



Tenterfield Nursery and Children's Centre

Behaviour Management Policy

Approved: January 2013

Review: January 2016

Signed by Head:.....

Signed by Chair of Governors:.....

Behaviour Management Policy

Statement of intent

At Tenterfield Nursery and Children's Centre we believe that children flourish when their personal, social and emotional needs are met and where there are clear, consistent and developmentally appropriate expectations for their behaviour.

Aims

- The development of children's personal, social and emotional development is a fundamental aspect of our curriculum and runs through and supports learning in all other areas (of the EYFS).
- We aim to teach children to behave in socially acceptable ways and to understand the rights and needs of others.
- We will work in partnership with parents/carers in supporting children's personal, social and emotional development.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

Methods/Expectations

- Our named person for dealing with behaviour management issues is Holly Brankin, Deputy Head, and in her absence Hannah Isher, Headteacher.
- We expect the Headteacher and Deputy Head to:
 - keep him/herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;
 - and to check all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.
- We familiarise new staff, students and volunteers with the setting's behaviour policy and its guidelines for behaviour management.
- We expect all members of our centre-children, parents, staff, students and volunteers to keep to these guidelines, requiring these to be applied consistently.
- We expect all staff, students and volunteers to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.

- We recognise that codes for interacting with other people vary between cultures and require staff, students and volunteers to be aware of, and respect, those used by members of the setting.

Strategies for supporting children

- We expect everybody to listen to children.
- We expect everybody to speak to children with a positive tone.
- We support each child in developing a sense of belonging in our group and centre, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We praise and acknowledge desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesired behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
 - These strategies should **use language that focuses on the desired behaviour rather than the negative** e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
 - Solutions may also include, **acknowledgement of feeling**; "I can see that you are feeling cross and angry because you would like a turn with the car", **explanation as to what was not acceptable**, "I can see that you would like a turn but pushing is not kind and it hurts", and **supporting children to gain control of their feelings** so that they can **learn a more appropriate response**, "When you have calmed down (stopped crying) you can go and use your words to ask for a turn, saying 'can I have a turn please?'" or "When you have stopped crying, let's see if we can find another car so that you can be friends and play together."
- We use makaton, symbols or drawings to support our communication and explanations to children when talking to them about their behaviour.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- Children may be given a very short period (no more than 5 mins) of 'time out' or may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. This may be on a chair away from the activity or group or in more disruptive or challenging situations it may be necessary for them to have their 'time out' in the Headteacher's office. A sand timer will be used to show the child when the 'time out' has finished.
- We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

- Aggressive incidents will be logged in the incident book and both sets of parents will be informed of the circumstances of what has occurred.
- We will discuss with both sets of parents any incidents that occur on the same day and work together with them to address any issues to try and prevent incidents such as this reoccurring.
- Incidents of racial abuse or bullying will be logged in the office and reported to the LA on the annual return.
- We work in partnership with children's parents to address reoccurring unacceptable or undesirable behaviour. Parents are regularly informed about their children's behaviour by their keyperson. We use observations to help us understand the cause and to look for patterns in children's behaviour and decide jointly how to respond appropriately. This may include involving professionals from other agencies and writing Individual Education or Support Plans (IEP/ISP).
- Should pupils or parents/carers be unhappy with any aspect of Tenterfield Nursery and Children Centre's behaviour management procedure they should discuss the problem with their keyworker in the first instance. Anyone who feels unable to talk to their keyworker or is not satisfied with their comments should ask to speak to Holly Brankin, Deputy Head, and in her absence Hannah Isher, Headteacher. In the event of a formal complaint parents/carers should follow the procedure in Tenterfield Nursery and Children's Centre complaints policy.
- We use physical restraint, such as holding, only to prevent physical injury to children and adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head are recorded in the incident book. The child's parents are informed on the same day.
- Regular monitoring of the incident/accident books enables us to address repeated actions before they develop into regular patterns of behaviour and/or bullying.
- Please refer to Harassment and bullying policy for specific guidance when dealing with these incidents.