When a child receives a reward it should be celebrated with other children to help show them what will happen if they display positive behaviour.
- The child must also be told why they are receiving this reward e.g. "Well done, for sharing that toy." rather than "Well done." This ensures that the child understands what is expected of them.
- Clapping
- Smiling
- Thumbs up
- Verbal praise
- Rewards (stickers, medals, reward bear, reward dog)

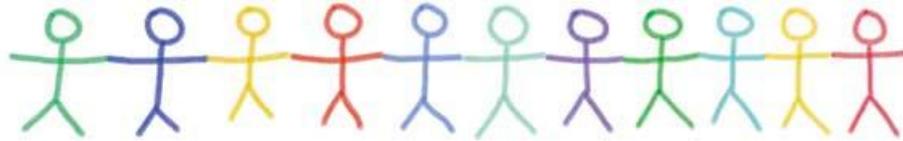
Each room has specific rules. Please see attached 'rules in the setting' sheet.

**Once the behaviour has been managed it will not be referred back to. Parents/ carers are informed of any unwanted behaviour when they collect the child, where possible feedback to the parent/ carer regarding the child's negative behaviour, will not take place in front of the child. Feedback to parent/ carers should always be private and confidential, where possible.**

#### **Links to other policies:**

- Organisation
- Care, Learning and Play
- Physical Environment
- Safety
- Equal Opportunities
- Special Needs
- Working in Partnership with Parents and Carers

**This policy is in line with 3.50, 3.51 and 3.52 of the Statutory Framework for the Early Years Foundation Stage 2012.**



## Procedures

### Procedure- highlighting a concern

1. A concern is highlighted from;
  - Incident Records.
  - Observation
  - Parent/ Carers.
  - Staff member.
  - Key worker
2. The BeCo is informed.
3. The BeCo will ask to see incident records and observe the child or ask for an observation of the child.
4. The BeCo and child's key worker will complete a behaviour environmental checklist.
5. An action plan or behaviour plan is put into place.

We work in partnership with parent/ carers from the beginning of the procedure; they are informed and liaised with through every step of the procedure.

Action plans and behaviour plans are reviewed in 6- 8 weeks or when necessary.

### Procedure- a child intentionally harms another child or staff member

1. Tend to the injured child.
2. Follow the relevant behaviour management, according to the child's age and stage.
3. Record in the incident book (and injury book if required).
4. Discuss with parent/ carer on collection.

### Procedure- behaviour management for unwanted behaviour

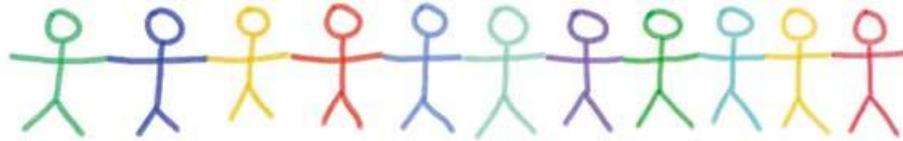
#### Babies (under 18 months)

1. Distract the child (e.g. if a child pulls another child/ staff member take their hand off the child/ staff member and distract them using activities, toys, song etc). At the child's level say "no thank you" and show the sign for no.
2. If the behaviour continues, continue step one.

Within the Baby Room the children are young in which case they do not understated that their actions may be harming or hurting someone else. The behaviour management is to begin to teach children the effects of their actions, in which case it is a learning exercise.

#### Tiddlers

1. Distract the child (e.g. if a child throws a toy encourage them to pick it up and model how to play with the toys/ car appropriately.) and use a firm voice, at the child's level saying "no thank you" and show the sign for no.
2. If the behaviour continues give a clear warning to stop the behaviour "if you continue to throw the toys you will have to sit on the thinking mat."
3. If the behaviour continues immediately, explain that you are going to count to three and you want the unwanted behaviour to end.  
*If the unwanted behaviour stops before the count of three, recognise this and give the child praise.*
4. If the behaviour continues immediately explain to the child that will now spend two minutes sitting on the 'thinking mat'. Use the sand timer to count the two minutes, it will also act as a visual aid for the child.
5. After sitting on the 'thinking mat' show the child the rule book and re explain why they have had their thinking time e.g. "because you were not using your listening ears you have had to think about your actions." The child needs to then apologise for their actions.



The child is then given the opportunity to rectify their behaviour, ask them where they are going to play now, leaving the situation happy and resolved.

**For aggressive and violent behaviour (e.g. if a child bites another child).**

Immediately go to step four and carry out steps four and five.

**Tweenies**

1. Distract the child and tell them “no thank you” whilst showing them the sign for ‘no’ (e.g. if a child pushes another child over, distract them by encouraging them to take part in an available activity).
2. If the behaviour continues immediately, give a clear warning to stop the behaviour “if you continue to throw the toys you will have to sit on the thinking mat.”
3. If the behaviour continues, explain that you are going to count to three and you want the unwanted behaviour to end.

