

Achieving Positive Behaviour

At Incey Winceys Day Nursery and Preschool we understand that every child is individual and we take a child-centred approach to managing their behaviour.

We also understand that the children in our care are learning social cues and boundaries, skills such as sharing and how to manage their own feelings, and that often using simple, well thought out plans can divert unwanted attention to focus on the child's strengths.

We have a designated Behaviour Management Co-Ordinator - **Christine Payne**.

The Co-Ordinators are required to:

- Keep themselves up to date with legislation, research 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 nursery.
- The manager will check that all staff have relevant in house or exterior training on promoting positive behaviour. A record will be kept of this training.

We recognise that codes for interacting with other people vary between cultures and this requires all staff to be aware of and respect those used by children and their families at our setting. We work closely with parents to find strategies that are consistent, appropriate and positive in their approach.

We familiarise new staff with the setting's behaviour policy and it's guidelines for behaviour.

We follow different procedures in each of the different rooms and adapt methods that are age and stage appropriate (as explained later in this policy) but the following procedures are followed throughout the nursery and preschool:

- Staff are aware that as role models they must act appropriately around the children at all times.
- Children are respected as individuals and never labelled due to their behaviour.

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- We NEVER use physical punishment, such as smacking or shaking. Children are not threatened with these. We hold hands to lead a child, never arms and never with force. If a child is in immediate danger we may move them to prevent this if possible.
- We do not use techniques designed to humiliate children or single them out in any way.
- We would only ever use physical restraint, such as holding, to prevent serious physical injury to adults or children.
- We do not use the word 'naughty'.
- We never leave children alone or unsupervised, and do not use strategies such as a 'naughty chair'.
- If unwanted behaviour continues for a period of time, the key person speaks to the behaviour management co-ordinator and the parent. Unwanted behaviour is tracked on an ABC chart to highlight any patterns or themes and this tracker is monitored regularly to assess how to manage the behaviour going forwards.
- We avoid situations whereby children receive adult attention only in return for inconsiderate behaviour. This includes ignoring unwanted behaviour or using distraction or diversion techniques.
- Children who are behaving well are praised and this is the focus of our attention.
- Information is shared with parents about the developmental stages of the children in their child's room, for example, that biting is a stage that many children go through.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully engaged without the need for unnecessary conflict over sharing and turn taking.
- We consistently reinforce the need for "kind hands" and "good sharing" and use visual props such as sand timers to support the understanding.

Strategies used particularly with the under two-year-old children:

- Staff go down to the child's level and give eye contact when speaking.
- Staff do not shout.
- Distraction is used as the main form of diffusing unwanted behaviour.

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- Staff supervise all children to ensure snatching, biting and hitting/physical incidents are kept to a minimum and where possible, prevented.
- Good behaviour is praised.
- Consistently managing behaviour is vital, and the key person works with the other members of staff, the parents and family.
- Staff model good behaviour- sharing, using calm voices and being kind and loving within the room.
- Staff use clear simple instructions and provide comfort when needed.

Strategies used particularly within the Ants room:

- The staff understand that between 2 and 3 years of age many children are developing a growing awareness of themselves and their environment and react appropriately to a child experiencing tantrums or frustration.
- Staff are sensitive to how the child is feeling and explains emotions while dealing with the situation, e.g. “I can see that you are angry but we must use kind hands when we are playing”.
- We do not use any type of Time Out.
- We offer a safe space the frustrated child can go to relax and self soothe if they want to, we understand that children have different ways of calming down and we are patient. We encourage the other children to give them space and we discuss how we are feeling when we’ve calmed down.
- Feedback to parents at the end of the day is positive, and any comments regarding unwanted behaviour are fed back in a confidential manner, away from the children and other parents. Parents with concerns around their child’s behaviour are encouraged to speak to the key person or behaviour management co-ordinator for advice or to arrange a meeting.
- Consistently praising good behaviour and introducing reward systems if necessary, sticker charts and certificates.

Strategies used particularly within the Preschool:

- Staff teach calming methods to the children directly, encouraging them to count to 10 and breathe deeply.

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- Children are supported to express their emotions and explain what has upset them, staff allow time for the child to calm down and speak.
- Time out is used consistently when necessary, after all other methods have been tried. After the time out, staff explain to the child why they went to time out, and encourage an end to the period, by saying sorry in some way. The issue is not mentioned again in the presence of the child.
- Children with ongoing unwanted behaviour have management plans in place to ensure that all practitioners deal with situations as consistently as possible.
- Rough and tumble play is a normal part of child development and is not inhibited, providing it is not causing a danger to children or adults. Children are supervised at all times and if games are becoming dangerous, staff intervene as needed. Outings or some extra time in the garden can be utilised when children are feeling particularly energetic.
- The feedback to parents is always confidential and away from the children or other parents.
- Behaviour during the day is dealt with then and there by practitioners, and incidents are not brought up again. **At the end of the child's day the parent may be informed for their information but we usually do not feel that further discipline after the incident has occurred is necessary so we may choose not to mention it at all.** Children should learn that once an incident is finished, we all move on, this also prevents the "victim" of the behaviour becoming too consumed by what happened too.
- Resources such as sand timers and clocks are used to teach the children to take turns, and sharing is encouraged.
- Children are aware of what is expected of them, and staff support the children to make positive choices and praise kind behaviour.

The preschool operates and displays the following 4 main rules:

1. We care for each other at preschool
2. We share at preschool
3. We tidy up at preschool
4. We look after books at preschool