

Behaviour Management Policy

Children flourish in an environment in which they know what is expected of them and are aware of the boundaries in regards to behaviour. Fun Foundations Day Nursery believes in 'positive discipline', which involves setting rules and limits for behaviour and then following up with reasonable consequences when children behave in unacceptable ways.

Establishing Rules and Reasonable Consequences

Rules affecting both children and adults will be explained and discussed with all newcomers to the Nursery. These rules will be tailored to fit each age group and be developmentally appropriate. All rules will be enforced and followed by both children and adults in the Nursery.

Reasonable Consequences

Any consequences will be tailored to fit the individual child's level of understanding and maturity. Physical punishments or the threat of them, such as smacking or shaking, will never be used. Physical intervention, such as holding, will only be used if necessary. All members of staff are aware of the regulations regarding the use of force by care providers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff intervene physically only to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

If such behaviour results in an injury or damaged property the incident will be recorded in the Incident Book and also reported to the parents/carers.

Use a stern voice but do not shout or yell at the children.

Children will never be sent out of the room by themselves.

Where appropriate, 'time-out' might be used to encourage an improved behaviour pattern. Fun Foundations' policy is that time-out is only to be used in an instance when one child has been unkind to another. However, if there is a child that is experiencing particularly disruptive behaviour we will consult with the parent/ carer about whether or not to use time out as a consequence. In any case of misbehaviour, it will always be made clear that it is the behaviour that is unacceptable, not the child.

Ongoing behaviour problems will be discussed with parents/carers. Structured observations will be recorded by a member of staff and discussed in a staff: parent/carers consultation. An Individual Behaviour Plan (IBP) may be devised with the designated member of staff responsible for behaviour management. Outside agencies may be consulted. If the problem persists the Nursery reserves the right to a temporary suspension or termination of the child's attendance.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Bullying

Staff recognise that on occasion children may be the victim or perpetrator of bullying. Staff should ensure that comfort is provided to the victim of bullying. The child's parents should be informed and offered support, ensuring anonymity of children involved. Staff should sensitively manage a child who is bullying and acknowledge the child's stage of development/ understanding whilst ensuring the inappropriateness of the behaviour/actions are made clear. Staff should inform parents, maintaining confidentiality and offering support.

Staff training

The designated person for behaviour management should update their training regularly and inform the nursery team of any developments.

The role of parents

The nursery works collaboratively with parents, so children receive consistent messages about how to behave at home and at nursery.

We expect parents to support their child's learning, and to co-operate with the nursery. We try to build a supportive dialogue between the home and the nursery, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Behaviour Management Strategies

Time Out

Step 1: Deliver a warning in a firm voice explaining to the child that if the unacceptable behaviour continues, they will be put into 'Time Out'.

Step 2: Take the child to the Time Out spot.

Step 3: Explain to the child why they are on the Time Out spot.

Step 4: Set the timer (one year for every year of the child's life).

Step 5: If the child removes themselves for the spot, return them without any communication.

Step 6: Request that the child apologises for the behaviour and reward with hugs and kisses. The apology may be in the form of a cuddle...do not move away from the original issue.

Rewards in the form of stickers

- Using rewards adds to a child's excitement and helps build towards a sense of achievement
- Make it clear what you are offering a reward for, give the child a target to work towards.
- Join in with the celebration by using lots of praise and changing your tone of voice to celebrate the occasion
- Add mystery to the request..."I wonder who is going to get a sticker for..."
- Remember those children that consistently exemplify positive behaviour.

Positive reinforcers

- Choice of activities
- Compliments and recognition
- Public praise and positive notes to parents
- Pats on the back, smiles, hand-shakes and high-fives
- Being the adults helper or choice of leader in group activities
- Placing work in a place of honour for display

Clear and consistent boundaries

- Make all of the children aware and involve them in the nursery rules
- Show sincerity in creating the rules and discuss the consequences of violating the rules
- Be consistent and fair
- Ignoring the children violating the rules says to them that they are not meaningful. It will give cause for them to consider the authenticity of all of the nursery rules and expectation.
- Be clear concerning what is acceptable behaviour
- Make the rules meaningful and sustainable.

Date of Review	Changes Made	Signatures	Date of Next Review
15/01/15	Highlighted in red	A. Ferguson	January 2016
18/04/2016	None	A. Ferguson	April 2017
05/04/2017	None	A. Ferguson	April 2018