



<b>Name:</b>	<b>Date written:</b>
<b>Behaviour Management Policy</b>	<b>24/2/22</b>
<b>Written by:</b>	<b>Date of Review:</b>
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### **Policy Statement**

This policy is in place to ensure that staff and parents understand our behaviour management strategies, ensuring a continuity of care and clear approaches and goals.

### **Aims and Purpose**

Young Friends Nursery believes that children flourish best in an environment where everybody knows what is expected of them, where children are free to develop their learning through play without fear of being hurt or restricted by anyone else.

We ensure we have behaviour expectations to prevent harm to children and on all occasions praise and promote positive behaviour.

We aim to provide such an environment where children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement, where children learn to respect themselves, others and the environment.

Young Friends employees are very careful to make it clear to the child that it is their behaviour, and not them as a person, that is unacceptable.

### **Applicability**

Children  
Staff  
Families

### **Definition of Terms**

**Behaviour**

Behaviour refers to how a child conducts themselves. A child's behaviour is an outward expression of the emotion they are feeling at the time and their behaviour, therefore, has meaning. Challenging behaviour is a term used to describe behaviour that interferes with a child's daily life.

#### **The ABC Approach to Behaviour Support**

**The ABC model is an effective way to understand challenging behaviour and develop suitable responses within a positive behaviour support plan.**

It looks at the:

- o Antecedents – what happened before the behaviour?
- o Behaviour – what is the actual behaviour?
- o Consequences – what happens afterward?

This is an effective technique to remove the emotion from challenging behaviours, analyse the behaviour and create effective responses.

## Overview

**Staff Team**

**Strategies**

**Support Plans**

## Procedures

**Staff Team**

**It is the responsibility of the Manager or the Pod Leads:**

- **To check that all staff has the relevant training on children's behaviour and keeping an up-to-date record of all such training.** This is done in two ways. Firstly, by explaining current behaviour management techniques to all staff when changes are made, and also more formally during their induction process, appraisals and staff meetings. The Manager will also send staff on behaviour management training courses run by Brighton and Hove city council.
- **To keep the nursery up to date with legislation and to access relevant professional support.** This will be done through liaising with outside agencies such as council development worker, BHISS and through regular training days and newsletters.
- **To maintain effective communication with parents and staff and develop behaviour support plans, when needed.** This will enable the management team to support both staff and parents with all behaviour management issues.

**Our expectations for staff are:**

- ◁ To be a positive role model for the children regarding friendliness, care, good manners, and courtesy.
- ◁ To not use restraint on a child unless the action was taken for reasons which include averting an immediate danger, personal injury, or death.
- ◁ To always use minimum force for the shortest period necessary.
- ◁ To record and report on the incident form on Family as soon as possible after the event of any incident where physical intervention was used.
- ◁ To inform parents of any behaviour management techniques used with regards to their child at nursery.
- ◁ To take positive steps to avoid situations in which children receive adult attention only for unacceptable behaviour.
- ◁ To be consistent with expectations and boundaries and to follow home and nursery joint behaviour management techniques.
- ◁ To not raise their voices to the children in a threatening way for their behaviour, unless needed to prevent an injury to a child. Staff never threaten children with physical punishment or use techniques to single out a child and humiliate a child i.e., send them outside the room or to a set area "naughty step"
- ◁ To deal with behaviour that challenges appropriately due to children's stage of development i.e., distraction, discussion or withdrawing the child from the situation.
- ◁ To always work in partnership with the parents to address persistent unacceptable behaviour, using observation records, identify the cause and jointly deciding upon appropriate action.

- ◁ To use the ABC Approach when filling out a behaviour observation or incident form.

## Strategies

- To empower children by encouraging them to do things by themselves knowing that an adult is close by to support when needed and that it is fine to make mistakes and ask for help.
- To get down on the child's level when dealing with unacceptable behaviour, to talk calmly and clearly using visual aids if appropriate i.e. makaton, expectations, calm down techniques.
- To help the children see what was wrong and work towards a more acceptable pattern through a range of techniques.
- To praise and endorse positive behaviour to all children for sharing, turn taking, kindness, waiting and holding hands, for example.
- We encourage the children to take turns and share through the visual aids and sand timers. We explain that the other child might be learning with that object, and they might not be ready to finish playing with the object yet. This is when our staff use distraction techniques until the other child has finished.
- To invite children to say sorry for their actions and or show they are sorry e.g., cuddle, handshake, stroke shoulder
- To give calm down time only when needed and in an appropriate way by sitting the child down with a sand timer and an activity from the emotions station. It is for the child to calm down not to be used as a punishment.
- We encourage children to seek help from adults or other children when needed. Also, to help other children by showing them what or how to do things.
- We are aware of the children's different ages and stages in our group. We encourage the older children to tell the other children when they don't like something (i.e. "I don't want that on my hands" if playing in sand and child pours sand on their hands). Our expectations of children at this stage are higher and we don't expect them to be biting, pushing or hitting.
- As the younger children are unlikely to be able to voice their opinions fully, we are aware this is a very frustrating time for them. We will tell them when they display unacceptable behaviour but will mainly try to distract them from this and suggest alternatives.
- We expect children (especially the older ones) not to physically hurt each other through hitting, biting, or pushing. We explain to children why name calling or excluding children can be hurtful and do numerous activities about feelings.
- In cases of racial or other abuse and bullying, we make it clear that the behaviour and attitude is unacceptable through explanation rather than personal blame. (This is in more detail in our Equal Opportunities Policy).
- Bullying behaviour is the persistent physical or verbal abuse of another child or children. It is taken very seriously. Should bullying occur:
  - ✎ We intervene to stop the child harming the other child/ children.
  - ✎ We explain why the behaviour is inappropriate.
  - ✎ We give assurance to the child/ children being bullied.
  - ✎ We encourage the bullying child to apologise for their actions.
  - ✎ We praise a child who has bullied when they display positive behaviour towards another child or children i.e. kindness or caring.
  - ✎ We do not label anyone as a bully.

- ☞ We discuss what has happened and the appropriate action to take with the parents of both the bullying child and the bullied child.
- ☞ We provide activities to help children understand why bullying is hurtful i.e. role play, puppets, books and activities about feelings.

## Behaviour Support Plans

- ☞ Key persons are trained to recognise when a child needs a bit more support with the behaviours they are exhibiting.
- ☞ They will bring their concerns to the SENDCO and will spend some time doing some ABC observations.
- ☞ A meeting with the parent/carers will be called and the observations will be discussed. Strategies will be decided, and a support plan will be drawn up, ensuring there is a consistency of care between home and nursery.
- ☞ The support plan will be shared with the rest of the team
- ☞ The support plan will be reviewed on a weekly basis and communicated to the parent/carers.
- ☞ If the SENDCO believes the behaviours are impacting on or because of the child's developmental trajectory, outside support maybe needed (usually either BHISS or Speech and Language Therapy).

## External Links and Organisations

BHISS - [Brighton & Hove Inclusion Support Service \(BHISS\) \(brighton-hove.gov.uk\)](http://brighton-hove.gov.uk)

Speech and Language Therapy - [Speech and language therapy \(SALT\) - Brighton and Sussex University Hospitals NHS Trust \(bsuh.nhs.uk\)](http://bsuh.nhs.uk)

## Relevant Policies and Documents

Equal Opportunities and Diversity Policy

## Authorisation

Signature:



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