



Treetops Nursery

Behaviour management policy

We have a specified behaviour management co-ordinator who has undergone the relevant training and is responsible for overseeing behaviour management. This is currently Andrew Didwell and Denise Banossin.

We believe that children flourish when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, how to consider the views and feelings of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.

In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Promoting positive behaviour is very important and we do this by:

- Making sure our rules are understood by our children, and that they are realistic and fair
- Giving praise for good behaviour, making sure it is sincere and specific
- Rewarding good behaviour
- Giving the children individual attention so they feel valued
- Setting a good example; being good role models
- Listening to the thoughts and opinions of our children

All children need consistent messages, clear boundaries and guidance. At the setting we have a set of very basic rules and we ensure we are consistent and fair when it comes to enforcing them. Our main rules are as follows:

- Kind hands (e.g. no hitting, smacking, poking or nipping etc.)
- Kind feet (e.g. no kicking)
- Kind mouths (e.g. no biting or saying upsetting things to our friends etc.)
- Inside voices are quiet
- Inside feet are walking

Most children will require behaviour intervention at some point, so we have developed a stepped approach to help deal with this.

Step 1

We ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches. They receive behaviour management training from our

manager and behaviour management coordinator and the manager and coordinator are always available to offer guidance and support.

Staff address initial unwanted behaviours by using one of the below 5 strategies, always making sure the strategy used is suitable for the age/stage of the child and the individual circumstances.

1. **Distraction.** Remove the child from the situation and give them an alternative activity.
2. **Ignore.** Depending on the situation we may ignore the bad behaviour if we feel it is to get 'a reaction'.
3. **Discuss with child.** If the child is able to understand we will discuss their behaviour and try to get them to appreciate the consequences of their actions on others.
4. **Reflection time.** As a last resort the child may be asked to go to the 'wellbeing area' to undertake a different activity for a time with adult supervision. We ensure it is done in a discreet way so as not to single the child out.
5. **Positive reinforcement.** Staff will ensure to praise and positively reinforce good behaviour to help children develop their own understanding of what behaviour is expected.

Children will never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group. WE DO NOT EVER USE, OR THREATEN TO USE CORPORAL PUNISHMENT. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

Step 2

Behaviours that are reoccurring or result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and SENCO and/or manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents/carers to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.

If a trigger is identified then the SENCO and key person will meet with the parents/carers to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/carer and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 3

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

It may be that the Family Support Process (FSP) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. It may also be agreed that the child should be referred for an Education, Health and Care assessment.

Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Inappropriate behaviour from parents and carers whilst on our premises will not be tolerated. If any member of staff feels a parent or carer has behaved in an inappropriate way, for example being rude, aggressive or threatening etc. we will take action which may include adults being banned from the premises.

Author: Andrew Didwell

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