

Poppies Managing Children's Behaviour policy.

Lead practitioner: Debbie Inch - trained using Norfolk 'Step On' training (November 2010- updated Nov 2012 / 2016)

We believe that if the children feel safe, secure and are being valued they develop the social skills and confidence to grow and become part of society. We are duty bound to report to appropriate authorities if we feel a child is at significant risk of harm.

We recognise that if children do feel stimulated and valued they are more likely to behave in positive, social ways. Clear goals and boundaries, applied consistently by all adults, help to provide the security they need. (Goals: something to aim for and achieve. Boundaries: setting expectations for the children to feel safe and secure and to know clearly what is acceptable and unacceptable behaviour).

We aim to do this by:

- Providing a caring safe environment where a child is accepted for him or herself. Bullying or intimidation by other children will not be tolerated.
- Praising and rewarding positive behaviour and effort whilst bearing in mind the points in Rachel Underwood's article "Praise- what does it teach?".
- Encouraging self-discipline and respect for others - children need to grow into people who behave in a considerate manner without someone telling them what to do.
- Supporting independence by helping them learn to negotiate with others, be able to state their own position and listen to others rather than relying on adults to solve everything for them.
- NOT using the word naughty. It is important to be clear with children what it is about their behaviour that you do not want to continue, also it is important that you disapprove of their behaviour and not of them as a person.
- Setting tasks and activities that are realistic, age appropriate and achievable, if not we are setting them up to fail.
- Respecting and listening to the child and show that you are listening by your body language and response. Do not speak down to the child or shout. Avoid negative statements.
- Teach children how to tell others what they are feeling/thinking - how to express their emotions.
- Demonstrate that we value kindness towards others by putting their name on a card and placing in special 'kindness' jar when children show special empathy towards another child.
- Looking for something positive in each child every session and share this with the child/ other children/ adults.

- Managing aggressive/ out of control behaviour calmly, talking quietly and repeating a simple statement e.g. "when you keep your legs still I will let you down". Use language and body posture that will deescalate the situation and focus on behaviour you want rather than what you don't want.
- If children are refusing to cooperate with request, 'guiding' or 'escorting' techniques maybe used as taught in Norfolk's 'Step On' programme.
- NO physical punishment or punishment which causes pain or humiliation to a child will be used.
- Time-out may be needed if distraction or a change of activity has not calmed the child or if they have been intimidating or physically abusive to another child. Age and developmental level must be taken into account. Also, it is important to move on and focus on the next positive activity.
- If physical intervention is unavoidable staff must ensure that a minimum amount of force for a minimum amount of time is used. This may be to prevent injury to the child, injury to others or serious damage to property.
- Parents must be informed on their return or immediately if appropriate. The incident should be recorded in the incident book located in the filing cabinet or in the individual's behaviour plan and the parent/ carer should be invited to sign to acknowledge that they have been made aware.
- After an incident occurs there should be an opportunity to talk to the child, listening to the facts and their feeling in a manner appropriate to their age and understanding. An individual Child Risk Behaviour Management plan' (see operational plan) should be put in place to support the individual if this difficult behaviour occurs on a number of occasions. This should be put in place in consultation with the Behaviour lead practitioner and parents/carers and regularly reviewed.
- Consideration should be given regarding the circumstances in which the behaviour occurs - with same peers? - same time of day? Child may be hungry?
- Being aware of any changes in the child's life and encourage parents share information that make affect the child.
- Being aware not to positively reward negative behaviour.
- Promoting parents as being the most knowledgeable regarding their child and seeking agreement with the parents on the management of their child's behaviour.
- If parents are not able to agree with nursery policies and work in partnership with staff in dealing with children's behaviour it may be necessary to withdraw the child's place.

Staff attend regular training courses and in-house workshops to ensure they keep up to date with best practice in behaviour management.

_____ and _____ joint nursery managers

Revised: Nov. 2016 Next review due: Nov. 2017

