



## **Mara Nursery Behaviour Management**

### **We have a Behaviour Management Policy because:**

- It tells others what we believe in and how we will achieve it. It sets out agreed strategies which will ensure consistency. Writing it down means it can be referred to by everyone involved in the centre. It forms an agreement between the nursery and parents.
- When children are clear about boundaries they will become more confident and be able to make choices about how they behave. It will help children to deal with conflict in an assertive way that will not hurt or disturb others. It will create an environment where children feel safe, valued and able to achieve.
- The policy reminds us that behaviour management is not just about dealing with inappropriate behaviour it is also about recognising and praising appropriate behaviour.

**Reinforcing desirable behaviour - if a child is displaying unwanted behaviours use the following techniques whenever they are displaying wanted behaviours**

- Our main form of reward is praise, it should be graded appropriately to the event and to the child. Over the top praise loses its value. Praise should be immediate and may be followed up later using the following strategies:
- Smile, use the child's name, ensure your body language conveys the message.
- Praise verbally, be specific, tell the child *exactly* what you are praising, eg, 'well done Jake, good sharing'. Use Makaton signs.
- Tell the other children, perhaps in a group time (according to age)
- Call on other practitioners to admire the behaviour
- Take the child out of their room for another adult to admire (according to age)
- Praising one child for doing the 'right thing' will be far more effective than nagging all the children who are not!

### **When you are aware a child may cause an incident**

- Be vigilant constantly and ready to intervene
- Use the above techniques as often as possible
- Ensure whenever possible staff are placed in different areas of room
- Alert co-workers if child is in their area
- Do NOT discuss the child when they are within ear shot, either with co-workers or parents. If you need to speak to the parent do so before you take the child out.



- When you take the child out after speaking to the parent, tell the parent what has happened in simple language in order for them to show support. (You are really talking to the child when you do this, warn the parent you are going to do this).
- Constantly practice the desired behaviour with the child e.g. sharing - use the above strategies whenever they manage it.
- Whenever a child shares an object (probably with your intervention) ensure they get it back very quickly (the length of time they wait depends on age - the older the child the longer the wait). With a young child one minute is long enough to wait for a turn. Continue to facilitate turn-taking every minute back and forth to support them to understand they will get what they want. When you use this technique you **MUST** ensure they get their turn quickly and repeatedly.

### **When an incident occurs**

- Comfort child who has been injured or upset - a little bit over the top - make a fuss
- With a stern face say to other child very clearly “No biting/pushing/snatching” etc or “that was biting (etc) - no biting!”
- Return to fussing over injured or upset child
- Ensure child sees the impact of their action, “Come and look at John’s hand, oh no, it’s sore!”
- Ensure child employs ‘gentle hands or feet’, if necessary use over-hand technique to stroke injured/upset child. (unless injured/upset child does not wish to have this)

### **Acceptable and Unacceptable Behaviour - drawing the line**

Some examples are:

Acceptable	Unacceptable
Valuing other children	deliberately targeting children
Being gentle and caring	
Using equipment appropriately	interfering with others activity
Turn taking, sharing	swearing
Helping each other	spitting at someone
Taking responsibility	biting
Negotiating	throwing furniture and toys
Listening to each other	voicing unkind thoughts - you smell etc



### Rewards for trying as well as achieving:

- Our main form of reward is praise, it should be graded appropriately to the event and to the child. Over the top praise loses its importance. Praise should be immediate and may be followed up later using the following strategies
- Smile, use the child's name, ensure your body language conveys the message.
- Praise verbally, be specific, tell the child *exactly* what you are praising, eg, 'well done Jake, good sharing'. Use Makaton signs.
- Tell the other children, perhaps in a group time
- Call on other practitioners to admire
- Take the child out of their room for another adult to admire
- Praising one child for doing the 'right thing' will be far more effective than nagging all the children who are not!
- We do not offer stickers or other similar rewards as it is difficult to be consistent and fair when handing them out, this can reverse the desired effect on children who may begin to see the system as unfair.
- With some children it is vital to catch them doing the right thing - you may need to be quick.

### Staff behaviours -

All staff listen and speak to others in a calm and clear way. Confidentiality is always respected unless there is a child protection issue. Staff do not discuss the children or their family's issues in front of other children. Staff support each other in managing children's behaviour and ask for help when necessary. Staff will raise any concerns with parents as and when they occur. If necessary the Head of Centre or Deputy may become involved. At times it may be necessary to monitor behaviour to identify patterns and plan support through setting small targets for the children to work towards and achieve. A Behaviour Plan will then be devised at a meeting with the parents, key person, SENCo and Head of Centre. We are able to access support from various agencies e.g. Speech Therapy, Educational Psychology and the Early Years Quality and Inclusion Team.

### Techniques for managing challenging behaviour

Children need to understand that inappropriate behaviour has consequences.

- Use the child's name to get their attention, get down to their level and if appropriate encourage eye contact. Ensure your tone of voice, facial expression and body language fit the scenario.
- Focus on the behaviour not the child. Be very clear about what you dislike and offer solutions, e.g. 'don't push, say can I play or I don't like it'. Use language appropriate to the age and needs of the child.
- Offer the child choices and alternatives, e.g. 'Janesh you may choose to play with Jon without throwing bricks or you can choose to play somewhere else' follow with either, 'Well done for choosing to play with Jon and share the bricks without throwing', or 'by throwing bricks at Jon you have chosen to leave this area and play somewhere else.'



- Explain the consequences e.g. 'if you continue to throw the chair you will sit by me for 1 minute'.
- Remove the child from the situation e.g. a 'walking time out' technique, child is told 'you're finding it really hard playing here, come and walk with me for a minute'.
- Ignore the behaviour as long as no child or adult will be put in danger
- Always follow through, children who are promised a turn 'in a minute' will lose trust in the system if their turn never materialises
- Use group times to explicitly reinforce rules and routines
- Acknowledge children's feelings "I understand that you are angry because somebody has broken your model" and offer ways to deal with it, "Shall I help you to collect all the pieces and we'll mend it together.
- Allow children the time and space to resolve conflict between themselves. Empower other children to say 'no', 'I don't like it.' Of course if either child were in danger of being hurt staff would intervene immediately.
- Children to take responsibility for their actions e.g. picking up crayons they have thrown to the floor or mopping up water they have spilt. An adult would help them in the task to make it manageable for them.
- Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult or to prevent serious damage to property.
- We will not use corporal punishment