



## Behaviour Management Policy

St Aidan's Behaviour and Sanctions Policy is in place to ensure parents are aware of the strategies that may be employed within the nursery to manage a wide range of children's behaviour and whose purpose is to promote their wellbeing and development and to ensure all practitioners are using a consistent approach.

Children have a natural curiosity to explore their surroundings and their emotions. Restrictions on this development are kept to a minimum to allow for individual expression within expected boundaries. Sanctions applied in the case of unacceptable behaviour will take into account the age and developmental stage of the individual child.

It is important that team members and parents work together to establish common strategies for addressing unacceptable behaviour both at home and within the nursery.

Unacceptable behaviour may relate to physical and/ or verbal actions and also includes anti- social behaviour such as bullying.

- St Aidan's practitioners will always promote positive behaviour ensuring positive roles models are in place.
- Children will be encouraged to recognise that bullying, fighting, and hurting each other whether physically or verbally is not acceptable behaviour. They will be encouraged to respect others, demonstrate a caring attitude, and recognise the difference between right and wrong.
- Corporal punishment such as smacking, shaking, slapping or manhandling e.g. aggressive lifting, dragging or plonking a child down is strictly forbidden and such action by a colleague will result in immediate disciplinary action. Our Safeguarding Policy may also be applied. Physical intervention by an adult, e.g. restraining a child, may be required in emergency circumstances to prevent personal injury or serious damage to property.
- A louder than usual tone can be used with a child if the situation warrants this (e.g. if a practitioner urgently needs to stop a particular behaviour, like climbing, to keep them safe from injury and dangerous hazards) but a colleague should never shout at a child.
- Encouragement of self-discipline with consideration for others and their environment is actively promoted.
- A consistent approach to behaviour guidelines and the sanctions applied is followed by all colleagues.
- It is important to acknowledge that it is the behaviour that is unacceptable and **not** the child.
- Distraction methods will be used to manage potentially unacceptable behaviour.
- Verbal labelling of children with such terms as naughty or disruptive will not be used and behaviour will not be a topic of discussion within the room.
- Threats, even "light" threats such as "no trip" or "no comforter" etc. are not acceptable.



- Withholding food as a form of behaviour sanction will **not** be used in any circumstance.
- Developmentally appropriate, a child demonstrating unacceptable behaviour will be invited to apologise to the child/adult who has been hurt (usually older Toddlers and above).
- Children need their own time, space, and opportunity to release their feelings in a non-destructive manner.
- A child who behaves inappropriately, by physically or verbally bullying another child or adult, may be temporarily removed from the group. This is usually done by engaging the child in another activity.
- Ongoing incidents of unacceptable behaviour cannot be allowed to continue and a meeting between the colleague and parent will be held to discuss further action. In some cases, this may include the involvement and support of other professionals and external agencies. In extreme circumstances the decision to remove a child on a temporary or a permanent basis may be taken. A decision to remove a child is only reached following consultations with team members and parents on the individual circumstances and prior approval must be sought from the Chief Executive Officer.
- Ongoing incidents of unacceptable behavior will resort in risk assessments being carried out in addition to other agencies being notified such as health visitors ect...
- If a child is putting themselves or others at risk staff may in some cases need to intervene. If this is the case and staff have to use physical intervention an incident form will be filled in and the incident form will be shared with parents on collection.
- A distressed child is not a behavior management issue and therefore practitioners should console the child; for example, by distracting or engaging them within activities of their interest; providing them with comforters if they use them, or using methods that are known to sooth the child, either at home or nursery, that do not compromise any of St Aidan's policies. Please note that each child is different and therefore unique.

### **Behaviour Management Coordinator**

- St Aidan's has a Behaviour Management Coordinator, who is **Joanne Hodder**
- Team members observe the children and know their normal behaviour patterns; any significant change to previous patterns of behaviour and development will be brought to the prompt attention of the behaviour management coordinator and child's parents.

### **Understanding Behaviors**

All children have the potential to play, some may require extra support from the practitioner in order to benefit from playing. Children who are impulsive or get into many conflicts, children who are withdrawn or isolated, children with English as an additional language, children who have speech delays or children with sensory or physical impairments often need specialized and focused support.

Some children may need longer to make a choice, to solve a problem or to remember how to complete a task. The physical and social environment may affect the child's behavior for example during busy periods or transition periods.



### **How can we adapt the play for the individual child?**

- Change the physical or social environment, for example smaller group time, visual timetables.
- Reflect on the quality and quantity of multi-sensory experiences that are available to the children.
- Simplify an activity by breaking it into smaller parts and limiting the number of directions given at any one time.
- Use the child's interest, preferred activity and or key person to introduce new activities/concepts to learn.
- Provide extra support by joining in the child's play or modelling something several times.

### **Positive Reinforcements**

Achievement and positive behaviour should be rewarded with praise and positive attention. Inappropriate behaviour should be challenged without adopting a negative attitude towards the children who may be behaving inappropriately.

Consistency is the key to success, with children having an understanding of what is an acceptable way to behave. The key person must consistently reinforce good behaviour and discuss with the children what unacceptable behaviour is.

Staff are to consistently thank and praise children for sharing, acts of kindness, helping others, playing co-operatively and for achievements. If a child receives regular positive reinforcements, it is easier for them to accept and learn to respect themselves, other people and their surroundings.

### **Mirroring Behaviour Management Strategies from Home**

Please note, parents may request to us to "mirror" behaviour management strategies from home. These can sometimes conflict with our own policy, for example, we would never do a 'naughty step' at St Aidan's.

There is a balance to be struck between 'parents as partners' and meeting our own standards and where these conflict a meeting will be held to discuss this and an action plan put in place.