*If the unwanted behaviour stops before the count of three, recognise this and give the child praise.*

4. If the behaviour continues immediately, explain to the child that they will now spend three minutes on the ‘thinking mat’. Use the sand timer to count the three minutes, it will also act as a visual aid for the child.
5. After sitting on the ‘thinking mat’ ask the child why they have had to sit and have ‘thinking time’ the children may not be able to answer this question in which case the answer may need to be modelled to them e.g. “because you were not using your listening ears you have had to think about your actions.” The child needs to apologise for their actions. The child is then given the opportunity to rectify their behaviour, ask them where they are going to play now, leaving the situation happy and resolved.

**For aggressive and violent behaviour (e.g. if a child bites another child).**

Immediately go to step four and carry out steps four and five.

**Pre- school**

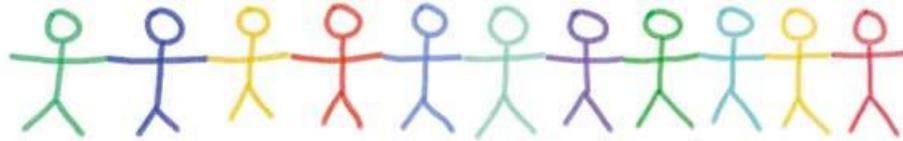
1. Distract the child and tell them “no thank you” whilst showing them the sign for ‘no’ (e.g. if a child hits another child, distract them by encouraging them to take part in an available activity).
2. If the behaviour continues immediately, give a clear warning to stop the behaviour “if you continue to hurt your friends you will have to sit and think about that behaviour.”
3. If the behaviour continues, explain that you are going to count to three and you want the unwanted behaviour to end.

*If the unwanted behaviour stops before the count of three, recognise this and give the child praise.*

4. If the behaviour continues immediately, explain to the child that they will now spend three minutes sitting in front of the rule board, thinking about their actions, the three minute sand timer will be used as a visual aid.
5. After sitting by the rule board for thinking time ask the child why they have had to sit and have ‘thinking time’ the children may not be able to answer this question in which case the answer may need to be modelled to them e.g. “because you were not using your listening ears you have had to think about your actions.” Ask the child why they done what they have done and why this is not acceptable. The child needs to apologise for their actions. The child is then given the opportunity to rectify their behaviour, ask them where they are going to play now, leaving the situation happy and resolved.

**For aggressive and violent behaviour (e.g. if a child bites another child).**

Immediately go to step four and carry out steps four and five.



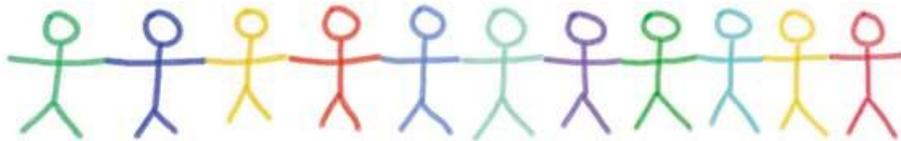
When managing behaviour:

- Always engage eye contact when talking to the child.
- Always remember to praise the child when the unwanted behaviour has stopped e.g. thumbs up, clapping, smiling.
- Ensure the thinking mat is not used at any other time, only as a behaviour management tool. This ensures that the child will recognise what it means to be sat on the thinking mat.
- Always use age appropriate language when discussing behaviour with the child.

The only sanctions used at the setting are:

- Thinking time
- Being moved to another activity

**Corporal punishment or threatening corporal punishment or any punishment which could adversely affect a child's well being is not acceptable and would never be done within the nursery.**



## Rules in the Setting

All of the settings rules are positive, they focus upon the positive instead of the negative e.g. rather than the negative 'we do not run inside' the rule is positive 'we walk inside'.

The three core rules throughout the setting are:

- Good Listening
- Be Safe
- Be Respectful

Stemming from these three core rules each room has their own more specific rules appropriate to the child's level of understanding.

### Tiddler rules

Good listening-  
Be safe – Walking inside  
                  Staying in our room  
Be respectful- Kind hands

### Tiddler rewards

Stickers  
Verbal praise  
Medals

### Tweenie rules

Good listening-  
Be safe – Walking inside  
                  Staying in our room  
Be respectful- Kind hands

### Tweenie rewards

Stickers  
Verbal praise  
Reward dogs

### Pre-school rules

Good Listening- We use our indoor voices  
                  We use our listening ears  
                  We show that we are listening  
Be Safe- We walk inside  
                  We use our cutlery correctly  
Be Respectful- We use our manners at all times.  
                  We look after our toys and equipment  
                  We are kind to everyone and everything.

### Pre-school rewards

Stickers  
Verbal praise  
Medals  
Reward bear