

DOWNNS PARK DAY NURSERY

BEHAVIOUR POLICY

(The named person for Behaviour Management is Natalie Wallace)

STATEMENT.

Children benefit most when adults adopt a consistent, positive approach to behaviour management and establish clear boundaries. The management of a wide range of child behaviours, including bullying, is dependent on each child's level of understanding. The ethos of Downs Park Day Nursery is to emphasise positive actions and praise good behaviour. Our guidelines are based around Lee Canter's philosophy of an assertive yet positive behaviour policy where a positive consequence will regularly follow good or appropriate behaviour.

AIM.

- To ensure consistency.
- To inform children and adults of expected behaviour
- To ensure the safety of the whole nursery community.

GUIDELINES.

- Encourage courteous behaviour.
- All adults should politely talk with children.
- Be mutually respectful
- Praise appropriate behaviour.
- Children should be reminded to say 'please' and 'thank you'.
- Children should be reminded to remain aware of health and safety when moving around nursery to avoid accidents.
- Adults should use quiet, clear voices.
- Children should learn to be respectful of their environment by taking care of the toys and equipment and learning to put rubbish in a bin.
- Each room to adopt age appropriate behaviour guidelines
- To respect each others feelings and begin to realise the consequences of their actions.
- Incentives eg hand stamps, stickers [to celebrate with parents] and special helper to be used to praise positive behaviour
- Positive consequences for good behaviour are powerful encouragers eg lining up first.
- Behaviour should be managed using distraction, discussion, praise and reward.
- Confrontation should be avoided as this is less effective
- Be clear that good behaviour will be valued

UNDESIRABLE BEHAVIOURS INCLUDING BULLYING.

- **Undesirable behaviour [bullying]**, is the behavioural response of a child when they feel threatened, either mentally or physically and they react in an aggressively physical or verbal way towards another child. This reaction may be unprovoked and staff must remain vigilant to observe all children carefully.
- Regular observations will determine any behaviour pattern.
- Address undesirable behaviours using nursery guidelines as detailed below.
- If these types of behaviours escalate, practitioners to increase awareness of the team and discuss strategies at weekly team meeting.

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- Bullying by one child to another is to be taken seriously at any age and practitioners must identify and address these issues as they arise.
- Parents should be involved should this behaviour persist to ensure consistency of approach
- Assess any problems the children/parents may be experiencing at home.
- Draw up an action plan for strategies to help the undesirable behaviour for both the child in question and other children that may be affected by their actions.
- Should the situation persist, management may suggest the involvement of our local designated SENCO [Special Educational Needs Coordinator].
- The SENCO will carry out observations and advise of any action.
- Together with parents the SENCO may seek advice of a dedicated support team for advice and an I.E.P. [Individual Education Plan], encouraging small attainable steps to improvement.

Lee Canter talks of 'A.C.E.S' in respect of encouraging appropriate behaviour:

A - Assertive Statement. [Rules]

C – Consistent. [Every time]

E – Effective. [It is rewarding for the child]

S - Support appropriate behaviour. [Praise every few minutes, to avoid the child resulting to negative attention for unacceptable behaviour.]

When a child displays undesirable behaviour we deploy an effective technique:

- Offer a warning that the child is displaying undesirable behaviour and explain that, the child has to make choices.
- These choices rest on the consequences that will occur should it continue placing responsibility with the child.
- This offers the child the opportunity to learn the natural consequence of his/her inappropriate action and therefore, that he/she is responsible for his/her behaviour.

Downs Park has adopted the support of Thomas Phelan's principles in his book titled; '1,2, 3 Magic'

This develops the concept of 'stop' and 'start' behaviours and works on the principle of 'counting out'.

The child learns that the counting out procedure will result in a consequence should the displayed undesirable behaviour continue. Practitioners would say:

- 'That's 1' – Followed by an explanation of why a particular behaviour is unacceptable. Should this continue it would be followed quickly by:
- 'That's 2' – A warning that there will be a consequence to an inappropriate action. If it continues:
- 'That's 3' – 'Time Out', resulting with the child being removed from the situation to another part of the room away from others.
- The general rule is removal from the group for one minute per year of their age i.e. a three year old will sit away for three minutes after which they are told that time is up and there are able to join the activity when they are ready. It is sometimes counter productive to have a

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'post mortem' at this time as it can escalate the situation again and result in a negative spiral.

- Address the issue at a quiet, private moment once the child has had the time to think about his/her actions.
 - It is often productive to address such situation at group or circle times to allow the children to reflect on different behaviours.
 - 'Time out', only commences once a child is calm. Then we may offer a 3 min timer to help with the concept of the passing of time.
 - Numbers, '1' and '2' may be used and the child then stops the inappropriate behaviour, taking responsibility for their actions and therefore '3', is not required.
 - After a period of ten minutes, assuming that no further lapses occur, the practitioner would again start with '1' so that the consequences are relevant and immediate or children forget.
 - 'Counting out' should be controlled, only be used when really necessary and calmly spoken, to be effective or, children could display inappropriate behaviour and then take themselves to time out!!
 - The same principles can be used with 2-3 year olds but only when other methods of distraction are proving ineffective.
 - In this case practitioners have first offered a clear choice of consequences before moving the child for one minute.
 - Practitioners do not argue with the child or press the point but instead are quick to notice and praise any examples of good behaviour.
 - Should the child display particularly unacceptable behaviour towards their peers or any adult, the carer may give a '3', for immediate time out.
 - This is effective for those children who wish to seek attention, even if it is negative attention, as it allows the carer to disengage and deal with the inappropriate behaviour whilst making every effort to offer praise and give attention for any good and appropriate Behaviour
- Rewards for Positive Behaviour.
- Hand stamps/stickers/charts offer immediate rewards for appropriate behaviour.
 - As level of understanding increases less materialistic rewards should be replaced by more special privileges and child helper activities. This encourages intrinsic motivation.

Conclusion.

- Remain calm at all times
- Praise all appropriate behaviour at every opportunity
- Gain eye contact for maximum effect.
- Listen to children and explain there will be consequences for inappropriate behaviour and that good behaviour will be rewarded
- Be clear and consistent using appropriate language according to the child's level of understanding.
- There is NO physical or the threat of such punishment used at Downs Park.
- Adults do not use any restraint eg holding, unless it is necessary to prevent personal injury to the child, other children, an adult, or, serious damage to property.
- Any such incident should be recorded and the parent informed of the incident.

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Nursery Strategy /Procedure for Bullying Incident.

- Take problem seriously
- Investigate the incident.
- Talk independently with children involved, if appropriate
- Talk with any witnesses, if appropriate.
- Decide on appropriate action. This could include:
 1. An apology.
 2. Impose a sanction
 3. If necessary, inform parents
 4. Bully to make victim feel better
 5. Discuss issues through circle times of how children can use self-help strategies to keep themselves safe; 'stop it', ' I don't like it when...." You make me feel...' [name].
 6. Help bully realise the impact of their behaviour on others and offer help to change behaviour.
 7. Strategies include: to walk away from the situation, stand by an adult, try not to fight back, try not to display anger or upset, child or friend to tell an adult etc.
 8. Staff team to offer support to victim to boost confidence
 9. Encourage the perpetrator when any positive behaviour patterns are observed.

In more serious cases hold follow up meeting for victims family to report progress, keep a written record of the incident, interviews and action taken, ensure relevant staff are informed of action.