



## 13 BEHAVIOUR MANAGEMENT POLICY

Company Name: Tender Years Nursery Ltd  
Setting Name: Little Jems Childcare Services  
Policy Date: 16<sup>th</sup> June 2023 Next Review Date: 14<sup>th</sup> June 2024

### **Aim of policy**

We agree to have a consistent approach to behaviour management within the setting. We hope that by producing this policy that parents, staff and students will be clear about the ways that we can all have a consistent approach which helps to promote acceptable behaviour for the children, as well as developing self-esteem and respect for others.

We acknowledge that from time to time all children will demonstrate challenging behaviour; this policy will clearly set out how staff will respond to such behaviour.

### **Bullying**

Immediate action is taken in the event of any bullying behaviour.

Children are taught and encouraged to be assertive and to say in a loud voice “I don’t like it.” This alerts staff to support both children and to explain that the bullying child’s behaviour is unacceptable and why. The child is reminded that when someone says “I don’t like it” they MUST STOP.

Staff are to use the opportunity to talk about associated feelings for both parties involved.

To manage the situation further, when necessary, staff refer to our behaviour policy.



In the event of an on-going problem, a meeting would be arranged with the child's parents to establish whether there are any current problems at home; to discuss appropriate strategies to remedy the bullying and to offer appropriate support to the parents.

### **Training and support to staff**

Staffs receive regular supervision from the management team. Support will be offered in these sessions to help staff to meeting the needs of the children, dealing with stressful situations as well as working within the guidelines of this policy. The Early Years Development and Childcare Partnership provide free training about a range of subjects including behaviour management.

### **How parents are informed and consulted**

Most children at some point will display challenging behaviour, whether it is not complying with the general routine of the day, or by falling out with a friend, this is a totally natural part of a child's social and emotional development. It is how they begin to learn to negotiate, share and understand the feelings of others, as well as understanding expectations for their behaviour. To support this learning process staff will offer the child an opportunity to put right any wrong doings for example, comfort an upset friend. Minor incidences need not be shared with parents, and only if there is continued cause for concern about a child's behaviour will parents be informed.

We will not exclude any child who presents with continuous challenging behaviour. Instead, we will work with the parents, and seek advice from other professionals so that an action plan can be drawn up which will help to support the child.

We will not use parents as a threat when responding to children's behaviour.



## **How we encourage good behaviour**

Health and safety, circumstances and the child's understanding should be taken into consideration. We praise and encourage good behaviour; and try to instil a sense of right and wrong, at a level the child can understand.

Through the daily routine we discuss and explore our expectations for behaviour and the affects that certain behaviour may have on another. We offer activities that help children to practice sharing and negotiation as well as understanding the need for 'rules'.

As much as possible we encourage the children to be independent in selecting activities and resources as well as being responsible for caring for them and putting them away. We also aim to offer activities that build individual children's self-esteem and celebrate individuality.

Whilst we encourage the children to apologise, we recognise that often children do not always see the true meaning of any apology, but instead will say it so they can continue with their activities; therefore it is important that staff explore other opportunities for the children to make amends.

It must also be remembered that quite often there is a reason for children presenting challenging behaviour, for example if parents separate or there is a new baby in the family. In these circumstances we will show sensitivity, and extra attention and reassurance will be given.

We also recognise that sometimes outbursts can be born out of frustration especially for children who have difficulties in expressing themselves. What the child needs is compassion not chastisement. Once the situation has calmed down we will talk to the child about the situation, and how they could find a solution to the problem in the future.

Whilst we recognise that the use of star charts can have positive effects on an individual child's behaviour we are also aware that there can be draw backs



when using them for a group. Therefore, we will offer rewards in the form of praise, additional responsibilities, being allowed to choose specific activities or stories and songs etc.

### **The adult's role**

We aim to be positive role models to the children in the way that we communicate both verbally and non-verbally. We will use a tone of voice and body language that is calm and respectful to each other and to the children. We recognise that when staff raise their voices, not only can it frighten children but the volume in the room also rises, which does not contribute to a calm environment.

Through our knowledge of child development, we understand that children are learning to deal with a range of emotions and we strive to support the children to gain independence and confidence.

We offer a variety of activities to keep the children purposefully occupied. This is best done by feeding into the children's interests and by giving them responsibilities for aspects of the daily routine (e.g. laying the table, giving out the drinks). We will support the children and extend their activities by interacting and engaging with them as they play.

Where possible we will try to and distract a child / children and involve them in an alternative activity, in order to diffuse an incident before it occurs. If an incident has already occurred then it be necessary to withdraw the child from the situation, not as a punishment but to allow them time to work through their emotions and calm down. Once calm we will talk to the child about the situation and give them an opportunity to put right any wrong doings.

We will deal with incidents as and when they occur. Once dealt with the matter will be forgotten the child should not be repeatedly reminded of what he / she

has done.



Sometimes it is necessary to remove a child, or other children from an activity or the environment to avoid them causing injury to themselves or others. If a child is removed from a situation, he/she must never be left alone, and never for be withdrawn longer than a few minutes.

We will avoid using language that could damage a child's self-esteem and create a label for the child. For example words such as naughty or stupid should not be used. Children should never be told to 'shut up' or told they are not liked because of their behaviour. We will not discuss any aspect of the child's behaviour in front of the child, its peers, or other parents.

We acknowledge that there may be times when a child's behaviour is so challenging that staff may need additional team support or need to take a few moments out from the situation. As a team we will support each other in handling difficult situations.

### **Named person who has responsibility for behaviour management.**

**Joy Abbe** is the person for the implementing and monitoring of this policy, as well as sharing information with staff and parents.

### **Physical Punishments and interventions**

Staff will not discipline children by smacking, shouting, withholding food, bribing, threatening, humiliating, or intimidating them, using a 'naughty' chair or taking them to the office, nor will we accept parents disciplining their children in this way.

Staff giving comfort by holding a child when they are distressed, or upset is not a physical restraint.



## Recording incidents

We have a form for recording details of incidents, which cause concern, and once completed should be placed in the child's file.

Record of incidents  
(Please refer to behaviour management policy)

Childs Name:

Date and Time of incident:

What triggered the incident?

The nature of the incident:

Who else was involved?

Names of witnesses:

How was the situation dealt with?

Was any form of restraint used?

Any further information:

How and when were the parents informed?

Form completed by:

Date:

Signed by Manger:

Date:

Parent signature (if informed):

Date: